

# TOOLKIT

**“Creativity and innovation – adapting sport methods for inclusion and interaction of different abilities’ youngsters through youth (sport) work”**

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# INTRODUCTION

## **TITLE:**

Toolkit “Creativity and innovation – adapting sport methods for inclusion and interaction of different abilities’ youngsters through youth (sport) work”

## **PROJECT:**

“Youth SPORT work with different abilities’ youngsters” – ySw4dAy funded by EACEA. KA2 – Cooperation for innovation and the exchange of good practices Capacity Building in the field of Youth.

## **Project partners are:**

- Okret SPIN, Bosnia and Herzegovina
- Fondazione Don Giovanni Zanandrea Onlus, Italy
- Active youth in happy Europe (AMUSE), Serbia
- Association for improvement of modern living skills “Realization”, Croatia
- Youth Power Germany e.V., Germany

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This Toolkit “Creativity and innovation – adapting sport methods for inclusion and interaction of different abilities’ youngsters through youth (sport) work” is innovative resource for youth workers and sport trainers to coach, educate, support and mentor both, mainstream youngsters and youth with disabilities, for inclusion and interaction in their community.

Project partners have the experience with using art, dance and other creative methodology when developing youth (sport) work activities for their target group, as well as they have already explored using sport methodology in youth (sport) work for inclusion of immigrants, and have the needed expertise and staff for developing this toolkit.

However, Non-Formal Education (NFE) educators and youth workers working with disabled target groups often have little or no experience in using sport as an educational tool. Many do not know how to maximise the potential of sport as a method within the regular youth work. Despite the fact that sport activities can be considered one of the most valuable NFE experiences for children and youngsters.

The toolkit is comprised of 2 parts. First, more general, part will cover concepts and recommendations related to the needs of target groups (different abilities’ youngsters) and recommendations for further adapting sport disciplines/ methods and/or NFE methods with including sport methodology in regular youth work activities.

The second part will be set of at least 20 sport methods/games and/or workshops and respective education support materials for organising youth/sport work for inclusion of youngsters with disabilities. The toolkit will be promoted and tested on the coming local dissemination events / national training courses.

# ABOUT THE PROJECT

According to WHO and their Factsheets on Health-enhancing physical activity (2015), more than half people in the EU above 15 years of age never/seldom engage in any kind of physical activity. Research also indicates that people from low socioeconomic backgrounds, minorities, as well as **people with disabilities engage in less physical activity and are harder to reach than others in terms of the promotion of physical activity.**

Typical barriers for people with disabilities to participate in sport include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately; lack of opportunities and programmes for training and competition; too few accessible facilities due to physical barriers; and limited information on and access to resources.

Disability evokes negative perceptions and discrimination in many societies. As a result of the stigma associated with disability, persons with disabilities are generally excluded from education, employment and community life which deprives them of opportunities essential to their social development, health and well-being. **Sport can help reduce that stigma and discrimination, as it can transform community attitudes about persons with disabilities by highlighting their skills and reducing the tendency to see the disability instead of the person.** Through youth/sport work and sports, persons without disabilities interact with persons with disabilities in a positive context forcing them to reshape assumptions about what persons with disabilities can and cannot do.

Main **AIM** of our project is Building capacity of youth organisations, their youth workers in Non-Formal Education for youth/sport work with/for **different abilities' youngsters.**

## OBJECTIVES:

- Support youth workers to develop key competences for using sport methodology in youth work for inclusion of different abilities' youngsters;
- Enhance knowledge management of youth organisations with new innovative resources and training models/curricula within the project topics;
- Provide the linkage of youth with other sectors through their cooperation during the study visits and local dissemination events, and thus to further build capacity of our youth (work) organisations for inter-sectoral cooperation;
- Develop the competency framework for youth/sport workers for inclusion of different abilities' youngsters;
- Allow youth workers to practice their skills to manage creative youth/sport work projects on European level (through YE), as well as on national level (through workshops), and thus further increase competences of participating youngsters in inclusion of youngsters with disabilities;
- Engage into intensive dissemination and exploitation activities of newly produced products and attract more different abilities' youngsters to our youth/sport work activities, and thus increase inclusion among youngsters.

The competency framework for youth/sport workers for inclusion of different abilities' youngsters, that we plan to develop within this project is fully innovative, as there are no toolkits for inclusion of different abilities' youngsters, which makes our Toolkit also fully innovative.

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## INTRODUCTION TO YOUTH WORK, NON-FORMAL EDUCATION AND DISABILITY

Educators working in the world of sport are often trained as sport coaches. As such, they are experienced in playing and organising sport activities. However, traditional sport organisations and clubs are “made up largely of youngsters with a talent for sport, whose families actively support their participation and who have the financial means to pay for it”. One consequence is that the sport coaches and the sport organisations usually have little or no experience in dealing with young people with fewer opportunities (with mobility issues, any form of disability, poor family, no motivation for sport, etc.). As much as they are experts in physical development, it happens that they often lack the theoretical knowledge or general competences for working with this target group of youngsters.

On the other hand, most “youth workers work with young people with fewer opportunities on a regular basis. They are mostly trained to recognise the social needs of individuals and to propose methods which directly respond to those needs”. However, youth workers are usually not experts nor practitioners in sport methodology. They might have some experience in “traditional activities like football, basketball or excursions to the swimming pool to supplement their programme, they are generally not trained to steer the learning processes which come out of sport activities”. It happens that youth workers are not sport enthusiasts and they are not familiar with different sport options for young people, regardless of their background or abilities. They might not have the equipment, facilities or the support from the local community to initiate sport activities. Both groups and sectors are looking in to expanding their area of work, to innovate it and include more. This booklet offers insight from both perspectives.

## Youth work in general

Youth work, as a practice and the field of work, has emerged in late 20th century to answer a growing need of the developing modern-day competences of young people. General social work had already been focused on young people with fewer opportunities, including those with disabilities, but mainstream youth were expected to develop competences in formal education system, through family or friends or even later in their life, through work life.

According to the Council of Europe, “youth work had been recognised as broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people’s active participation and inclusion in their communities and in decision making.”

Youth work has three essential features:

- young people choose to participate;
- the work takes place where the young people are;
- it recognises that the young person and the youth worker are partners in a learning process.

From the beginning, it has been widely accepted that youth work usually takes place in organisations, profit or non-profit, such as youth centres, youth clubs or institutions working directly with youth. However, European Union recognised the need for inclusion of young people with fewer opportunities. Based on the Salto Inclusion and Diversity, these include:

- social obstacles: young people facing discrimination (because of gender, ethnicity, religion, sexual orientation, disability, etc.), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex) offenders, (ex) drug addicts, young and/or single parents, orphans, young people from broken families, etc.
- economic obstacles: young people with a low standard of living, low income, dependence on social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.
- disability: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.
- educational difficulties: young people with learning difficulties, early school-leavers and school dropouts, lowly or non-qualified persons, young people that didn’t find their way in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.
- cultural differences: young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.
- health problems: young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.
- geographical obstacles: young people from remote, rural or hilly areas, young people living on small islands or peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc.

This toolkit will focus on young people with different abilities and their integration and inclusion. For the last 20 years, the European Union and the relevant stakeholders have been promoting development and integration of youth work also in a broader range of areas – mainly sport clubs, IT sector and schools.

## Non-formal education

Non-formal education (NFE) has been developing in parallel with youth work and eventually became its essential component. It reinforces youth work's essential features, mentioned above, and uses them as a basis for the learning. We usually differentiate 3 basic types of the education – the formal, the non-formal and the informal one (picture 1).

Formal	Non-formal	Informal
Usually at school	At institution out of school	Everywhere
May be repressive	Usually supportive	Supportive
Structured	Structured	Unstructured
Usually prearranged	Usually prearranged	Spontaneous
Motivation is typically more extrinsic	Motivation may be extrinsic but it is typically more intrinsic	Motivation is mainly intrinsic
Compulsory	Usually voluntary	Voluntary
Teacher-led	May be guide or teacher-led	Usually learner-led
Learning is evaluated	Learning is usually not evaluated	Learning is not evaluated
Sequential	Typically non-sequential	Non-sequential

Non-formal education methodological features are:

- balanced co-existence and interaction between cognitive, affective and practical dimensions of learning;
- linking individual and social learning, partnership-oriented solidarity and symmetrical learning/teaching relations;
- it is participatory and learner oriented;
- it is oriented to learning by doing, using intercultural experiences and encounters as a learning device.

Therefore, considering characteristics and methodological features of non-formal education, we can point out these basic values of non-formal education:

- values linked to personal development:
  - autonomy;
  - critical attitude;
  - openness and curiosity;
  - creativity.
- Values linked to social development:
  - Communication capacity;
  - Participation and democratic citizenship;
  - Responsibility;
  - Team work;
  - Conflict resolution.
- Ethical values:
  - Solidarity;
  - Tolerance and respect.

Interestingly enough, sport is based on the same values as the non-formal education. For many years, it was thought that sports education for young people is primarily focused on physical development of talented individuals or recreational players. Now, we recognise that sports teaches young people the same values as non-formal education, even youth work in general. The question remains – why sports coaches don't use the non-formal education methods and why youth workers don't use more sports methods?

# The Needs Of The Target Group

## (different abilities youngsters)

During the planning phases of this toolkit, all partners agreed on the importance of a concept: to create proposals that are rewarding, enriching, relevant for ALL participants, no matter what their level of knowledge and skill is. In order to do this, it is necessary to identify and analyse in advance the special needs of the target groups that will participate in the activities. Hence, by addressing their needs and foreseeing potential obstacles and/or problems the successfulness of the activity can be ensured as well as embracement of the concept of inclusion. The concept of inclusion considers it essential to involve everyone, considering differences and ensuring that all people have the same opportunities to participate. To achieve this goal of inclusion, some tips are given on how to address the specific needs of youngsters with different forms of disabilities.

### Listening and fulfilling (if it is possible) the expressed wishes

The first aspect to take into consideration when working with different abilities youngsters is to acknowledge that they are not only beneficiaries of the services and activities, but participants who actively collaborate, contribute, socialise, as well as participate in the process of social inclusion. Therefore, it is very important to listen to the needs and wishes of the people with disabilities involved, because this is where the creation of the activities and the process of inclusion itself begin. Quality of Life models are the theoretical and awareness-raising point of reference for all social actors in the disability sector. The introduction of instruments such as International Classification of Functioning (ICF) (WHO 2002), the definition of quality-of-life constructs (Schallock and Verdugo, 2006), the creation of new models of analysis for the functioning of a person (AAIDD, 2010, trad. it. in press), and finally the significant emergence from the emphasis

on the paradigm of supports (Thompson et al., 2004), have brought different knowledge and tools regarding the way of analysing individual needs and wishes of people with disability.

It may be useful to divide these needs into certain areas of possible development:

- emotional / affective (self-confidence, pushing one's limits, understanding the value of victory and defeat, and so on);
- social/relational (make new friendships, collaborate for a common goal, etc.);
- motor/cognitive (increase the capacity for mobility and autonomy from a physical point of view, acquire new motor skills, learn new concepts, etc.).

### Preparation for sport group activity of youngsters with disability

Quality participation is defined as an athlete's broad subjective evaluation that their sport involvement is (or has been) satisfying, enjoyable, and generates personally-valued outcomes. Sport activities should be individually tailored to the skill level or ability of each participant to provide an appropriate level of challenge. This may require making activities more difficult as skills develop, or making activities easier in cases where skills are diminished (e.g., individuals with degenerative conditions; returning to training after experiencing an injury and similar cases). An appropriate level of challenge allows participants to be able to experience success, build confidence and wish to grow more. Participants need to feel safe while practicing sport, meaning that each participant has to perceive a comfortable level of risk and limited potential for harm. Participants are more involved when they are not distracted or worried about safety concerns.

Before entering into details on how the youth sport activities are improving the quality life and inclusion of the people with disabilities, it is important **to define the terminology used, models of disability, classifications and different perception.**

When it comes to the issue of disability, the first obstacle that experts face is



related to the choice of the most appropriate terminology to define a person with a disability. In recent years, several experts have favoured the expression “situation of handicap”. The privilege of this terminology is the reflection of a more complex condition about the individual; it involves the context in which a person is living (material and relational aspects) and also the historical and cultural context. D. Mautuit (1995) saw the three aspects in the “situation of handicap”: the first one concerns the individual and the identification of his deficit; the second one concerns the context and the identification of possible obstacles; the third one concerns the necessary relations providing help, which are important for each human being, in particular for the people with disability. We can add to this last aspect also the need to accept the challenge to reduce handicaps with a joint power. Nowadays, it is difficult to have clear ideas about the name to use. However, the reasons for not having the clear ideas are rather interesting, positive and legitimate. Each name can either widen the distance or, on the other hand, increase the common belonging and the proximity. Claudio Imprudente, an Italian expert with a serious congenital brain injury has proposed the term “diversability” in a provocative way; the same provocation that could provoke to define a poor person, differently rich. Even though we are aware that every person possesses skills and possibilities, the risk for some people of not discovering their own ability is strong.

According to the Convention of the Rights of Persons with Disability “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (article 1 of the Convention).

In general, the term disability refers to some condition or characteristic that is linked to a particular individual and, therefore is to some extent embodied. Disabilities are present when activities that are routinely performed by people (e.g. walking, speaking, reading) are somehow restricted or cannot be done in accustomed ways. A person who has congenital blindness, has a disability. An individual who had a stroke in the right hemisphere of the brain and consequently

has little mobility in his/her left leg, has a disability. Disabilities can also occur in a combination (mobility and speech limitations).

According to the International Classification of Impairments, Disabilities and Handicaps (ICIDH ) published by the World Health Organisation, the following terms are defined as:

- Impairment as “loss or abnormality of a structure, psychological, physiological or anatomical function”;
- Disability as “any limitation or loss (resulting from impairment) of the ability to perform an activity in the manner or extent considered normal for a human being”;
- Handicaps such as the “condition of disadvantage resulting from an impairment or a disability which, in a certain subject, limits or prevents the fulfilment of the normal role for that subject in relation to age, sex and socio-cultural factors”.

In this conception, the distinction between impairment, disability and handicap was interpreted in terms of the relationship between causes and effects: the impairment determines the disability and the disability causes the handicap.

### Models of disability

Throughout the history, there have been various theories about the disability, from the traditional, the medical, to the social model with all its variations. Today, we could say that the dominant model is the one that unites both the disability and the social aspects of the phenomenon itself because it poses the problem of disability outside the individual, in the relationship between individual disability and barriers in society and the environment.

The traditional model sees disability as a burden imposed on the community by one of its members and is addressed by rejecting or isolating the member who is the bearer of that problem. According to the medical model, disability

is a health condition and as any disease should be treated/healed. The last model that mainly dominates today, is the social model that sees disability as a social issue, and the problem does not lie in the disability of the individual but in society itself. This model evolves as the movement of people with disabilities is strengthened, from the motive of charity, through the viewing of disability from the point of view of human rights, to the creation of conditions for equal opportunities for people with disabilities with others.

