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E-Tool



Co-funded by the
Erasmus+ Programme
of the European Union



EURASIAN SOCIAL ACTIVE NATION

Erasmus+ KA2 – Cooperation for innovation
and the exchange of good practices -
Capacity Building in the field of Youth



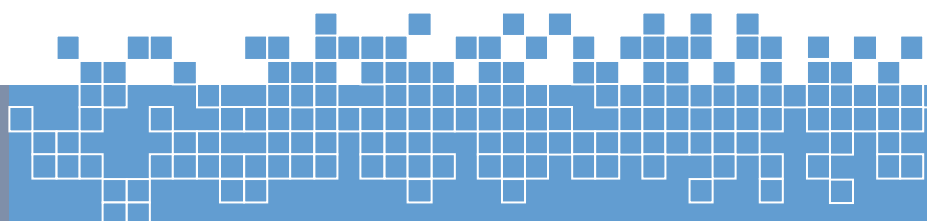
SJ Vietnam
Solidarité Jeunesse Vietnam



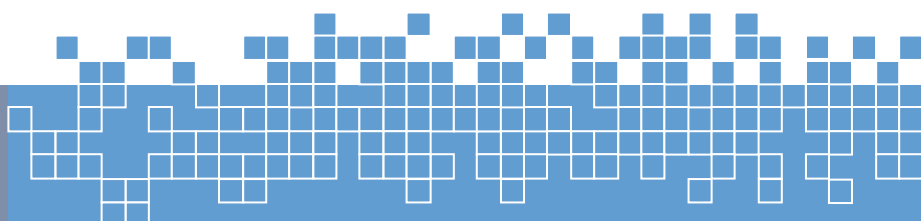
ANASTASIA TIMOLOGOU
NATALIYA NIKOLOVA

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Introduction

EurAsian Social ActiveNation (EUASAN) – an Erasmus+ Capacity Building project – was designed in order to foster trans-continental cooperation in Community Development (CD) between countries and organizations of Europe (Greece, Spain and Hungary) and Asia (India and Vietnam).

The main idea on trans-continental cooperation in CD was developed on two levels:

- 1) European and Asian youth leaders/workers had the opportunity to build intercultural relations and develop a mutual understanding between these two regions;
- 2) the gained knowledge was transferred within the organizations and their field of work.

What initiated the need for the development of this project was the involvement of marginalized, rural-area communities as well as schools, volunteers and youngsters with fewer opportunities. Methods used were interrelated; on one hand the material used was based on Non Formal Education (NFE) as a tool to enhance self-development and leadership skills, on the other hand the project focused on Education Through Sport (ETS).

According to United Nations

https://www.un.org/sport2005/resources/task_force.pdf) *“By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bringing together cultural and ethnic divisions. Sport provides a forum to learn skills such as discipline, confidence and leadership and teaches core principles such as tolerance, cooperation and respect. Sport teaches the value of effort and how to manage victory as well as defeat”*; a personal skill of great importance.

Methods were applied in two Training Courses (1st TC in India [Video EUASAN India 1](#), [Video EUASAN India 2](#) and 2nd TC in Spain [Video EUASAN Spain](#)) were participants managed to gain necessary skills and became trainers/facilitators in order to involve communities and turn them into active and happy citizens by creating platforms / activities for

inclusion. As a result of their trainings, participants were able to implement local activities using NFE and ETS.

Aims and objectives

One of the key aspects of the project was to enhance cooperation between Asian and European organizations and have an afterlife by establishing a network for other organizations to connect these regions on youth field/ through NFE/ Erasmus+ projects and other initiatives. That was accomplished by filling the gap for European youth leaders who usually do not have enough experience and intercultural knowledge outside this geographical region, while empowering the Asian youth leaders into learning good practices and getting access to Erasmus+. Sharing common ground for quality youth work, learning about educational methods/tools and exchanging experience and know-how was another need that was full filled during this project.