The medical model of disability sees disability as a problem that belongs to an individual with disability. It is not seen as an issue to concern someone else with, rather than the individual. In this approach, it is believed that the individual with disability has a problem with his or her body thereby, limited in performing their daily role as a result of the body problem.

The social model has been developed by the people with disabilities themselves and is a different way of looking at disability. This model says that disability is actually the result of an interaction between people who have a certain physical, intellectual or sensory disorder and the environment, which is filled with physical, communication and social barriers. According to this model, the environment is the one that needs to be changed in order to enable people with disabilities to fully participate in society on an equal basis with everyone else. The social model sees people with disabilities as subjects with their own rights, not as objects, and therefore emphasises the respect for their rights equally with other people in society.

The biopsychosocial model of disability leads to new ways of classifying people's disabilities depending on whether you focus on the body functions and structure, on the person's activity or participation, or on the contextual factors. The biopsychosocial model of disability emphasises the fact that disability is not only caused by impairments or because of pathophysiological reasons but also due to some psychosocial and lifestyle factors (Gatchel, 2015).

## Classification of disability

The International Classification of Functioning, Disability and Health - ICF's advantage is that it maps health components as the basis for understanding the dynamics between health problems, functioning, disability, and contextual factors. Functioning and disability are understood as a result of complex interactions between biological, psychological, and social factors. The ICF offers a common language for studying the dynamics of these components and their implications, and therefore the basis for understanding drivers' understanding of improving the living conditions of people with disabilities. The general purpose of the ICF classification is to provide a standard and unified language that serves as a reference model for the description of health and related states.

The ICF is organised into two main parts. The first part deals with functioning and disability, while the second part covers contextual factors. Each part has two components:

- functioning and disability - a component of bodily functions and body structures, and a component of activity and participation;
- contextual factors - environmental factors and individual factors.

The primary focus of the classification is on functioning and disability as health and health-related components of well-being. Contextual factors represent external (environmental) and internal (individual) factors that affect functioning in specific life situations.

Definitions (as per The International Classification of Functioning, Disability and Health; WHO, 2001):

- body functions are the physiological functions of body systems (including psychological functions).

- body structures are anatomical parts of the body such as organs, limbs and their components.
- impairments are problems in body function and body structure such as a significant deviation or loss.
- activity is the execution of a task or action by an individual.
- participation is involvement in a life situation.
- activity limitations are difficulties an individual may have in executing activities.
- participation restrictions are problems an individual may experience in involvement in life situations.
- environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives.

If we follow the ICF we have the following classification of disability:

<b>BODY</b>	
<u>Function:</u> <ul style="list-style-type: none"> <li>• Mental Functions</li> <li>• Sensory Functions and Pain</li> <li>• Voice and Speech Functions</li> <li>• Functions of the Cardiovascular, Haematological, Immunological and Respiratory Systems</li> <li>• Functions of the Digestive, Metabolic, Endocrine Systems</li> <li>• Genitourinary and Reproductive Functions</li> <li>• Neuromusculoskeletal and Movement-Related Functions</li> <li>• Functions of the Skin and Related Structures</li> </ul>	<u>Structure:</u> <ul style="list-style-type: none"> <li>• Structure of the Nervous System</li> <li>• The Eye, Ear and Related Structures</li> <li>• Structures Involved in Voice and Speech</li> <li>• Structure of the Cardiovascular, Immunological and Respiratory Systems</li> <li>• Structures Related to the Digestive, Metabolic and Endocrine Systems</li> <li>• Structure Related to Genitourinary and Reproductive Systems</li> <li>• Structure Related to Movement</li> <li>• Skin and Related Structures</li> </ul>
<b>ACTIVITY AND PARTICIPATION</b>	
<ul style="list-style-type: none"> <li>• Learning and Applying Knowledge</li> <li>• General Tasks and Demands</li> <li>• Communication</li> <li>• Mobility</li> <li>• Self-Care</li> <li>• Domestic Life</li> <li>• Interpersonal Interactions and Relationships</li> <li>• Major Life Areas</li> <li>• Community, Social and Civic Life</li> </ul>	

## ENVIRONMENTAL FACTORS

- Products and Technology
- Natural Environment and Human-Made Changes to Environment
- Support and Relationships
- Attitudes
- Services, Systems and Policies

Based on the International Classification of Functioning, Disabilities and Health (ICF) The basic knowledge about disability and different body functions is necessary when working with this target group. As youth (sport) workers, the focus shouldn't be much on the medical side of the disability, but rather on the ways that the environmental and social factors can be modified and adapted according to the needs of beneficiaries. The role of the youth (sport) worker is to adapt the activities/programmes, games and the attitudes of the people without disability towards disability, to create inclusive space for every participant and each young person with or without disability can fully enjoy and participate in the youth (sport) work activities.

### Practical advices for organising activities with different target groups of mixed abilities' youngsters

It is not possible to speak about inclusion of youth with disability if they are not involved at the same time with the youth without disabilities. At some point, projects could be exclusively organised for young people with special needs but that seems more like a form of exclusion rather than a form of inclusion. Young people with disabilities must have the right to be involved and enjoy in sport under the equal opportunities as young people without disabilities and that stands for inclusive sport.

## Knowing the basics

Even though each groups of mixed abilities' youngsters have different requirements and methods to take care, there are still some basic elements that are applicable in general when working with people with disabilities. Some of the basic elements to know are the following:

- Asking before helping - It cannot be considered right to offer help if the person does not ask or accept someone's help. The disability does not make him/her not able to do anything. Instead, they like when they are treated as normal and independent people. Therefore, offering help should be applicable only when the persons ask for it, or in case that one notices that there might be a need for help. In this case, they should be asked, and wait for the confirmation to start helping.
- Be sensitive about the physical contact/touch - It is important to know that youngsters/adults with disabilities may depend on their arms to balance their standing. Grabbing them-even if the intention is to assist-could knock them off balance. It is recommended to avoid patting a person on the head or touching his/her wheelchair, scooter or cane. People with disabilities consider their equipment part of their personal space.
- Think before speaking - The facilitators/trainers/coaches should always look and speak directly to the person with disability. Even though they might have interpreter, the personal contact should be done by looking at them when speaking. Thus, the communication should be same as with any other person. It is also very important to respect the privacy of people with disabilities and not to make many questions related to the disability so directly, especially if not knowing the person well. This can make the person feel uncomfortable and consider that is being treated with a disability.
- Assumptions should not take place - Being a person with disabilities does not mean that they are not able to do something or to decide about something.

Many people can make such a mistake and act on their place without being asked. Therefore, it is recommended that no decision should be done in their place, even if it is to participate in an activity or something else. It can also make the person feel even more excluded and not willing to show interest in another activity in the future.

- Responding kindly to the requests - When people who have a disability ask for an accommodation at someone's business, it is not a complaint. It shows they feel comfortable enough in that establishment to ask for what they need. And if they get a positive response, they will probably come back again and tell their friends about the good service they received.

### Wheelchair and mobility impairment

When organising youth sport work events and integrated sport activities for the group of participants that include youngsters in wheelchairs and those with mobility impairment, it is important to free one's mind of stereotypes and prejudices of the disability and not assume things related to those participants, but rather to ask them of their preferences. Some wheelchairs users do not like to use wheelchairs all the time, some like / can walk short distances, etc. On the other hand, some participants who seem without mobility impairment might have health issues that prevent them from walking long distances or participating actively in sport games. For this reason, it is important to discuss with the participants in question all the possible adaptations of the sport activities planned.

When implementing the integrated sport activity:

- If using materials (balls, ropes, etc.) it is advisable to put them in accessible places for all involved participants (not too low and not too high). Also, it is important to make sure that those materials used throughout the sport activity are not just cluttered all over the field, lying around the floor, especially on the places that we know the participants in wheelchairs and/or with mobility impairment will need to pass or step over. Thus, when possible, it is

recommended to engage one co-facilitator to take care of removing the used materials from the field/floor when not being used anymore throughout the game/activity.

- When doing an activity which includes movement of different body parts, it is recommended to foresee alternatives when there are participants with hand/body movement restrictions. When suggesting these alternatives to your group, it is important to use the agreed alternative of movement among the whole group of participants (both with and without disability), so that the participants with the disability would not be stigmatised as the odd-ones-out.
- The coach / youth (sport) worker should make sure that that all participants (and mainly those without disability) understand that the wheelchairs are considered as that person's part of their body, so it would be rude to use the wheelchairs as object, unless asked and agreed with the owner of the wheelchairs in question.
- If the sport activity planned consists of pairing up participants for the purpose of achieving an aim, the facilitators (coaches, youth workers) should make sure that all participants need to agree with each pair of theirs about how should they behave with them being wheelchairs users - do they prefer to be pushed, in case it is tiring for them to do so with their own hands for the whole duration of the sport activity; or do they prefer moving independently fully. If they prefer to be pushed, it is important to ask how, as some parts of the wheelchairs come off easily and it can create only problems in the midst of the sport activity if impulsively and without agreement participants start pushing their pairs.

When facilitating the debriefing after the implemented integrated sport activity:

- If using flipchart papers to have participants silently brainstorm about something, it is important not to put those flipchart papers high on the walls,

or low on the floors, but rather to put them on the tables (or on the mid height on the walls), so that all participants have equal access to those.

- When doing the debriefing on the field of the integrated sport activity (and not moving to another room with tables and chairs), it is important still to provide chairs for all participants not in the wheelchairs, so that all would be at the same height and that everybody would be on equal eyelevel of all involved. Thus, nobody would feel inferior/superior in the conversation within the group.
- It is important to keep in mind that all participants have different needs when it comes to their mobility. Thus, after a demanding sport activity, it might be exhausting for some participants to continue directly to debriefing without a break. It is advisable to provide the needed break and that the premises needed are not too far away from the venues used for the sport activity and the debriefing.

### Blind and partially-sighted

When organising youth sport work events and integrated sport activities for the group of participants that include youngsters that have visual impairment, it is important to note that they are not always fully blind, but can see shades, shapes, etc. They can have different forms of visual impairment like being colour blind, having absence of seeing depth, full blindness, etc. Again, it is important not to assume things related to those participants, but rather to ask them of their abilities, preferences and advices, in order to best plan the integrated sport activities. When implementing the integrated sport activity, it is important to consider the following:

- It is important to have available orientation points within the working space during the sport activity or a tour of the working space by using the touch techniques.

- When writing on the flipchart, putting papers on the wall, as well as explaining the activity instructions, it is important to be very specific and consider to even take the person in a tour to show the places where these things stand.
- It is important to be explanatory and summarising the discussion points and the flow of the activity in order to keep their attention actively and update them with the current atmosphere in the group. This includes also mentioning the names of those contributing to a discussion, and the face expression when agreeing/disagreeing at some discussion point.
- When the activity requires to have different changing positions, it should be considered to mention at what point they are sitting or standing, if their have their eyes closed, and so on. Also, the coach/youth worker should mention when he/she is finishing the session and leaving from the working space.
- The element of asking for questions and comments from the participants should also be considerate when working with blind and partially-sighted people by using words and not only face expressions.
- Participants should be provided with relevant written materials before the activity days in order to read them. The materials can be provided in printed format for them to read it with magnifying glass or send electronically so they can read it through braille reader.
- For participants who are partially-sighted, the instructions for space orientation can involve the usage of different colours.
- When organising an activity with blindfolds, there should be a specific attention on how the blind participants perceive the nature of this activity. While some participants might find it as an integrated activity, there might be ones who might feel sensitive especially when needed to take off the blindfold in the end of the activity.

- It is important that the workspace is not close to streets or other possible noises, due to the fact that blind people have their main focus on sounds and any other sound in the background can confuse them or not allow them to concentrate. Also, it is essential that the coach is clear and with a medium volume when speaking and asks the same approach from other participants.
- In cases when there are red-green colour-blind participants, the coach/youth worker should have in mind to not use these two colours.
- Another aspect when it comes to supporting or helping the blind or partially sighted participants is to first ask if they need assistance and receive instructions from them on how to assist. Grabbing their hand without them knowing in advance or being asked is not helpful. Usually, when they confirm they need assistance, they take the other person's arm or elbow and follow the steps accordingly. When there are stairs or change in direction, they should be notified before taking the next step.
- In cases that blind participants are accompanied by a guiding dog, other participants should be aware to not distract the dog for playing around, especially without the permission of the owner.

### Deaf and hearing impairment

There are different types of people with hearing disabilities, ranging from people that can hear well when they use assistive equipment to people who do not hear anything. People that were born deaf have learned to communicate in visual ways (e.g., sign language has its own grammar, lexicon and idioms). Speaking or writing a verbal (foreign) language is often a second or third language for them. Some deaf or hard-of-hearing people can lip-read and some use sign language. There are a number of deaf people who have a speech impairment, but some others can speak fluently. However, when it comes to including these people in a youth work programme, it is obviously

possible by adapting and finding out what assistive equipment or methods they use for communication. In order for the youth workers and sport coaches to have a suitable programme for all participants and inclusive for the deaf and hearing impairment participants, it is important to pay attention to the following presented tips and recommendations:

- It is considered a mistake when someone speaks very loudly when needed to repeat something to a deaf person. Instead, it is better to try being clearer and simpler in speaking, and to use gestures or other type of communication, especially if the deaf person lip-reads.
- When the person can lip-read, it is needed to speak while facing him/her and pronounce the words clearly.
- People with hearing impairments need to concentrate on the gestures, expressions and lips of others so well-planned lighting and distance is necessary – make sure the background of the speaker is not distracting.
- When using the sign language with the deaf person, or by using an interpreter, timing is essential. The coach should have in mind that this form might take a longer time and plan the session accordingly. Also, even if having an interpreter for the deaf person, the coach should look at the person directly when speaking, and not to the interpreter.
- Repeating the questions related to understanding and clarifications regarding the topic is also very important. It is even better if these questions can be addressed by using the sign language.
- When the coach/youth worker wants to start presenting or giving instructions (especially when focusing on lip-reading) it is important that they have the attention of the deaf and hearing impairment people. This can be done by gently touching their shoulder or arm, or doing some visible gesture before starting and making sure they are looking.
- The work with deaf and hearing impairment participants is different from the work with blind and partially sighted participants. In this case, the more visualised things and materials are, the better and more understandable is for them. Thus, board writing, handouts, flipchart writing and other forms are very welcomed with this group of people.

- It is important that mobile phones or other devices to be avoided due to the waves that can interfere with the assisting hearing devices that hearing impairment participants use, thus the coach/youth worker should ask other participants to switch off their phones/devices if they do not need to use them necessarily.

### Cognitive, learning and intellectual disabilities

The cognitive, learning and intellectual disabilities are not always obvious, especially not in the first meetings as they are not visible/physical as some other disabilities. There are different levels of cognitive, learning and intellectual disabilities including different types as well. However, it is important, that when interacting with people which have some kind of these disabilities to start the communication in a normal way with no judgemental approach regarding the intellectual capacities, and through the process to adapt slowly. Some useful tips and recommendation when having activities with cognitive, learning and intellectual disabilities participants can be:

- Being clear and concise in speaking, as well as avoiding difficult terminology and figurative speech.
- Even though some things in communication might need more effort and repetition/clarifications, the coach should always smile and be positive when communicating.
- Flexibility, patience and support are essential when working with this group of participants. Some things might take time to explain, and the coach/youth worker should make sure that the participants understand and have all questions answered.
- It is considered important to offer support when having to do certain tasks or completing particular forms, but always to wait for the participant to confirm that he/she accepts the help/support.
- Sometimes, when working in an environment with many people and too much noise might negatively impact the concentration of people with mental disabilities. Thus, if possible, the coach/youth worker should provide

them a space that allows concentration when needed or ask from other participants to be quieter.

- When having people with Asperger syndrome or autism (or other similar cognitive disabilities) it is important to know that they can have panic reactions towards some objects (such as tunnels, certain colours, and so on) as well as in particular situations. It might be helpful to ask the participant directly, or his/her parents and/or social worker about the causes of these reactions in order to avoid and well manage them.
- The situations with short-term memory difficulties and poor social skills are quite present to the people with traumatic brain injury. Thus, having more instructive and guiding way for socialising with the group, or even appointing a personal assistant, might be very helpful for the person to feel included and respected.
- When it comes to participants that have Tourette's syndrome, it is important to notice that they might experience the urge to swear, scream, spell involuntary speech or uncontrolled movements. In such cases, the coach and participants must show understanding, and wait until the person is calmed. Usually, if trying to calm or making stop, it has no positive effect. Instead, it even urges him/her to build up more, thus waiting to calm down is the best alternative.

### Specific types of disabilities

As it is known that there is a lot of different kind of disabilities, it was decided that this toolkit covers some examples how to manage situations that deal with the most common ones. As the situations again depend on each individual, in most cases, it is recommended that the best approach is to ask the people themselves, and follow their indications in order to be able to include and support them in participating comfortably.



## Person of short stature

For the youngsters and adults that have the disability of short stature, it is quite often to experience a treatment of cute and childlike from the average-size people. This treatment does not make them feel any better or included, instead it can be an obstacle for them to participate or feel comfortable. Some of the common recommendations in such cases can be:

- Making sure that other participants are aware that treating people of short stature as cute or childlike is not appropriate and make them feel uncomfortable.
- The working materials should be placed in a not too high or too low shelves/ desks.
- When 1-1 communicational interaction between participants is required during the activities, the coach/youth worker can suggest that they do it while sitting in chair, so that they are in the same level. This is helpful to communicating effectively with each other.

## Speech disorder

Participants with speech disorder might not be loud enough or experience speaking difficulties when participating in an activity. It is important that all other participants and the coaches are understandable and support them in the discussion without making the communication more difficult.

- In case the person is not understandable enough, it is recommended to politely ask to repeat and not pretend that he/she is understandable and not continue the communication because it is not considered helpful. Instead, it may cause that the person does not further participate in the discussion or group interaction.
- Interruption should not take place, neither the tendency to finish their sentence in case they experience difficulties in speaking.
- In some cases, some part of the communication can take place by drawing or writing, if the person with speech disability agrees.

- Other participants should be aware that these people can speak up or express their opinion, therefore speaking on their place is not needed neither recommended.
- When having activities that involve participants with speech disorder, it is important to choose a quite environment that is not exposed to a lot of noise around. This may help the communication and avoid potential misunderstandings as well as the need to be louder, repeat, and so on.
- It is important that other people who are present are understandable towards the speech disorder participants, so that they do not laugh or tease them.

## Epilepsy (seizure disorders)

When working with participants that have epilepsy experience seizure at certain times, youth workers and coaches have to be very cautious and think in advance for potential measures. Some of the key recommendations to consider are:

- It is crucial to know the severity of this disorder in order to be able to help/support the participant. While there are cases when people experience only shaking of hands or other body parts, there are severe cases where the seizure is stronger and can result in loss of awareness or uncontrollable body movements.
- In order to be able to react properly and help the person, it is important to know in advance the usual seizure experiences. This information can be obtained from the participant directly, his/her parents, or the social worker who was taking care of handling previous epileptic seizures. In non-severe cases, it is enough only to wait until the seizure is over, while on the more severe cases, the person needs to take an injection that helps to calm down.
- Tools and devices that have flash lights or beepers can sometimes trigger the seizure even more, thus it is recommended to use such tools/devices even if it is dark environment.
- While non-severe seizures require only to wait and observe the behaviour of the person, in severe cases it is different situation. If the participant falls

down during the strong seizure, it is important to be there so that the head is not hurt, as well as to make sure that they do not swallow the tongue. However, trying to keep the body from moving it is not a good approach – no restrictions on this case should be performed.

- The participant might feel uncomfortable or embarrassed after experiencing a seizure. It is important that the coach and other participants show respect and understanding, as well as offer support, time and some privacy until the person is ready to join the group for the activities again.

### Cerebral Palsy

The Cerebral Palsy (CP) is a kind of disorder related to the use of muscles and directly affecting the movement of a person. In some cases, it affects the speaking as well. Even though cerebral is related to the brain work, this kind of disability does not limit the intellectual and cognition capacities of a person. Therefore, when it comes to intellectual interaction, the coach/youth worker can expect the same level of intellectual capacities but at times when the person has cognitive disability, if needed, to simplify the discussion, instructions, and so on.

### Psychiatric Conditions

There is always a possibility that people who deal with depression, some certain type of phobia, and/or other psychiatric disorders are part of youth work activities. These kinds of cases sometimes are not considered as disabilities from some professionals. However, as psychiatric conditions directly impact the everyday functioning of the people, even if it is temporarily and not visible, it is still considered a disability that makes youth workers and coaches to find out their psychiatric condition and ways to treat them appropriately and make them feel included and integrated in a group with different background participants'. It is very challenging to address the needs of the psychiatric conditions people, as they usually feel and act very normally, but in certain cases and/or topics, situations, can be very sensitive and experience strong emotions. The best

alternative is to create inclusive space and openness for the participants to feel free to share such issues with the coach/youth worker in order to find out, or even from the psychologist, and parent. If managed, then the youth workers know more about the situation and condition, thus can plan and think for the potential ways to make them feel better, avoid unpleasant situations, and so on.

### Adaptive physical activity models and types

For the adaptation of the methodology, sport coaches and youth workers can use the STEP or the TREE model.

Either, the STEP or the TREE model comes from the change of the perception of international disability sport. It provides a useful way for practitioners to structure changes to sporting activities. STEP is an acronym derived from the word 'Space', 'Task', 'Equipment' and 'People'. STEP was developed in Youth Sport Trust resource material as a simple tool for assisting teachers, coaches and community sport deliverers in adaptation of the process. As a structure, STEP can be used to ensure that participants with different abilities can be included in physical activities. For each word represented by the letters of the acronym, the authors offer the following examples:

- Space – Increase or decrease the size of the playing area; vary the distances to be covered in practices to suit different abilities or mobility levels; use zoning, for example where players are matched by ability and therefore have more opportunity to participate.
- Task – Ensure that everyone has equal opportunity to participate, for example in a ball game, all the players have the chance to carry/dribble, pass, shoot, etc.; break down complex skills into smaller component parts if this helps players to more easily develop skills; ensure there is adequate opportunity for players to practice skills or components individually or with a partner before including in a small-sided team game.
- Equipment – In ball games, increase or decrease the size of the ball to suit the ability or the age range of the players, or depending on the kind of skill

being practiced; provide options that enable people to send or receive a ball in different ways, for example using a chute or gutter to send, a catching mitt to receive; the use of the bell or the rattle balls can assist the inclusion of some players.

- People – Match players of similar ability in small-sided or close marking activities; balance the team numbers according to the overall ability of the group. It may be preferable to play with the teams of unequal numbers to facilitate inclusion of some players and maximise the participation of others.

Sometimes, practitioners add another letter to STEP model – letter S meaning Success. Here is an example of possible adaptations using the STEPS model :

Possible Adaptation		
<b>S</b>	<b>pace</b> Where is the activity happening?	Targets nearer or further away Height and Distance Zones of play
<b>T</b>	<b>ask</b> What is happening?	<ul style="list-style-type: none"> <li>■ Try different ways of taking part (e.g. different movement patterns)</li> <li>■ Change rules to aid inclusion</li> <li>■ Be flexible</li> </ul>
<b>E</b>	<b>quipment</b> What is being used?	<ul style="list-style-type: none"> <li>■ Size, shape, weight</li> <li>■ Playing surface</li> <li>■ Sound</li> </ul>
<b>P</b>	<b>eople</b> Who is involved?	<ul style="list-style-type: none"> <li>■ Coach positioning</li> <li>■ Group dynamics (e.g. working in pairs/small groups)</li> <li>■ Different roles</li> </ul>
<b>S</b>	<b>uccess</b> How did it go?	<ul style="list-style-type: none"> <li>■ Challenge</li> <li>■ Timing</li> <li>■ Attainable</li> </ul>

The other model is TREE, which is an acronym derived from the words 'Teaching or coaching style', 'Rules and regulations', 'Equipment' and 'Environment'. It is slightly different from STEPS because it also focuses on the teaching style and general facilitation of the coach or the youth (sport) worker. It recognises the role of a teacher/coach in the learning process.

## The types of APA

As we have seen, there are many types of APA, which is implied in the meaning of the term “umbrella”; it is sincerely very complex and difficult even for us, to be able to give a broad and exhaustive picture of all the existing ones. The first classification of APAs can be made on the basis of the intensity of adaptation in the discipline. We are talking specifically about:

- **Unchanged sports:** in these disciplines, the athletes with minor disability are able to reach levels of development and performance similar to the ones without disability.
- **Sports with adapted rules:** these sports are meant for the people with average to severe disability.
- **Adapted motor activities:** these activities are mostly meant for the people with severe disabilities.

Another classification concerns the grouping of disciplines according to the functional classification of the athlete’s disability. This classification, however, is partial because in it we find only the sports disciplines regulated by the Federations and therefore referable to the sporting sphere. APAs from a social and psycho-motor point of view remain excluded. As a result, there are APAs for all disability categories that can be traced back to the three macro-categories:

- **Motor disabilities** that include neuro-muscular-skeletal impediments:
  - **decreased strength**
  - **decreased range of motion**
  - **limb deficiency, i.e. amputations**
  - **different limb length**
  - **hypertonia**, i.e. abnormal increases in muscle tension and reduced muscle lengthening capability
  - **ataxia**, i.e. lack of coordination in movements
  - **athetosis**, i.e. uncontrolled movements with difficulty in maintaining a stable posture
  - **short stature**, i.e. dwarfism

- **Visual disabilities**
- **Intellectual disabilities**

From these 3 categories, all the sports of the Paralympics have origin; furthermore, those can be classified in these additional categories:

- **team sports** (basketball, football, baseball, cricket, “goalball”, tandem, sailing)
- **individual sports** (tennis, biathlon, judo, athletics, fencing, alpine and Nordic skiing, showdown, archery)
- **sports with animals** (horse riding)
- **aquatic sports** (rowing, canoeing, swimming, water skiing)

In addition to these strict and standardised classifications by the Federations that are managing the adapted sport, there are also all the APAs that are designed within the social and psycho-motor sphere and that are subject to personalisation. These APAs do not have the fixed rules but arise, as we have seen, from the operator’s ability to analyse the residual capacity of the subject and the objectives to be achieved to design the motor task. The difference in organisation between sports APAs and motor / psycho-motor APAs is that the sports APAs are focused on the training process in search of performance; the motor / psycho-motor APAs are focused on designing a process and on the emotional impact they have on a person with disability.

To conclude, in the APA we can also add integrated sports, which can be defined as “sporting activity of an educational nature for all athletes, with and without disabilities, with the intention of building together a group or a competition situation. Through the practice of sport this situation develops and promotes a culture of integration and solidarity, with the acceptance and appreciation of diversity and individual limits at all levels”. In these activities players with and without disabilities play together with the different equipment, rules and roles cooperating to achieve the same goal. An example of integrated sport is “baskin”, a very young sport that includes people with physical disability in wheelchairs, those with mental disabilities and those without disability, all

playing together. Surely this last formula of APA is the most innovative form of sports activity, because it really integrates disability within integrated sport. Everyone offers their own contribution to the success of the game, everyone is indispensable; profitable and collaborative exchange between the subjects is crucial, which leads to undoubted favourable outcomes for both subjects; and finally, to a new concept of diversity, which is the foundation of the existence itself.

# Adapted Sport Methods/Games/ Workshops For Organising Inclusive Sport Work With Different Abilities' Youngsters



## BASKIN

**Duration:** 100 minutes

### Background:

Baskin is an original sport invented in Cremona (Italy) in 2003 whose objective is to create an inclusive activity for everyone. Activity mainly aimed 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. According to Loci (n.d.), Baskin is not an activity that allows some to play and have fun while other "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 in order to win.

### Aim of the workshop:

Creating team spirit, as well as cooperation and development of new communication skills, through motor activity for all youngsters with different abilities.



### Competences addressed:

Development of motor skills and movement;  
Communication;  
Social inclusion;  
Teamwork.

### Objectives:

To create a play environment where everyone can acquire new skills;  
To learn and/or maintaining physical skills thanks to sports practice;  
To learn new communication methods.

### Methodology and methods:

Dynamic stretching;  
Integrated sport named Basket;  
Sports exercises aimed at developing specific motor skills;  
Final competitive match.

### Workshop flow (with detailed description of each sub-element of the workshop and the duration):

#### I. Warm-up and game preparation (40 minutes)

The session starts with a dynamic stretching (running, dynamic warm-up exercises, mechanical movements related to the movements that must be implemented in the game), then the roles and instructions are explained to the participants.

#### Division of roles among the participants:

The trainer/youth worker introduces some exercises in order to understand how to assign the various roles to the participants, at what height to fix the various portable baskets and at what distance to place the shooting areas. Some examples of exercise could be running from point A to point B, dribble on the spot and in motion, shots (as high as possible or as far as possible), shots in low and high baskets, passages between companions, and so on.

#### Game preparation exercises

In order to have proper preparations for each participant, the instructions are given in detailed for the exercises of each individual roles (every player can practice all the exercises in an adapted way, or the youth worker can choose to address certain exercises only to the specific role):

Examples for preparation of each role can be the following:

##### Role 1:

- Youth worker or trainer places the participant in the shooting area of his/her basket, and he/she has to do repetitions of 10-15 shots for each position (youth worker or trainer moves the participant in different positions);
- The participant has to shot 3 baskets in a row and then be moved to another position;
- Practicing ball passing exercises in pair with a partner;
- Youth worker makes movements and participants must copy it.

##### Role 2:

- Participant have to do repetitions of 10-15 shots, moving to different points when they finish;
- Participant have to shot 3 baskets in a row and then move to another position;
- Exercise in pairs: passing the ball at different distances.