EUASAN managed to promote:

- ✓ Erasmus+ opportunities on cross-continental level;
- ✓ The educational importance and pedagogical methods which can be applied and used through sport and physical activities;
- ✓ The benefits of sport not only on health but as a tool for active citizenship and social transformation;
- ✓ The importance of sustainable Europe-Asian cooperation in youth, education, sport and culture sector;
- ✓ Encouragement and education in youth organizations in order to use and create new tools for youth community participation, using NFE and ETS methods.

Last but not least, local communities of participating countries had the opportunity to learn about EUASAN and Erasmus+, when empowered participants became trainers and facilitators as a first step to decrease discrimination, exclusion and social inactivity through NFE and ETS in the local communities.

Partnership

[AENAO - Center of non formal education](#) – Greece (Co-ordinator)

[ACD LA HOYA](#) – Spain

[HOPE FOR CHILDREN](#) – Hungary

[DISHA International Foundation Trust](#) – India

[SJ VIETNAM](#) – Vietnam

Useful links

Visit project website @ [EUASAN](#)

Find us on Facebook @ [EUASAN_FB](#)

Trainers team

Nataliya Nikolova

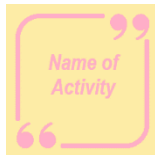
Antonio Benaches Bodí

Orsolya Cziráki

Training Course 1 - INDIA

Introductory activities

Getting to know each other



Getting to know each other



15-20 people



90 minutes



- ✓ To know each other better and develop capacity to work together;
- ✓ to enhance intercultural dialogue and reciprocal knowledge;
- ✓ to create comfort and get to know each other (participants);
- ✓ to create multicultural atmosphere;
- ✓ to practice communication skills and to provoke collaboration.



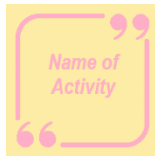
Start with introducing the team of people behind the project, training course- organies, trainers.
The activities to follow have the task to get to know better the particopants by name, interests. It can includes ice-braking games which can as well be chosen like this to accede the main themes of the training course:

- Map of Connection. The facilitator introduces the task: each participant is asked to write down his/her name on flipchart and share any information about himself/herself. At moment when other participants hear anything which also apply to him/her he raises his hand and continues e.g. a participant is saying *"I like to travel"*, *"I was participating in Erasmus+ projects"* and any other person who also likes to travel stand up, write his/her name and continue the activity. Main aim is to make the participants realize that they have something in common with other person in the group and encourage the participants to get to know each other.
- ID game - Each participant is given a sheet of paper on which needs to write his/her name; Prepare in advance a sheet of paper on which should have the following categories under the Name of participant: - Country - Picture, What are your expectations of the training course? What do you think you will learn? What is Erasmus + for you? Your personal motto for this project? . Participants are standing still and the instructions are given - each need to change his/her sheet as quickly as much. until the music stops. When the music stops he/she needs to find the person whose sheet of paper he/she is holding and to ask the questions written on the sheet. Overall time of implementation of this energizing game is about 20 min max. Music should be played and be joyful. At the end all - after the final question participants should put all so called IDs on the wall (prepare the glue/other facilities);
- More than one story - Make groups of 4 people and give away cards of the game More than one story to each group. In case there is a good connection in the hall where the training takes place you can also introduce the app with the same name which participants can downloaded. Participants can start opening cards and talk about themselves, answering the question on the card and present each other.



ID game - make a charter on the questions provided. More than one story cards or app to download, flipchart
 Google play: More Than One Story

Non formal learning



Non Formal Education and Youthpass



15-20 people



90 minutes



- ✓ To differentiate between different training styles and learning formats;
- ✓ to learn new methods for evaluation of learning outcomes;
- ✓ to provide support to participants with a tool (Youthpass) in reflecting, supporting, documenting of learning during the different phases of the training.



First part is focused to the concept of Non - formal education.

- Start with showing to participants three pictures of formal, informal and non -formal education situations (context); ask about e.g. What do they see on the pictures and what are the differences between them. Provoke a brainstorming on the differences between formal and non-formal education where the participants can suggest their answers on a flip chart.
- Ask the participants to form 3 groups (this usually differs from the size of the group so you can make even more groups on one category). and to discuss the presented topic(formal,informal and non -formal education) with the assistance of Limina cards (Learning in transition) - <http://www.limina.at/card-set/>. Give 3 cards per group. Additional to this ask each group to prepare 1 story and to play (no more of 5') on formal , informal and non-formal education situations. Follow with preparation and presentation (acting).