##### Role 3:

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

**Role 4:**

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

**Role 5:**

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

**Forming the teams**

- Youth workers/trainers are responsible for making the teams
- Participants have 10 minutes to discuss a strategy

**II. The game (40 minutes: 3 games 10 minutes each + 5 minutes break after game)**

The baskin follows the basic rules of basketball but with some changes. In this introduction of baskin game rules should be simplified in order 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 is drawn with tape, which is called the "shooting area". The height of the baskets and the shooting areas are defined by the coaches/youth workers, who take into account the participants with whom they are working. Players of the game are divided by role based on their skills, which can be as follows:

ROLE 1	ROLE 2	ROLE 3	ROLE 4	ROLE 5
Participant who cannot move independently, such as participant having only the use of arms and / or hands  Example: people who only use their arms or hands, but who are unable to move the wheelchair, people with visual impairments	Participant who knows how to move but without using his legs  Example: People in wheelchairs who are able to move it independently, people with severe intellectual disability	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.  Example: People with intellectual disability but able to understand the rules	Participant with slight motor difficulties, pace of medium level, presence of mild deficits  Example: People with disabling obesity compared to running.	Able-bodied participant, without motor difficulties: able to run quickly, move hands, dribble. He/she knows how to coordinate running and dribbling.  Example: able-bodied people, people with mild intellectual disability.

It is important to note that roles 1 and 2 are the only ones free from markings. Players in the Role 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 Role 1 players 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. The rule of 10 seconds starts as soon as the player has caught the ball; if the ball slips, they no longer have the right to shoot.

Players in the Role 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 these players, 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.

Players in the Role 3 can shoot in all baskets (X, Y and W) but outside the shooting area. They are subject to markings, so 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.

Players in the Role 4 can shoot in X and Y baskets outside the shooting area, and they are subject to markings. They have to dribble the ball while running on a regular basis (they cannot stop it, or if they do, they have to shoot or pass). Their shoot is worth 2 points if they hit the basket X, and with 1 point if they hit the basket Y.

Players in the Role 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 player per team, maximum two players with the Role 2 and 3 per team, and maximum three players with the Role 4 and 5 per team;
- There should be 7 players in field and 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).

#### **III. DISCUSSION (20 minutes)**

After the activity finishes, the facilitator continues with debriefing by using 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, youth worker/coach asks 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, youth workers ask participants to reflect on whether all players were involved or if they could do better in order to promote inclusion.

### 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:

- Baskin Cremona, <https://baskin.it/>
- Baskin: <https://www.youtube.com/watch?v=MfwE4-xrIPc&t=63s>

### Recommendations for future youth workers multiplying this workshop

- This game can be considered a codified sport and for this reason it has complexities. Youth operators and coaches must have a clear understanding of the rules of the activity.
- This sport allows to involve a very wide range of people, with all their characteristics and complexities. It is important to know the people we are working with in order to prevent any possible conflict situations.
- The activities in this session can all be organised by following Covid-19 measures.

# CAPTURE THE FLAG IN TRUST

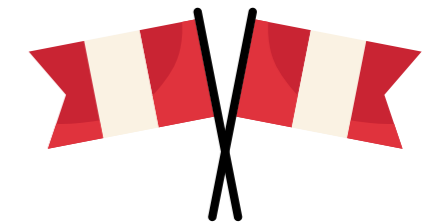
**Duration:** 90 minutes

### Background:

This activity can be used in order to encourage team building and to promote inclusion of all participants in the group, no matter which abilities or disabilities they have. This activity is open to everyone, also to people with really severe mobility impairments as tetraplegic youngsters.

### Aim of the workshop:

To use sport methodology with the aim to create team building in a group composed by mainstream youngsters and people with different disabilities.



**Competences addressed:**

Team building;  
Cooperation and inclusion;  
Social and civic competences.

**Objectives:**

To allow an effective participation of all participants no matter what kind of impairments they might have;  
To establish good communication and feeling of trust between participants;  
To promote the bio-psychological- social welfare of participants thanks to an adapted physical activity;  
To allow participants to take part in a physical activity session.

**Methodology and methods:**

Non-Formal Education techniques;  
Team building activity interaction;  
Group discussion.

**Workshop flow (with detailed description of each sub-element of the workshop and the duration):**

**I. Warming Up – Dynamic Stretching (15 minutes)**

The workshop starts by some warm up techniques before the game activity taking place. Dynamic stretches are active movements where joints and muscles go through a full range of motion. They are usually used to help warm up the body before exercising.

**II. Game Activity “Capture the flag in trust” (50 minutes)**

After the warm up, the explanation about the upcoming activity take place. Participants are informed that the whole activity game lasts 60 minutes considering a score of 30 points (Time might be flexible according to the number of participants and the score aiming to achieve). Participants are divided in 2 teams from youth workers/trainers. Teams are equal in numbers, and are composed considering the ability of the group of participants. Game activity consists in “capture the flag” in an adapted version: each team will choose a person (A) who will have to tie the flag (which can be a scarf, a bandana, etc.) in one part of his body (wrist, ankle, etc.). The other team members will be divided into pairs, considering that one will be the runner (B) who will have to drag his blindfolded partner (C). After rules explanation, every team in 15 minutes should decide who would be A, B, C participants and choose a team name and slogan. Before the games starts, 2 teams should tell the others their team’s name and show the slogan they choose in an artistic way (by singing, dancing, theatre, paint etc.). Then, according to previous explanation, every team has 1A participant and in the same number B and C participants. Subject A stands on one side of the playing field in between of his/her teammates B, while his teammates C will be on the opposite side of the space, next to mate A and mates B of the opposing team. Each pair has a number assigned and the trainer/youth worker should take care of calling the numbers. The ‘C’ participants have to be blindfold, and after that the flags will be tied in a part of the body of the ‘A’ players.

When the game begins, youth worker/trainer calls a number, the ‘B’ of the two opposing teams run to take their partner ‘C’ (who is blindfolded) and accompany him/her to his/her teammate ‘A’. Through vocal instructions, ‘B’ players will have to help ‘C’ players in finding the flag, get them unfastened and bring them back behind the starting line as soon as possible. Whoever arrives first scores a point.

### III. GROUP DISCUSSION (25 minutes)

After the game, youth worker/trainer will invite participants to sit in a circle in order to start debriefing. In order to start this phase, trainer/youth worker could suggest some reflection question:

How do you feel after this activity?

What was the most difficult part? Did you find any obstacles?

Do You think the communication strategy You used was effective?

Do you think some of the participants could be more satisfied/helpful if engaged in other roles?

Did you all fill important and feel integrated in the process activity?

#### Materials needed:

- 2 flags
- Blindfolds for half of the group

#### Background documents and further reading:

- Tips for dynamic stretching exercises:  
<https://disabilityhorizons.com/2020/05/8-exercise-videos-for-disabled-people-during-isolation/>

#### Recommendations for future youth workers multiplying this workshop

- If some participants need a wheelchair to move, it is important to make sure that the ground is actually accessible and safe.
- If the activity is organised outside, can be fully implemented also in Covid 19 period, but every participant should wear a face mask and they need to clean their hands with hand sanitizer after every round.

## SITTING VOLLEY FOR ALL

Duration: 140 minutes

#### Background:

This activity is mainly aimed at promoting team building, to encourage development of cooperation and the elimination of differences between youngsters with and without disability. This activity is an example of adaptation of an existing previous game (volleyball). All existing sports could be adapted in order to become inclusive: youth workers/trainers have to be creative in order to do changes which could promote inclusion but not changing the goal of the original sport. This activity is suitable for mainstream youngsters, with physical and/or mental disabilities, as long as they are able to handle a ball. Integration of youngsters not suitable with the previous rules and explanation was based on the following: 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, CAN 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 in order to open new chances and possibilities.

#### Aim of the workshop:

Creating an inclusive environment and team spirit through a competitive sport activity that contributes to refine the management skills of a good game strategy.



### Competences addressed:

Teamwork;  
Development of motor skills and movement;  
Social inclusion.

### Objectives:

To make people understand the difficulties which involve the exclusive use of the arms;  
To understand that a person with disability has a potential that can be exploited;  
To acquire specific skills and knowledge regarding the game of sitting volley;  
Being able to develop a good game strategy.

### Methodology and methods:

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

### Workshop flow (with detailed description of each sub-element of the workshop and the duration):

#### I. Pre-game training - Adapted sitting volley (90 minutes)

The workshop starts with some pre-game training as it is important to dedicate to this aspect more time before playing the real game. It initially starts with a warm-up through dynamic full body stretching, but focusing specifically on the hips, wrists, neck and shoulders. Then, the next phases consist of the following exercises

- The participants pass the ball between players while 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 such as make it bounce against the wall and catch it again, or make it bounce against the wall - touch the floor and catch it, or the other alternative is to make it bounce and catch it only with one hand, to be done with both right and left.
- The exercise becomes more advanced when the participants have to play in pairs. The pairs face each other, and continue playing by throwing the ball to each other, then throwing and clapping before catching it, then bouncing it on the floor and the partner has to catch it afterwards, throwing and catching it with one hand, and so on.

Since the participants have 90 minutes for all these exercises, they can even change pairs in the meantime.

#### II. The game (30 minutes)

The real game starts, and the facilitator explains the following instructions for the participants:

- Team formation (chosen by the trainer/youth worker, with the possibility of changing it in other rounds) consists of: 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 get 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.

Moreover, some of the main rules include the following:

- 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, the facilitator continues the 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)

#### 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

#### Recommendations for future youth workers multiplying this workshop

- It is considered as the best option to have 2 or 3 trainers/youth workers to implement the activity especially if there are more participants with different disabilities.
- The activities within this workshop can last from 90 minutes to 120 minutes. However, depending on the group composition, it may take more than 120 minutes to finish all the exercises. Thus, the facilitator/youth worker should have in mind to be flexible with time and adaptation of the participants in the game.
- If implemented during the period of Covid-19 situation and by respecting measures, every participant should wear a face mask and they need to clean their hands with hand sanitizer after every game.

# INCLUSIVE TREASURE HUNT

**Duration:** 90 minutes

## Background:

This session includes activities designed to respond to one of the main needs in the field of inclusion of people with disabilities, that is to create cooperation and identify communication channels between people with and without disabilities. The need is to identify occasions in which to develop a space of mutual knowledge. This activity aims to reach this purpose thanks to a team game. Team is composed by heterogeneous user, made up of able-bodied people and with various disabilities (cognitive and / or physical).

## Aim of the workshop:

Foster cooperation between young people with and without disabilities as well as promote biopsychosocial well-being thanks to sport activities.

### Competences addressed:

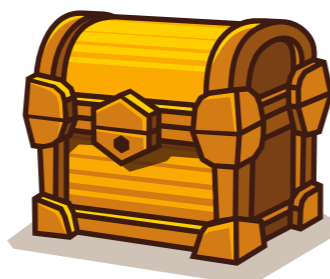
Teamwork;  
Communication;  
Social and civic competences;  
Problem solving.

### Objectives:

To create a spirit of collaboration among the participants through a common shared purpose;  
To encourage sharing and teamwork through sports for all participants;  
To boost positive communication between people with different abilities.

### Methodology and methods:

Outdoor treasure hunt activity;  
Strategy game;  
Final debriefing.



## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

### I. Energiser (10 minutes)

The session starts with the “Untouchable Touch” energiser. The trainer invites the participants to make a circle and then distributes one marker to each participant. The instructions are as follows: connect each other with marker (in case there are participants with difficulties in fine motor skills the neighbour participant could grab the marker, but they also have to be connected all the time). After they are all connected, youth worker/trainer asks participants to complete some tasks:

- Try to move markers up and down
- Sit down and return to the start position
- Do the wave like on the sport match

Tasks can be adapted according to the trainer.

### II. Game: Inclusive Treasure Hunt (60 minutes)

Participants are invited to start with the next activity phase which includes a game. It is explained to them that they first need to focus in the preparation part and then in the game which is called “Treasure Hunt”.

#### Preparation

First, creation of teams is composed by 5 to 7 participants (groups has to be heterogeneous). Then, youth workers/trainers choose different tasks for the participants to complete (up to 10 tasks is the recommended number). At each stage there must be a youth worker/trainer who manages / controls the game (if there are not enough operators it is possible to ask for a help at few participants which will participate in the next round). The main rules are that each team has 10 minutes to choose their own name and develop a strategy in order to be able to run all together. Also, each team will be assigned a ticket to know in which position they should start their game.

### Implementation: Inclusive Treasure Hunt

Every team should solve an easy riddle in order to understand which stage first they need to go. Team companions will have to collaborate in order to guess where to start with tasks to complete. Moreover, teams must move from one stage to another while holding each-other's hands (or touching the wheelchair or other parts of the body, depending on the abilities of participants). When the team reaches the stage, they will have to pass a test to get the next ticket

Examples of tasks for the teams:

- Participants have to put themselves in a position to build a drawing with their own bodies (a heart, a sun, a writing, etc.)
- Make a path blindfolded by listening to the voice instructions of their companions (e.g., slalom between pins that the operator will move for each participant)
- Pass a ball without dropping it (distance between participants is decided by trainers)
- Run from point A to point B each with the hands on the hips of the other person (like a train). If there is a companion in a wheelchair, he/she can be placed in the first place.
- Come up with a small group dance (trainer will choose the song)
- Each participant should score in a basket
- Blindfolded participants must reach the trainer who will use the hand clap to be heard and guide the way

The team that first manages to complete all the stages, wins.

Some main rules for completion of the tasks are:

- Teams must arrive together to the next stage (holding hands or holding the wheelchair, depending on the participant). If they do not arrive together, they will have to return to the previous stage, take a ticket with the signature of the youth worker and return to the next stage.
- Companions in difficulty can be helped, but without replacing them! Each component must complete all tasks.

### III. Discussion (20 minutes):

After the game is finished, the discussion part starts, by following the topics/questions below:

- Did you enjoy the activity?
- What were the most difficult tasks to overcome?
- What tasks did you like the most?
- Did any of the participants surprise you with skills you didn't think they had?

At the end of the discussion, the trainers ask the teams to meet again, and each team must come up with a treasure hunt "motto" and recite it in front of the other teammates. Activity ends with a group hug!



### Materials needed:

- Easy riddles written on post-it prepared by youth workers/trainers
- Different tools according with the defined tasks (pins, balls, cones, spoons, etc.)
- Rope or strip to define playing areas.

### Background documents and further reading:

- Video Explanation for the energiser tasks "Untouchable Touch Energizer":  
[https://www.youtube.com/watch?v=8Xj\\_w8yblvE](https://www.youtube.com/watch?v=8Xj_w8yblvE)
- Red-light green light rules:  
<https://www.playworks.org/resource/game-of-the-week-red-light-green-light/>

### Recommendations for future youth workers multiplying this workshop

- Trainers must prepare in advance several riddles that can also be solved by people with cognitive disabilities (e.g., connect the dots to identify the number of the starting stage)
- Trainers must ensure that everyone performs the tasks and no one is excluded from the game;
- In period of Covid 19 situation every participant should wear a face mask and they need to clean their hands with hand sanitizer after every game. Only holding hands must be changed: participants could still reach the stages all together, but while keeping the distance of 1 meter to each other.

# TENNIS STARTERS

Duration: 90 minutes

### Background:

As tennis is considered an individual sport, it allows more flexibility, adaptability, and creativity when working with individuals of different abilities. This session is designed for tennis beginners, those who never held a racket in their hand in order to give them basic knowledge and practice on this sport. Participants don't need any preparation (tennis shoes are optional if playing on a tennis field), however, rackets should be provided.

### Aim of the workshop:

The general purpose of this workshop is to familiarise participants with tennis as a sport and to provide them with an experience and knowledge of healthy competition through sport activities.

### Competences addressed:

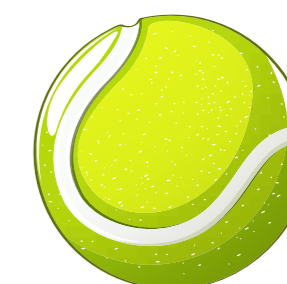
Physical and mental focus;  
Social inclusion;  
Team work;  
Planning.

### Objectives:

To practice on the field coordination through tennis as a sport activity between participants of different abilities;  
To promote inclusion through practices of tennis sports;  
To become aware of the balance between competition and cooperation.

### Methodology and methods:

Group work;  
Work in pairs;  
Physical activity;  
Discussion.



**Workshop flow (with detailed description of each sub-element of the workshop and the duration):**

**I. Introductory to the game – Tennis floor (15 minutes)**

This is a very easy and introductory exercise for tennis, especially if participants/players do not have any experience with tennis balls or rackets. The coach/youth worker should divide the participants in pairs in a position that they face each other in a 3-4 meters distance (or even more, depending on the space available). First, the instructions are that participants need to start practicing by pushing the tennis ball toward their pairs a few times. This is better to do if everyone has a racket, but it is also possible to do by hand. After a few minutes and several tries, the exercise is upgraded by making a “goal” in front of every player. You can use small cones or any other small object. The aim for a player is to push the ball, on the ground, and score a goal against their pair. The coach pays attention to all participants, checks their coordination and abilities to facilitate the ball on the ground.

**II. Main part A – Catch and throw (30 minutes)**

Participants stay in their groups/pairs and come close to 1 meter distance between each other. If it is possible to place nets for each pair, it would support the game more. The first person has to bounce the ball on the racket, in the air, 5 times and bounce it to their pair, without the ball falling on the ground. The second person has to do the same and bounce back to the first person. If successful, the first person now only has to bounce 4 times and bounce to the second person to do the same. Next time, they have to bounce 3 times and so on. In the end, when they reach 1 bounce, they can pass the ball to each other without fall on the ground. It is important to give participants enough time to play and practice. Participants with disability (physical or mental) can do this exercise as well, but they usually need more time to adapt. If one person in the pair is with disability and the other is not, ask the non-disabled person for patience and understanding.

**III. Main part B – Chain reaction (30 minutes)**

The next step in this activity is to divide the group in two teams with equal number of members. The coach/youth worker should explain the task and give 5 minutes for teams to decide on a specific strategy (who will go first, what is the best way to hit the target, and so on). Each team gets the same number of tennis balls and one racket. Each team forms a line so that players stand behind each other. When the coach gives the sign, first player in the line takes the racket and hand it over to the person behind and so on. When the last person in the line gets the racket, they have to take the ball and hit the target with the racket (target can be a spot on the tennis court, a tree or specified spot in the open space). That person runs back and stands as the first in line, handing over the racket down the line so that the last person repeats the task. The circle is closed when all players in the team have their chance to hit the target. The team who wins is the one who finished the first. A possible adjustment can be to allow several tries when hitting the target. If there are participants with disability who are not able to hold the racket, it is recommended to allow them to throw the ball by hand.

**IV. Debriefing (15 minutes)**

After the activity game is over, the coach invites the participants to form a circle and continues to facilitate the debriefing process by asking the following questions:

- How was your first experience with tennis?
- What was harder (or easier) – the floor tennis or regular tennis?
- In the “Catch and throw” part, how did you feel when/if making a mistake?
- In the last part of the game, how was your team work organised? Was there anything that could have been better?
- What is good about tennis sport?
- What is challenging about tennis?
- What is more important – competition or cooperation in a game?
- How did you make sure that everyone in your team was included in the game?

### Materials needed:

- Tennis balls;
- Tennis rackets;
- Tennis court with a net – optional;
- Sport cones – optional.

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- This session is easier to implement if there is a tennis court on disposal. If not, all methods can be adjusted with available space and materials. There is only a need for tennis ball and rackets. Local tennis clubs can be asked for lending some old rackets for this activity.
- If there is enough space, it is fairly easy to implement under the COVID-19 measures, as the activity itself requires distance measures between pairs and teams.

# KNOW AND RUN

**Duration:** 90 minutes

### Background:

This activity allows participants to know each other better by using sports as the main methodology. It is an activity aimed to young people with or without physical and/or cognitive disability. The condition is that participants could independently speak and move. In order to increase the possibility for a range of people with different abilities to participate, some possible variations are proposed below that ensure the successfulness of the activity.

### Aim of the workshop:

To create space for developing knowledge of each other through the use of sports activities.

### Competences addressed:

Teamwork;  
Development of motor skills and movement;  
Positive attitude for sport/physical activities;  
Social and civic competences.

### Objectives:

To create space for getting to know each other;  
To play sports activities in an enjoyable atmosphere in a group composed by youngsters with different abilities.

### Methodology and methods:

Non-formal education exercises;  
Physical movement exercises.



**Workshop flow (with detailed description of each sub-element of the workshop and the duration):**

**I. Dynamic stretching (10 minutes)**

The activity starts by having a 10-minute light running, little jumps and/or mechanical movements for every muscle guided by the trainer/coach.

**II. Game activity – Run and Know (60 minutes)**

**Game's introduction (5 minutes)**

First, participants sit in a circle and one by one they have to shout their name. Then, every participant must get into an isometric position. Some examples can be: plank position, squat position (if there are wheelchair participants, everyone could for example stay with raised arms while taking a weight such as a bottle of water). The next round is that everyone, in turn, must shout the name of the participant on his/her right. The name must be correctly pronounced.

**Implementation of the game - first part (20 minutes)**

A volunteer takes care of the music. When the music starts, participants start running (light running) or jumping/moving with their wheelchair in the space. When the music stops, participants take the hand of the nearer participant and freeze. The participant left alone, must repeat the name of all the other participants. If he/she says names correctly, the game will continue, but if making mistakes, everyone must pay penance (the penance can be a physical exercise chosen by trainer/youth worker).

**Implementation of the game - second part (35 minutes)**

When everyone has learnt other participants' names, the trainer makes a list composed by ten exercises (or less/more) that everyone can do, and in an adaptable way (e.g., 10 abdominals repeats and participants on wheelchair can make this exercise by moving the upper body part back and right).

Every participant chooses something that characterises them and that wants the other to know (favourite colour, love for animals, specific adventures, and so on). Once they choose the message, everyone must share this thing to the others (no one could repeat things already told to other participants) and then will write it in a note. Notes must be taken by the trainer/youth worker, who will put them in a little bag. Then, participants must move in the space without touching each other. Trainer will take one of the papers - he/she will choose one participant and will ask him/ her who was the author of the note. Now, the participant must search the person who wrote the note and take his/her hand (no words from any participants are allowed in this phase). If the participant guesses, the trainer must do a physical exercise taken from the previous list, and if the participant fails, all participants must make one. The game ends when the list of exercises ends.

**III. Discussion (20 minutes)**

At the end of the activity, trainer should have a feedback from participants, when everyone joins the plenary and making a circle. Participants are asked to discuss the following questions:

- Did you like the activity or not?
- What was the hardest things?
- Was it tiring for you?
- Did you feel united like a team against the trainer/youth worker?

### Materials needed:

- Speakers and laptop for the music
- Post-it papers and pens for each participant
- 2 jars

### Background documents and further reading:

- Tips for warming up exercise: last consult 16/11/2020  
<https://disabilityhorizons.com/2016/10/top-10-exercises-disabled-people/>

### Recommendations for future youth workers multiplying this workshop

- The exercises proposed by the trainer must be achievable by the whole group. It is also possible to foresee variations of the same exercise considering any kind of limitations of the participants.
- In case there are participants who cannot write or hold a pen, trainers/ youth worker could ask some companions to help them.
- In period of Covid 19 situation every participant should wear a face mask and they need to clean their hands with hand sanitizer and keep the safety distances.
- In order to integrate participants that are not compatible with this game, the following specific recommendations can be helpful:
- For participants that cannot move independently: There must be a tutor that can help them during the activity. The tutor must help participants to move where they want (also young participants could cover this role and it would be even better in order to improve a better knowledge of each other).
- For participants with speech impairments: The trainer should give them some paper to write their thoughts.
- For participants with speech impairments and illiterates: During the game introduction all participants should make a gesture while saying their name (for example to clap the hands, to greet, etc.). Participants

with speech impairments can imitate the gestures while a tutor helps them saying their names. In the first game, if they are alone when music stops, they could be helped by a tutor or a young participant that speaks in their place. An alternative is that they can be blindfold and choose a participant that speaks in their place. In the second game, the activity has to be changed: everyone must draw something that characterises him/her (for example favourite animal, favourite colour, the sea, the mountain, and so on). They must say what they have chosen before drawing it, because every draw must be different to the others.

- For participants with listening impairments: Every participant must also write every information that games need. In the first game, the person that turns on and off the music, must also make a visible gesture in order to be understood from everyone. In the second game, the trainer must have notes with the names of every participant. When he/she chooses a participant and participant's characteristic paper, must also read and show what is written.

# COACHMEN AND CARRIAGES

**Duration:** 90 minutes

## Background:

This activity aims to break down the perception of difference between mainstream and with disability young people, as well as create a climate of trust among the participants. It is an activity aimed for a mixed group composed by youngsters with physical and/or cognitive disabilities (as long as they are able to stay in a group with other people, manage the push of a wheelchair or be pushed in a wheelchair) and mainstream ones. The ideal situation would be to have the same number of people in wheelchairs and people able to walk.

## Aim of the workshop:

Promote cooperation between able-bodied young people and youngsters with physical and / or cognitive disabilities and create an inclusive atmosphere in the group.

### Competences addressed:

Teamwork and trust building;  
Practical task solving;  
Social and civic competences.

### Objectives:

To create space for trust-building and inclusive atmosphere between participants; Getting to know each other through physical activity;  
Being able to face and overcome difficult paths which require good cooperation between participants.

### Methodology and methods:

Work in pairs;  
Obstacle course;  
Debriefing and group discussion.

## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

### I. Introduction (10 minutes)

In this activity part, participants in wheelchairs with the help of the youth worker/trainer, explain the best techniques for pushing the wheelchair to the other participants. The trainer emphasises that the reason for this explanation is related to the upcoming activity that includes everyone in the group.

### II. Game (60 minutes)

This part of the activity starts first with an initial training for the participants to the game, and continues further with the final competition. Each part has detailed instructions that participants need to follow.

#### Initial training (30 minutes)

Participants have a short dynamic stretch for the whole body. After warming up, some short activities will be introduced by youth workers/trainers:

a) Youth worker/trainer places few pins in various points of the available space. After that, he/she divides the standing and seated people into equal numbers. If there are not enough people in wheelchairs, youth worker/trainer asks some participants to sit in a mobile chair. If the number of people in wheelchairs is higher than those in motion, some of them can pair up with another subject in the wheelchair. In case of disparity, one participant, in turn, can be outside managing the music. The music starts and everyone has to move around the space without touching the other pairs. As soon as the music stops, pairs need to reach the pin they find free. There will be a pin less than the number of couples. The pair who does not reach the pin is temporarily eliminated. After the first round, music starts again, and when it stops there is again one pin less and one pair will be eliminated. Activity follows for several rounds, until when the last pair remains in the game and wins the game.

b) The little relay race: youth worker or trainer divides the group in two teams and they have to make a wide circular path. Both groups are then divided in pairs and every pair is positioned in different spots of the circular path. Participants in wheelchair hold up the relay and participants who are able to move will push their companion till the next pair of their team. When the next pair is reached the participant in wheelchair should pass the relay at the companion in wheelchair as well. The team that finishes the course first, wins. It is got to have in mind that also people with different disability (e.g., Cognitive, blindness etc.) can push the wheelchair of a companion. If needed trainer or youth worker could support this process.

### **Final obstacle course (30 minutes)**

Youth worker/sport trainer divides the group into pairs. Every pair is composed by one person in wheelchair (or a chair with wheels) and one person without one. The one who pushes (coachman) is blindfolded, the one in a wheelchair (carriage) must guide the coachman through a path. On the way, the carriage must collect 5 objects and take them in a basket placed at the beginning of the path. One possible path could be the following:

1. start next to a basket
2. slalom between cones
3. object 1 at the bottom of the slalom
4. turn right, go around an obstacle, collect object 2
5. go straight between two rods on the ground, collect object 3
6. turn left, collect object 4
7. slalom, pick up item 5, go back and throw the 5 items in the basket.

The challenge can be a competition between two pairs at a time or a timed competition between all participants.

### **III. Debriefing (20 minutes)**

Once the activity is over, the trainer facilitates the debriefing, which can take place by having participants sitting in a circle, and asking them some questions about the activity, such as:

- How did you like this activity?
- Which parts of the activity did you like the most?
- What were the hardest parts of the activity?
- What did you learn during this activity?

The debriefing for this activity can be also done by asking participants to draw the path they would want to do in case they would be youth workers or sport trainers. Then, once the drawings are finished, the coach asks the participants who feel like sharing the route drawn with the whole group and to explain what prompted him/her to draw it in that way.



### Materials needed:

- Chairs with wheels in case there are more participants which are able to walk than participants in wheelchair;
- Useful tools for the construction of paths (pins, rods, cones, chairs);
- 5 objects easily grasped by all participants (example: a deflated ball or a pin); the level of grasping of the object increases or decreases the difficulty of the path.

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- Young people with disabilities different than motor disabilities are considered coachmen and not coaches. This means that in this activity they are valued for a capacity they possess. Coaches and youth workers need to pay attention and make sure that these participants feel adequate for the task and they enjoy the role.
- This activity could be realised outdoor so it is compatible during Covid 19 situation. Every participant should wear a face mask and they need to clean their hands with hand sanitizer after every game.

# MASTER OF TENNIS

**Duration:** 90 minutes

### Background:

This session is designed to have a several interactive games and activities that promote sports activities for teamwork development and inclusion. The session starts with a warm-up introductory part in order to prepare the physical condition of the participants for later upgraded version of tennis as a chosen sport. This session can be implemented with beginners or those with some level of experience in tennis.

### Aim of the workshop:

The general purpose of this workshop is to increase the awareness of the educational aspect of sports activities for inclusion and diversity promotion, as well as the space creation for sport practice through team work.

### Competences addressed:

Physical precision and spatial coordination;  
Motor skills;  
Team work and communication.

### Objectives:

To engage participants in physical activities;  
To practice team work and strategical thinking;  
To improve physical condition of participants.

### Methodology and methods:

Warm up exercises;  
Interactive exercise;  
Group work.





**Workshop flow (with detailed description of each sub-element of the workshop and the duration):**

**I. Introductory part – Warming-up (15 minutes)**

The coach starts the session by instructing the participants through a warming-up exercise for the whole body, adjusting each activity to disabled participants. The warming-up activity can be conducted with cones or other equipment at disposal, or even just simple stretching. An example can be to put the cones on the ground and tell the participants to run around them as a slalom or play a standard “catch” game.

**II. Main part A – Managing the ball (25 minutes)**

For the organisation of this exercise, the participants need rackets, at least one racket per pair. The participants are asked to stand on the base line of the tennis court, one after another. Each participant has to hold the racket in their dominant hand like a hammer, so that the ball can be placed on top of it. At the beginning, each participant has to run to the net (or other point, such as wall or a lamp post) and back, while holding the racket and making sure that the ball doesn't fall. If the ball falls, they have to start from the beginning. In the second try, participants have to bounce the ball from the racket, while walking/running and reaching their target. It is important to focus on the technicalities part of this exercise and the abilities of each participant. Some can be very comfortable with this activity, while others might have a harder time, especially if they have a physical disability. Adjusting the activity is very important, so that participants walk while bouncing or put the target closer.

**III. Tennis dodgeball (30 minutes)**

The coach divides the group in two teams and place each team on one side of the net. Further, the trainer/coach throws the first ball in the field. One person from the team has to hit the ball with a racket by using the bottom-up approach, aiming to cross the net with the purpose to making it harder for the other side to hit it back. If the other team makes a mistake and doesn't hit the

ball back, the person responsible has to leave the game. The loser is the team which is left with no players. This activity can be played with all participants of different abilities, as long as everyone can hold the racket and receives correct guidelines/instructions from the team members.

**IV. Debriefing (20 minutes)**

After the interaction activities, participants gather for the debriefing session. The coach/youth worker invites them to join the circle in the working room and facilitates the debriefing process by asking the following questions:

- How are you satisfied with the flow and performance in the “Managing the ball” exercise? What would you improve?
- During the dodgeball, what was easy and what was hard? Are you satisfied with your personal performance? Are you satisfied with the team's performance?
- How was the communication within your team?

**Materials needed:**

- Tennis balls
- Rackets
- Tennis court with a net – optional
- Sport cones

**Background documents and further reading:**

- Video: example of bouncing ball method:  
<https://www.youtube.com/watch?v=U5fRTGNeuqY>

**Recommendations for future youth workers multiplying this workshop**

- Even though this session ensures physical distance between participants, the coach/youth worker should keep in mind that rackets should not be shared, if the activity is being implementing under COVID-19 measures.

# HUNTERS AND PREYS

**Duration:** 90 minutes

## Background:

This activity is designed to contribute to teamwork and strategic thinking through interactive activities, as well as promoting healthy competition between teams. The implementation of this activity requires a big space, possible access to forest or a big building which can serve as a playing compound. Standard training materials are sufficient for participants to use as resource. Depending on the profile of the participants, it might be good for a facilitator to divide the team members.

## Aim of the workshop:

The general purpose of this workshop is to engage participants in a communication and strategic thinking process by using interactive games and group work.

### Competences addressed:

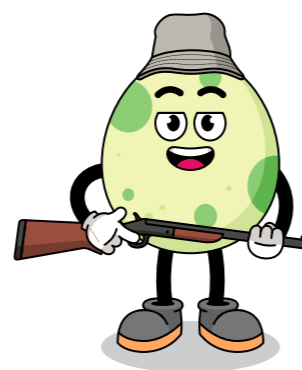
Planning and execution of strategy;  
Social inclusion;  
Creativity;  
Communication.

### Objectives:

To practice planning and strategical thinking;  
To practice communication and team work;  
To simulate healthy competition between participants;  
To motivate participants for creative thinking.

### Methodology and methods:

Simulation;  
Role play;  
Group work.



## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

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

The youth worker/coach starts the session by explaining the steps and the process for the next activity which requires an organised group work for the next 60 minutes.

### II. Activity: Hunters and Preys (60 minutes)

The group is divided in two teams – Hunters and Preys. The Preys have a head start of 10 minutes. Their task is to run away from Hunters and hide for the next 60 minutes. On the way, they have to leave “tasks” for Hunters every 10 minutes. Hunters will start finding the Preys after 10 minutes and they will look for the first task. Each task has to be short (for example – take a picture of something, write a love poem to somebody, draw something, carry one person until you find the next task, and so on). Hunters can only proceed after they finish a task. The goal for the Preys is to come back to the starting point without being caught. The goal for the Hunters is to find the Preys before they reach the starting point.

### III. Debriefing (20 minutes)

When everyone is back to the starting point, the debriefing process starts by asking the following questions:

- Who won? Why? How exactly did they win?
- What was the initial plan for both groups? Did you change the plan along the way?
- Did you have a leader of the group? Was everyone participating equally?
- How did you communicate ideas?
- How did you come up with the tasks for Hunters?
- Question for Preys – how was it for you to solve the tasks?
- What did you learn from this exercise?

### Materials needed:

- Very big area, forest or a large building
- Papers, markers, stop watch

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- If the activity is organised indoor, it is recommended to ask participants to wear a mask during this exercise because each group will have a hard time keeping a distance while running and hiding.
- The coach/youth worker should adjust the rules and time to accommodate participants with disabilities.

# HUMAN MONOPOLY

**Duration:** 90 minutes

### Background:

This activity can be used to cover any topic and as a learning tool. Even if wanting to work with a topic of project management, specific questions can be asked on each task field. Same process goes for the inclusion/exclusion, racism or homophobia topics. The facilitator might need more time for preparation and setting up the space, but this activity is very engaging and fun.

### Aim of the workshop:

The general purpose of this workshop is to engage participants into a desired and useful topic by using an entertainment activity.

### Competences addressed:

Team work and communication;  
Creativity;  
Spatial coordination;  
Intercultural competence.

### Objectives:

To promote inclusion of all participants with different abilities through the involvement in a variety of activities and topics covered;  
To create space for learning in an entertaining and fun way;  
To explore skills and potentials of all participants.

### Methodology and methods:

Group work;  
Simulation;  
Discussion.



## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

### I. Preparation and introduction to the task (20 minutes)

The organising team prepare the room or the open space before the activity starts. They create a monopoly polygon on the ground by using tape. The polygon should be big enough, at least 20 fields. In every 2 or 3 fields, there is added a task for a participant to do, such as:

- Make a statue of your body representing an inclusion/exclusion
- Show a movie with mimics so that other participants can guess
- Sing a song from Eurosong
- Make 10 squats/push-ups
- Dance ballet

It is important to be creative as much as possible and make sure that tasks can be done by people with disability, without excluding anyone.

### II. Group work (50 minutes)

The coach/youth worker divides the participants in 3 or 4 groups, depending on the size of the whole group. Each group should choose one person who will be pawn on the monopoly field. Then there is an explanation to the task for everyone and the groups start playing.

### III. Debriefing (20 minutes)

The debriefing session takes place right after the group work is done. The debriefing questions can be adapted, depending on which topic is covered with this exercise. Some of the guiding questions for discussion with participants can be the following:

- How was this exercise for you?
- Were the tasks easy/hard?
- What did you learn?

### Materials needed:

- Tape
- Throwing dices
- Colourful paper
- Markers
- Music, costumes or extra props - optional

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- It is recommended to create the tasks and the polygon before the activity. This will leave more time for participants to dedicate to the activity, as well as the flow of the activity will be easily managed.
- Depending on the chosen topic(s) covered, creativity with tasks is necessary in order to not create a non-attractive activity for the participants.
- The activity can be implemented with respecting all Covid-19 measures. If the activity happens indoor, the coach should ask the participants to wear masks during the activity.

# GAME ON

**Duration:** 90 minutes

## Background:

Organising a football, basketball or volleyball can be possible even in an open space which does not have all the equipment as a sports hall. It can be improvised same as when kids do it in an open space with some balls and organising the space by marking the field and each team's territory part. Playing a game of football helps the individual physically active, interact, and mentally focused. For this type of activity, the coach should make sure that participants wear comfortable clothes and shoes in order to be able to play comfortably.

## Aim of the workshop:

The general purpose of this workshop is to practice sports activities and interaction, as well as to show participants how sport can be a tool for inclusion and health.

### Competences addressed:

Social inclusion;  
Creativity;  
Planning and strategy;  
Precision and coordination;  
Team work.

### Objectives:

To promote inclusion through sport activities;  
To provide space and time for integration and inclusion of youth with disabilities;  
To engage participants in the process of cooperation and competition.

### Methodology and methods:

Working in pairs;  
Team work;  
Brainstorming.



## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

### I. Introductory part – Ice cream (15 minutes)

The coach divides the participants in pairs. One person gets several tennis balls (4-5 balls) and the other person gets a sport cone. They have to stand in front of each other in a 1-2 meters distance. The person with a cone has to hold it upside down, like an ice cream cone. The person holding the balls has to throw the ball into the cone. A more difficult version involves the left-right movements from the person who has the cone. After a few minutes, players can switch their roles so that each person can have the chance to throw the balls and vice-versa. If wanting to make the game more interesting and competitive, participants can count the scores.

### II. Main part – Football, basketball or volleyball (60 minutes)

Depending on which ball and equipment is available, a match on football, basketball or volleyball is organised. The chosen match should also consider the comfortability of the disabled participants which require creativity and adjustment. Some examples of such situations can be:

- If there is a blind or visually-impaired person, it is recommended to add a bell inside a ball so that person can hear it;
- For deaf and hard-of-hearing participant, some instructions from other players can be helpful (basic learning of such signs or creating hand sign for communication on the field);
- For people in a wheelchair, volleyball and basketball are easy-to-learn sports, but the flow of the game is slower, which is something other participants need to adjust to.
- The game process starts with all the natural/basic rules that are applied globally in a period of 50-60 minutes.

### III. Debriefing (15 minutes)

When the game is over, the participants are invited to join the circle to discuss about their impression on the game. The coach/youth worker facilitates the debriefing process by asking the following questions:

- How was the game? Was it easy/hard to play?
- How did you choose the position of each team member when playing?
- What was more important to you – cooperation with your team or winning the game? Why?

#### Materials needed:

- Sport cones
- Tennis balls or any type of small size balls
- A bigger ball for football, basketball or volleyball
- A field/court for sport is good to have, but all of these can be played in an open space.

#### Background documents and further reading:

#### Recommendations for future youth workers multiplying this workshop

- If there are participants with disability, the coach can ask non-disabled participants to give an idea on how to make the game more inclusive for them.
- It is important to keep an eye on physical condition of all participants. Playing a game for 60 minutes can be demanding and injuries might occur.
- The coach should make sure to disinfect all materials before the session and ensure enough space to keep physical distance between participants. If this is well managed, the activity can easily take place by respecting all Covid-19 measures.

## SPORTS TEAM ANALOGY

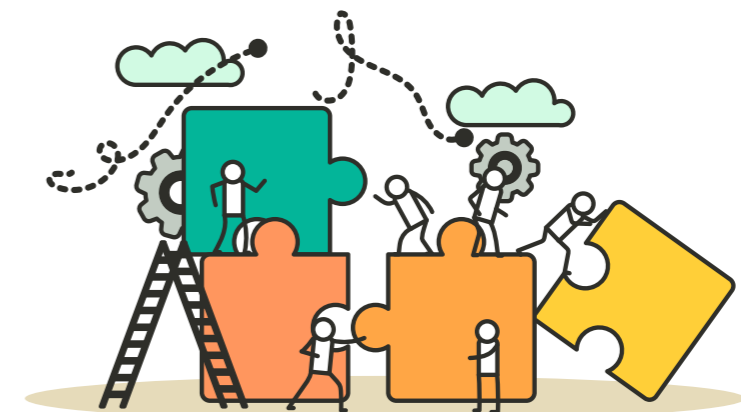
**Duration:** 60 minutes

#### Background:

The Sports team analogy is designed to be organised in the early stages of a training programme when the teambuilding concept is in the early stages of development or in later stages in case the team is experiencing difficulties in cooperating and working together. The teambuilding concept and interdependency in the team is promoted through the examples of different sports teams. For sport-work training programmes, the organisation of this activity can be helpful also in the introductory stages of the programme, when the participants have not experienced much sports activities, thus to understand the importance of teamwork in a sport activity before practicing it.

#### Aim of the workshop:

To highlight the importance of communication in the teamwork as well as introduce the concept of interdependence and its importance to accomplish common goals.



### Competences addressed:

Teamwork;  
Social inclusion;  
Communication;  
Creativity.

### Objectives:

To increase awareness on the teamwork and importance of interdependence in the teamwork;  
To create space for teamwork and creative thinking;  
Promote the importance of communication towards the accomplishment of common goals.

### Methodology and methods:

Small group work;  
Plenary discussion.

### Workshop flow (with detailed description of each sub-element of the workshop and the duration):

#### I. Introduction (5 minutes)

The trainer/youth worker divides the group into four small teams. The instructions are that they will have a task regarding team work by comparing with some type of sport game. The groups are provided with a paper which consists the description of four type of sports in terms of team functioning. After reading, they have to discuss within the group and analyse which type of sport teamwork corresponds better with the way they function as a team. The sports teams described in the paper are adapted from the experts at the Workshop Exercise (n.d.):

- Golf Team: members all function independently of each other, working to promote as high an individual score as possible so that when in dividual scores are combined into team scores their team wins.
- Baseball Team: Members are relatively independent of one another and while all members are required to be on the field together, they virtually never interact together all at the same time.
- Football Team: Members are divided into three sub-teams—offense, defence, and special teams. When the sub-team is on the field, every player is involved in every play, but each has a set of specialized skills required by their individual position. But the teamwork required is centred in the sub-team, not the total team.
- Basketball Team: All members play on the team as a whole. Every player is involved in all aspects of the game, offense and defence, and all must pass, run, guard, and shoot. When a substitute comes in, all must play with the new person. True teamwork is like a basketball team where division of effort is meshed into a single coordinated result: where the whole is more than, and different from, the sum of its individual parts.

#### II. Small group work and chosen style of teamwork (30 minutes)

When the printed paper with description for the sport type teamwork style are distributed, participants start working in their groups. Trainers should make sure that the groups are mixed and that the blind and partially sighted participants are being helped by the group members of someone from the team, as well as deaf and hearing-impaired ones. They work for 15-20 minutes to give the final answer to the trainer. Then each group shares their opinion about each sport type of approaching teamwork and which ones corresponds better with the work they do in this programme.

#### III. Discussion (25 minutes)

The participants continue with a discussion regarding the arguments and team work in their smaller groups, and what helped them to reach to one decision. The trainer emphasises the importance of interdependence in a team for working more effectively for a common goal.

### Materials needed:

- A4 printed papers with description and instructions for each team
- Papers and pencils,
- flipcharts for writing the final answers.

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- The concept of this activity is recommended to be organised after 1 or 2 other introductory teambuilding activities, and in the cases when the team needs to contribute more to the teambuilding energy within the group.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

# INCLUSION THROUGH SPORTS: BENCH-BALL GAME

**Duration:** 50 minutes

### Background:

The activities of this session are assessed as very good ones for promoting inclusion and diversity in a team. Thus, the groups should be mixed as it offers the possibility for everyone to contribute in the game and give the contribution according to the skills and strengths that he/she possesses as there is a need for strategic action. The physical activity combined with strategic approach towards game process makes the activity more entertaining for the participants and creates space for everyone to feel included.

### Aim of the workshop:

To create entertaining and inclusive space for participants through sports activities and exploring intercultural values within the team.

### Competences addressed:

Teamwork;  
Problem-solving;  
Communication.

### Objectives:

Create space for interaction between participants of different abilities;  
Promote intercultural learning and social inclusion;  
Promote sport activities as a tool for entertainment and inclusion.

### Methodology and methods:

Bench ball - sport game;  
Group discussion.





**Workshop flow (with detailed description of each sub-element of the workshop and the duration):**

**I. Bench-Ball Game (30 minutes)**

The whole group is divided into two groups. They all are instructed to go to a hall where two benches are placed. The benches are in the opposite of each other and each team goes to its designated bench. The next instructions are that the teams should appoint one person to be the “goal” for their team and his/her seat is at the opposite end of the hall.

The game begins when the trainer/youth worker tosses the ball in the impartial zone and one of the teams gets it in a reasonable/fair way without hindering or contacting the other team’s players. The game interaction is that the group needs to pass the ball through the teammates to the ‘main goal’ without being touched or caught by their opposite team members. The last individual who gives the ball to the ‘goal’ can be in the situation of the ‘goal’ himself/herself by replacing the teammate.

Players pass the ball between themselves until someone decides to shoot, anyway ought to stay on their part of the hall/game field. The idea behind the game is to get every one of the players of the teams on the seat/bench, with the objective that they have more people to throw the ball to.

**II. Discussion (20 minutes)**

Participants gather in the working room sitting in a circle to discuss about their impressions on the game and the main purpose behind organising it. The coach/youth worker uses the following questions to guide the discussion:

- How did you feel during the game?
- Did you include everyone in your team? How did every person contributed in your strategy to play?
- Do you think this activity was a chance for you to learn something?
- If you would play the game again, what would be the change in your strategy of playing?

Is this activity somehow related to the everyday life situations that we experience? Does this activity recall any situation related to inclusion and/or the feeling of belonging that you might have experienced in your life?

**Materials needed:**

- 2 benches
- a ball.

**Background documents and further reading:**

**Recommendations for future youth workers multiplying this workshop**

- The coach/youth worker should have in mind that the activity game can take more time than planned initially. Thus, flexibility with time should be considered, especially if the group is big.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

# FREE STANDING TOWER

**Duration:** 50 minutes

## Background:

Interactive activities are very useful when it comes to contributing to a good energy in the team and for the participants to feel more included and less shy in relation to the others. Besides all this, these activities are fun for the participants but also help a lot in discovering realities of each other, create space for communication and collaboration, as well as to learn about different methods and approaches towards the given task or game activity. The Free-standing tower is a very entertaining activity that involves participants to have some slight physical activity, but as well as a good tool to contribute to planning the process of 'building' a safe and standing tower and strengthen the teamwork within the group members.

## Aim of the workshop:

To create space for developing group dynamics through interactive activity and developing healthy competition skills.



## Competences addressed:

Time management;  
Creative thinking;  
Teamwork;  
Collaboration and communication.

## Objectives:

To create space for further developing strategic planning skills for the participants;  
To further develop communication and collaboration skills in terms of teamwork and inclusion;  
To create space for developing creative thinking by embracing the common-goal orientation.

## Methodology and methods:

Free standing tower – creative and interactive game;  
Group discussion.

## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

### I. Introduction to the game (5 minutes)

The trainer divides the group into 3-4 smaller groups. Each group should have 3-6 members, depending on the number of participants. The instructions are that they will need to build a standing tower by using straws and tape and other relevant materials. The tower should be self-standing and the higher it is, the better. Each team member should be supported and included in the process, and the planning for the strategy of building the tower should be done by all team members.

## II. Activity time - Free standing tower (30 minutes)

The groups find a desk or flatter space for their team and continue with the short discussion on planning the tower building. They have 30 minutes in total to plan and discuss, as well as build their tower. Trainers provide them with all materials needed and make sure to have enough space for the groups to move and settle all the working materials in the space. When all teams finish their work, they invite the trainer to check their work and have a look at other teams' work as well.

## III. Debriefing (15 minutes)

After checking the created standing towers of each team, the trainer announces the winning team based on the fact which is the most sustainable tower they build and the highest of all. Then, everyone is invited to join the debriefing session on the activity, by joining the circle. The trainer starts the debriefing session by asking the following questions:

- What was the most exciting element in this activity?
- Was the discussion about planning the activity strategy successful in your team?
- How did you make sure to include each person in the creating process?
- Did you have a group leader?
- Did the strategy change when starting to build the tower?
- Do you think your teamwork was good?
- What would you change or done differently?

Do you think this activity helped you understand the importance of working in a team and appreciating everyone's opinion?

### Materials needed:

- 100 straws per each team
- One tape per each group
- Yard/meter stick.

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- The trainers should emphasise to the non-disable participants that they should include their team members who are disabled and explain the process. If there are blind participants in the team, or deaf and with hearing impairment, it is good that one of the members to communicate the process and ask them for suggestions to build the tower. If this element causes delay in the process of building the tower, the trainer should be flexible with time and wait until each group finishes their work.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

# PASS THE BALL AND LEARN MORE

**Duration:** 70 minutes

## Background:

Having a combination of different methods and activities within a session is always a good choice as it does increase the interest of participants in learning and contributes to have a more attractive session. When organising sport-work activities, it is important that besides the physical activities used for teamwork and inclusion, to have some theoretical aspect in learning by using different attractive methods. The organisation of certain quizzes when participants work in groups is very effective as they use the chance to discuss with each other about the right answer and share knowledge and information in the topic. Thus, through this session, the strengthening of knowledge in the social inclusion in combination with physical activities is organised for the participants to deepen their knowledge in the topic and at the same time to develop communication and collaboration skills.

## Aim of the workshop:

Strengthening the knowledge about social inclusion and create space for interactive activities and coordination within the team.



## Competences addressed:

Development of motor skills;  
Teamwork;  
Communication;  
Social inclusion.

## Objectives:

To strengthen the knowledge of social inclusion through attractive methods;  
To further develop communication within the team;  
To use sports activities for team bonding and collaboration.

## Methodology and methods:

Physical interactive activity;  
Quiz;  
Discussion.

## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

### I. The game and Quiz Point (35 minutes)

The organisation of this activity can be done indoor/outdoor but the place should be quite big as the participants will have to play with balls and use different techniques. The participants are firstly divided into pairs and the trainer gives them the game instructions after each phase by using the following order:

**Step 1** (pass the ball): the trainer provides each pair with a medium sized ball and instructs them to hold each-others right hands. The left hands are used to hold the ball and to pass it to each other without the help of the right hands and without letting the ball dropping on the floor. They have to do five rounds of this process and without interfering with other pairs. No communication is allowed in this part. When they are done, they wait for the trainer's instructions for the next activity.

**Step 2** (Quiz Point): the next phase of the activity is the Quiz Point. There are tables prepared for each pair with a tablet or smart phone or laptop, with a prepared quiz. The topic of the quiz is social inclusion and it contains several questions which participants have to answer and discuss with their pairs, but they do not know the right answer right away. When they finish the quiz, they leave the Quiz Point and continue with the next phase of the Pass the Ball activity.

**Step 3** (pass the ball while moving): When all pairs gather for the next round, the trainer gives instructions which are the following: the initial process of the game is same as in the first step, however, this time the pairs cannot be standing in one place but have to move together throughout the working room without disturbing other pairs and without dropping the ball. They have five rounds of this process too, and after they are done, the trainer asks them to repeat the process but to change hands (holding each-others left hands and pass the ball with the right hands). In this part of the game, the pairs are allowed to communicate with each other.

**Step 4** (Quiz Point 2): the pairs re-join the quiz point one more time to answer the next final questions prepared for them. When everyone is done, they inform the trainer. The pair with the most corrected answer is the winning one.

## **II. Learning more about Social Inclusion (20 minutes)**

When all pairs finish the quiz, the trainer invites them in the plenary to go through the quiz questions and check who has the most correct answers. After each question, any clarification on the topic takes place in order to have a deeper information and knowledge on the topic.

## **III. Discussion (15 minutes)**

The group stays in the circle for a short discussion about their impression on this activity and the information gained in the social inclusion. The trainer facilitates the short discussion by using the following guiding questions:

- How difficult was for you to coordinate with each other during the game when no communication was allowed?
- Was it easier to coordinate the game process in the second phase when you could use communication?
- Did your team/pair drop the ball during the game phases or not?
- Did you like the idea of combining learning quiz and game activities after each phase of the whole workshop?
- How many questions have you answered correctly?

Did you learn something new about social inclusion? Did you manage to discuss with your pair while answering the questions in the quiz?

# OLYMPICS QUALIFICATION

**Duration:** 90 minutes

## Materials needed:

- Medium size balls for each pair
- Laptop/Tablet/ Mobile phone with internet access for the Quiz Point
- Table and/or chairs for the Quiz Point sessions
- Prepared Quiz for Social Inclusion.

## Background documents and further reading:

- The following website can be used to create the quiz - FREE QUIZ MAKER:  
<https://www.quiz-maker.com/>

## Recommendations for future youth workers multiplying this workshop

- This activity implementation should include the help/support of more trainers or organising team in case the group of participants is bigger than 15 members. Also, the bigger the group is, the bigger the space should be in order for the pairs not to disturb each other during the ball game.
- The activity can be used for different topics rather than social inclusion, depending on which topic is the programme focused more.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

## Background:

This activity is adapted from the Dunford Fling method which can be used to cover various topics. The activity is focused more on the physical aspect. In order to be able to manage the time well and be flexible if more time is needed, the tasks should be prepared before the session and adapted to the target group, having in mind participants with disability. This activity is great for simulating project management elements. It can be easily adjusted to include all participants, to any space and any possible equipment and materials that are available.

## Aim of the workshop:

The general purpose of this workshop is to initiate a team cooperation and to practice elements of project management.

## Competences addressed:

Cooperation and  
planning;  
Project management;  
Time management;  
Creativity;  
Inclusion.

## Objectives:

To practice project  
implementation  
processes;  
To encourage  
participants to work  
together toward the  
same goal;  
To practice planning  
and communication.

## Methodology and methods:

Group work;  
Simulation;  
Physical activities;  
Discussion.



## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

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

The facilitator starts by explaining that the next activity is more focused on physical/sport activities. Participant work together as a whole group to solve a series of activities in order to get qualified for the Olympics. Further instructions are that each activity brings points and participants need to collect at least 100 points to qualify. Participants can choose the order of the activities they want to do. When the instructions are done, participants use few minutes to think about their planning and strategy to finish the activities.

### II. Activity: Olympics Qualification (60 minutes)

When the group is ready to start, they get presented with the activities. Some of the potential activities for this session can be:

- Throw 10 balls (tennis ball or a bigger ball, basketball or football, depending what you have) into the basket which is 3 meters away – 2 people have to participate – (15 points)
- Climb a tree or climb to reach an object on a high position – 3 people have to participate – (20 points)
- Blindfold one person and the rest have to navigate them through an obstacle field. If there is a blind or vision-impaired person, that person has to be the one to go through. – 5 people have to participate – (20 points)
- Fit all participants into a 2 square meter space (make a square with a tape)– everyone has to participate – (40 points)
- Participants have to stand in a circle, put their arms forward and close the eyes. They have to walk toward the centre of the circle and grab two hands of someone else. When they open their eyes, they will completely be entangled. They have to untangle themselves, while constantly holding hands, to form a circle again – everybody has to participate – (30 points)
- Make at least 2 circles with a Hola-hoop – 2 people have to participate – (10 points)

### III. Debriefing (20 minutes)

After 60 minutes activity and completion of given tasks, the participants are invited to discuss and evaluate the activity. The coach uses the following questions for discussion:

- Do you think you succeeded in qualifying at the Olympics? If not, why?
- How many points do you think you got?
- What could've been better during implementation?
- How did you prepare? What was the strategy?
- How was the communication?
- Which activity was the hardest? Why?
- What did you learn from this activity?

#### Materials needed:

- Tennis balls, basketballs or footballs;
- One bigger basket;
- Tape;
- Hola hoop;
- Cones for obstacles.

#### Background documents and further reading:

- Dunford Fling method - <https://www.salto-youth.net/tools/toolbox/tool/the-dunford-fling.106/>

#### Recommendations for future youth workers multiplying this workshop

- It is essential to add exercises which are specifically for participants with disability to increase the use of inclusion elements in the activity.
- The whole activity has to be modified and adjusted for individual exercises in order to implement COVID-19 measures. It is possible to do exercises with a mask, but all participants should be comfortable with that.

# DIVERSITY CHECK-POINT RELAY

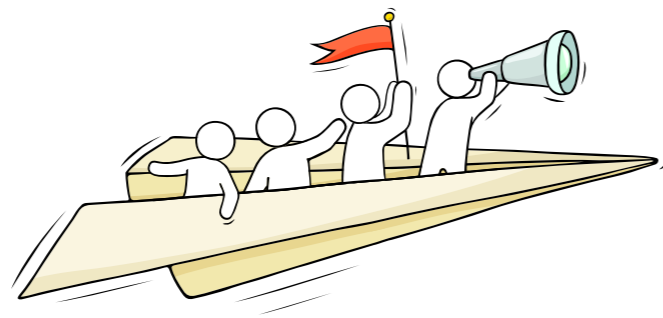
**Duration:** 70 minutes

## Background:

This workshop is designed with the purpose of combining different techniques for solving certain tasks that require cooperation between participants and sharing/exchanging their talents, skills and competences they already possess. In order to have a more effective activity, the participants should work in mixed groups so that they all have the opportunity to help and support each other in different tasks, but as well learn from each other.

## Aim of the workshop:

To further strengthen the group cohesion and provide space for knowledge sharing and exchanging of practices through interactive group works.



## Competences addressed:

Problem solving;  
Critical thinking;  
Leadership;  
Communication;  
Intercultural learning.

## Objectives:

Create space for knowledge and practices sharing in the field of sport and different problem-solving tasks;  
Bring space for physical activities that promote teamwork;  
Understand the concept of diversity and teamwork through sharing of knowledge and problem-solving tasks practice.

## Methodology and methods:

Group work;  
Sport activity;  
Debriefing.

## Workshop flow (with detailed description of each sub-element of the workshop and the duration):

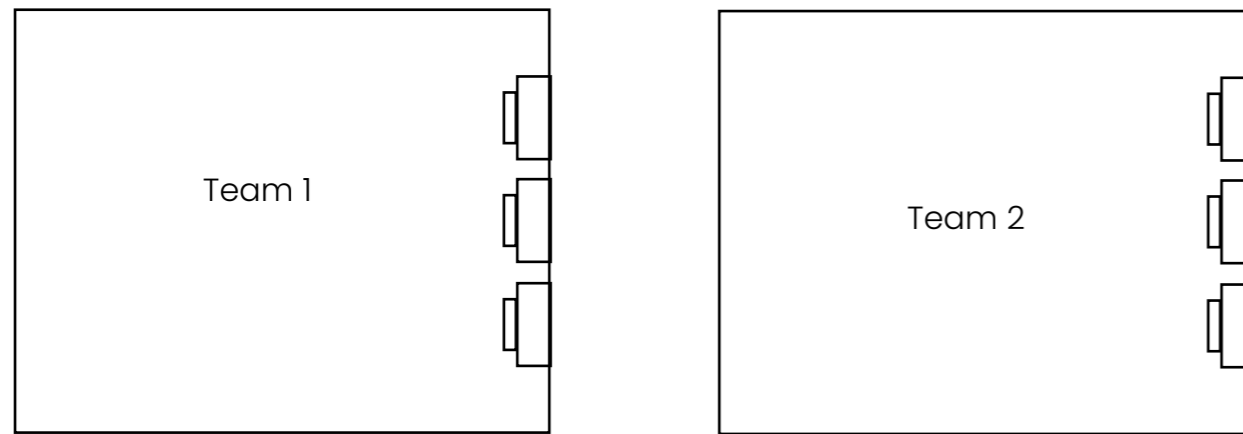
### I. The game activity (40 minutes)

Participants are instructed that they have to be divided into two groups to work in the following game which includes different problem-solving tasks. The ideal number for each group should be 10, thus in case there is a bigger number of participants, more groups should be created.

### The preparation phase for the game

The working room is divided into 2 parts by marking the division by taping the floor. Each part has 3 tables placed and 3 chairs as it is seen in the figure below.





Each team has 1 basketball ball, 1 football ball, and 1 jumping rope next to the tables. Besides this, on each table there is some certain materials for the tasks: Table 1 – puzzle, Table 2 – paper and pen, and Table 3 – Lego bricks. The paper in the Table 2 consists of some mathematical tasks that participants need to solve. For this, more copies are needed, so that each participant solve on their own.

### Implementation of the activity

When the instructions are given to both teams, they start with the implementation of the activity. They are given 5 minutes to develop a strategy of functioning as a team and complete all the tasks and involve every person in each task. The tasks are the following:

- Complete the puzzle and after confirming, the next member has to re-do it.
- Complete the mathematical tasks and bring the task paper with you after the completion.
- Create/build something with the Lego bricks and after that, given the chance for the next member to do something new.
- Use the jumping rope to jump 10 times and give the chance for the next member to do the same. (Participants which are not able to jump due to their health condition or disability, can keep tracking and count the jumps from the team members)
- Juggle the football ball 5 times;
- Balance and keep the basketball ball on one finger for 5 seconds.

All tasks should be adapted to the group capabilities. The trainer keeps notes after each round the participants complete one task and people in the tables change. The team that finished all the tasks and rounds the first, is the winning team of the game.

### II. Discussion (30 minutes)

When both teams finish the game, the trainer invites everyone to join the circle for a discussion on the game and learning that they had. The following questions are used to

- How do you feel after completing this activity? Did you like the tasks?
- Which task was that you liked the most?
- Which task was the hardest for you?
- How did you like the energy within the team during this process?
- Did you manage to prepare well strategically to implement all the game parts?
- What type of previous experience or knowledge that you had, was useful during the completion of these tasks? Did you manage to share with your team your previous similar cases?
- What did you learn during this activity? Is there any part of the activity that can be considered as a lesson for everyday situations when it comes to teamwork and belonging in a group?

### Materials needed:

- Working room with adequate space for the activity;
- 2 basketball balls;
- 2 football balls;
- 2 jumping ropes;
- 6 desks and 6 chairs;
- 2 sets of puzzles (a 6x8 model can be used, or even more complexed one)
- 2 sets of Lego bricks;
- papers; pens;
- 2 stopwatches

### Background documents and further reading:

### Recommendations for future youth workers multiplying this workshop

- It is recommended that at least 2 trainers/ youth workers are present during the activity in order to follow each time while working as well as to support as much as it is needed for participants with disabilities.
- It is important that the trainer follows carefully if the participants are fairly involving and support other participants with disabilities in the tasks. When there is a task which does not allow the participants in wheelchair, blind, or other disability type to participate, they can adapt by having them assist in counting or keeping track of the records for other team members.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

# USE DIVERSITY TO WIN!

**Duration:** 80 minutes

### Background:

This workshop is very useful when working with participants of different abilities' as well as from different backgrounds and cultures. Since the workshop consists of quizzes and questions that require different backgrounds of information, the more mixed the groups are, the better results they can score and the more information they will manage to exchange from each other. The importance of this session stands in highlighting the concept of diversity and its importance in sport work activities.

### Aim of the workshop:

To highlight the important of intercultural learning and diversity in sport activities in order to increase tolerance and understanding in the future international cooperation.

### Competences addressed:

Teamwork;  
Social inclusion;  
Intercultural learning;  
Development of motor skills and movement.

### Objectives:

To highlight the importance of inclusion and diversity in youth sport work; To further develop knowledge on diversity in sport activities for different abilities' youngsters; To create space for working in diverse groups while aiming for a common goal.

### Methodology and methods:

Non-formal education;  
Quiz-based learning;  
Outside training;  
Debriefing and Group discussion.



**Workshop flow (with detailed description of each sub-element of the workshop and the duration):**

**I. The game (40 minutes)**

Participants are divided in groups of different categories. In the first round, they are grouped by country/origin, by gender, age, or some other category. Then, when the group formation is over, participants get ready to start a 10-question quiz related to sport knowledge and diversity, but by also relating it to the category chosen for their group's division. If the groups are formed by using mixing countries, then the sport quiz should be related to the sports realities in different countries so that each participant can contribute in sharing knowledge and contributing to the answering of the questions.

The quiz can be designed either by using Kahoot! – a digital tool for quiz creation, or by printing the papers with questions to answer. Both options are explained below:

**The first option: Quiz through KAHOOT!**

This option includes the design of the quiz through the application/gam KAHOOT. Participants can listen and see the quiz's question on the screen and usually answers options are shown in their mobile phones after connecting to the quiz codes. However, the phones are placed in a distance of 10 meters from them, so in order to answer to each question, one team member has to run/walk to the phone every time to answer. The team members should be all involved in discussing the correct answer, as well as to run to answer at the mobile phone

**The second option: printed paper with questions**

This option includes the contribution of the trainer/facilitator to read out-loud each question of the quiz. The way how participants answer is that they stand 10 meters far from the trainer, and for every question they have to run to a line drawn in front of the facilitator. Usually, the first one who arrives, has the right to answer.

The game continues for one more round, where participants change groups in order to have the chance to work with more people in the group and to make the activity more diversity increased. In this part, the groups get sport penalties whenever they give a wrong answer. The sport penalty can be to do a certain number of push-ups, running for a few circles, jump with the rope, and so on.

**II. Discussion (20 minutes)**

The trainer gathers everyone in the circle to have a discussion about the quiz and learning about inclusion and diversity. The discussion is facilitated by using the following questions:

- How did you feel when you were divided in the groups by country/town of origin, gender or age?
- Did you have better answers when you were in the homogenous groups or the mixed ones? Did you feel the richness of knowledge that the diverse group brought?
- Is it easier to learn for other cultures from the people themselves or from the books?
- Do you think that the diversity can add to the development of your country and how?

Was it difficult for you to do the sport penitence's? Did the sport make you less angry when you didn't know the correct answer?

### Materials needed:

- Projector
- Mobile phones with installed game KAHOOT! or printed paper with the quiz questions
- Jumping rope, weights, chalk or scotch tape to mark the line

### Background documents and further reading:

- The following tool can be used to create the quiz: KAHOOT!  
<https://kahoot.com/>

### Recommendations for future youth workers multiplying this workshop

- The trainer can choose whether he/she wants to use Kahoot for the quiz or to use the paper print version. However, it is better to use more digital tools and contribute to developing digital competences to the participants.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities, as well as have in disposal hand sanitizer/disinfectant.

# BOATS ON THE SEA

**Duration:** 60 minutes

### Background:

This activity is useful for daily reflection and evaluation on the programme, or at the end of the whole programme. It provides space for reflection, comparison of the knowledge and experiences before and after the completion of the programme as well as evaluation of the methods and methodology of learning.

### Aim of the workshop:

To create space for reflection on the activities and experiences gained during the programme, as well as for recommendations on further adapting sport activities for different abilities' youngsters.



### Competences addressed:

Ability to reflect and analyse;  
Personal and social learning competences;  
Creative and critical thinking;  
Creative expression;  
Communication;  
Teamwork.

### Objectives:

To create space for assessing the quality of the programme and practiced methods and methodology for the activities;  
To have participants reflecting on the learning goals and the experience from the programme;  
To create space for feedback and recommendations on adapting sport activities for different abilities' youngsters.

### Methodology and methods:

Small group work and reflection;  
Presentations;  
Discussion.

### Workshop flow (with detailed description of each sub-element of the workshop and the duration):

#### **I. Activity – group work: Boats on the sea (30 minutes)**

There are flipcharts prepared for each group by the trainers. They all have a sea with two harbours drawn in the flipcharts. The harbours show the beginning and ending phase of the programme. The instructions are that each group should draw several boats in their sea that represents certain parts of the programme that they want to share their impressions for. Furthermore, they can draw rocks, islands, or other things that might enrich their feedback on the programme, including positive and negative elements.

They use 10 minutes to discuss between each other about their impressions and evaluation of the programme, and use the remaining 20 minutes to work as a group in the flipcharts and visualise it by using different creative ideas.

#### **II. Presentations and discussion (30 minutes)**

The trainer invited participants to present their paper work/presentation of their boats on the sea. After each presentation a discussion takes place where participants can share more about their individual experience and reflection.

### Materials needed:

- papers and pens
- flipchart
- markers
- coloured pencils.

### Background documents and further reading:

- T-kit on Educational Evaluation in youth Work, accessed on July 2020 from:  
[https://pjp-eu.coe.int/documents/42128013/47261233/Part2\\_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8](https://pjp-eu.coe.int/documents/42128013/47261233/Part2_T-Kit10.pdf/2c695894-3014-47fa-a090-570ff9f4f2c8)

### Recommendations for future youth workers multiplying this workshop

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

# SPORTS EXCLUSION/ INCLUSION

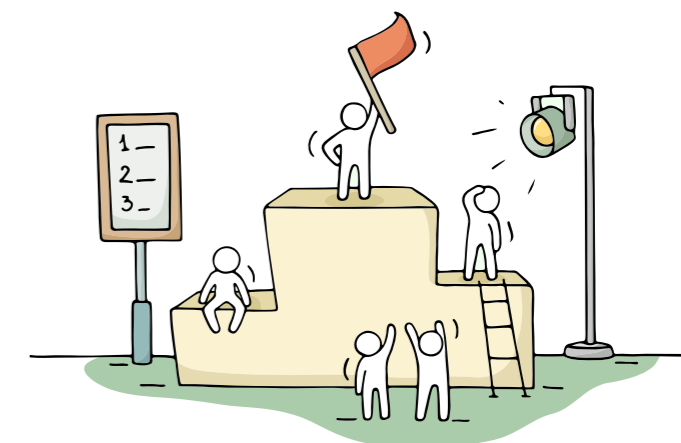
**Duration:** 60 minutes

### Background:

In order to better understand the concept of inclusion of youngsters with different abilities in practice, as well as the inclusion of youngsters from different background, it is important to also understand how the phenomenon of exclusion looks like in practice. In this way, the methods of transforming it into a social inclusion can be created and planned.

### Aim of the workshop:

To understand in practice the concepts of social exclusion and inclusion through theatre play, as well as use creativity and open-minded approaches for creating an inclusive space.



### Competences addressed:

Creative expression;  
Problem solving;  
Communication;  
Collaboration;  
Social inclusion.

### Objectives:

Develop understanding about differentiation of exclusion and inclusion in sport activities;  
To create space for creative thinking and expression for inclusion;  
Use theatre play as a tool to understand the concept of social exclusion and inclusion in sports.

### Methodology and methods:

Theatre play;  
Group work;  
Discussion.

### Workshop flow (with detailed description of each sub-element of the workshop and the duration):

#### I. Social exclusion or inclusion – theatre play (40 minutes)

The trainer divides the group in two teams for the activity and explains that the following activity is going to be a theatre play. There are different instructions for each team, therefore the trainer with the help of someone from the organising team approach both teams for the instructions which are as follows:

**Team A** – this team has to plan and improvise a situation of social exclusion in sports. There will be 15 minutes to plan the situation when one person is excluded in a chosen sports play because of differences that that person has in comparison to other people in the sports team. As a chosen element can

be a particular disability (or not in case participants with disabilities are more sensitive), or social status, education level in sports, experience, or some other situation which the team considers suitable. After 15 minutes of discussion, there will be an improvised play in front of the other team.

**Team B** – this team has to plan a possible scenario on how to include an excluded person in a sports activity. There will be 10 minutes to plan the possible scenario on how to act if you spot an excluded person in the sport activity. After 10 minutes, the team will join the working space where Team A is performing a situation of social exclusion. The role of the team B is to find out who is the excluded person in that activity, and how to include him/her in the sport activity. The total amount of time for the performing activity is 20–30 minutes.

#### II. Discussion (20 minutes)

When the play is over, the trainer gathers everyone in the circle to discuss more about the topic and the impressions about the activity itself. The discussion takes place by following these key questions:

- How did you feel about the whole planning of the exclusion situation?
- Do you think Team A have chosen a good situational example for us to understand the concept of social exclusion in sports?
- Did the Team B have a good strategic method to help out the excluded person and include in the game?
- Would this approach be helpful in real-life situations?
- What would be another approach to solve this issue?

### Materials needed:

- Big space (indoor or outdoor)
- There are no other particular materials needed for this session, except if participants ask while preparing for the activity.

### Background documents and further reading:

- Play forward booklet, 2017, accessed on May 2021 from:  
<https://www.salto-youth.net/tools/toolbox/tool/play-forward-booklet-on-social-inclusion-sports-and-human-rights.2259/>

### Recommendations for future youth workers multiplying this workshop

- The trainers should be very careful and monitor the teams when choosing the social exclusion situation, and pay attention to the participants with disabilities when it comes to this session as they might feel sensitive about this. In such case, the chosen social exclusion situation can include some other situation that does not include directly an exclusion of a person with disabilities.
- The activities listed in this session can be implemented during the Covid-19 period as well. Trainers should just ensure that the participants wear masks and keeping the distance while standing in the circle during the activities.

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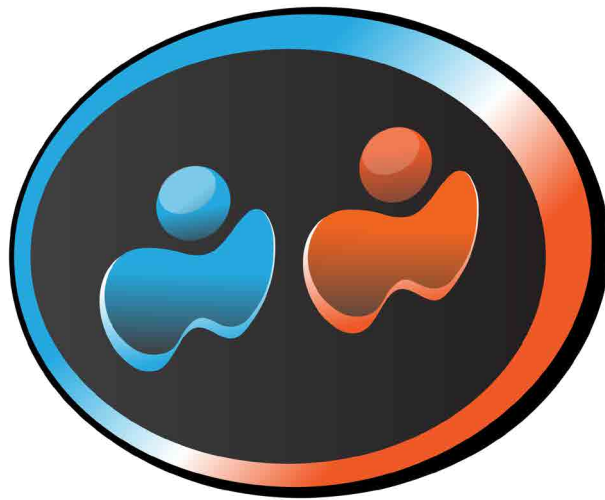
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