Second part of the session is focused to Youthpass as an instrument recognized in youth projects on Erasmus + programme in validation of competences, skills, attitudes

- Make a presentation of the 8 different competences of Youthpass and what each of them entail . The presentation can follow with a video on Youthpass- <https://www.youthpass.eu/en/about-youthpass/video/> . As part of it can be played a game called Fortune teller origami (<https://www.salto-youth.net/tools/toolbox/tool/youthpass-8kc-folded->

fortune-telling-origami.1577/), where each competence is presented with guiding questions which participants can answer in groups of 4 people. The participants will be reminded that they can receive all the pages of the Youthpass in case they want to obtain it. Every day before the Steam groups (Reflection groups) participants can reflect on the day in noting on achieved skills, competences, outputs from the activities. Follow with questions and answers reply.



Pictures of the different learning formats (formal, informal, non-formal education), copies of Youthpass competences for each participant, 'Fortune teller origami' - copies, Limina cards set, Flichart, Markers.

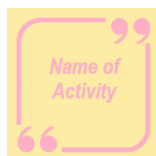
Videos: <http://www.limina.at/card-set/>

<https://www.youthpass.eu/en/about-youthpass/video/>

<https://www.salto-youth.net/tools/toolbox/tool/youthpass-8kc-folded-fortune-telling-origami.1577/>

Chapter One – Introduction to leadership

Concept and practice



Introduction to leadership (concept and practice)



15-20 people



90 minutes



- ✓ To get information about what leadership entails and different leadership styles;
- ✓ to explore the meaning and significance of leadership;
- ✓ to understand importance and role of leadership in youth organizations;

- ✓ to develop a common understanding of leadership.



- The activity starts with a video message by Madi Sharma- a visionary and member of EESC on leadership necessity (<https://www.youtube.com/watch?v=AKaFcunaEf4&t=2s>).

Follow the next activity and bring the complexity of the term

leadership in modern times without so much correlation to politics in brainstorming on keywords on leadership; this will enable participants to set out the complexity of the term of leadership;

- As a next step – focus on the different theories on leadership and present it with examples (p.60, <https://youngfoundation.org/wp-content/uploads/2012/10/Taking-the-Lead-October-2009.pdf>). Form the group into groups of four people to discuss about definitions of leadership for 10-15 minutes. Each group should write their own definition of leadership term on a paper and present it.
- In addition to all activities above, summarize and prepare few definitions on leadership by thinkers and researchers e.g. **Grace Hopper**, **Daniel Goleman**, etc.



Paper A4 for definitions, prepare in advance definitions on paper, markers, posters(flipchart), Video: <https://www.youtube.com/watch?v=AKaFcunaEf4&t=2s>

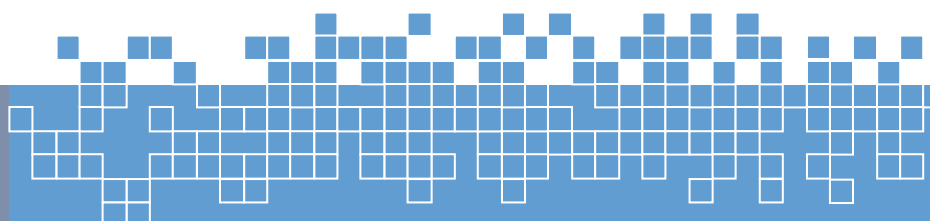


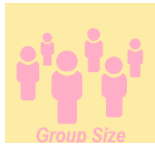
When you are brainstorming with participants on Leadership and what it entails you can use a Word Cloud Generator E.g. see how leadership brainstorming can look like with it at Annex Ia.

Leadership competences



Leadership competence(s)





15-20 people



60 minutes



- ✓ To support participants in building confidence in self-awareness;
- ✓ to discuss what competences the participants need to be good leaders;
- ✓ to raise awareness on the competences, skills, attitudes we have and need to develop to be a good leader;
- ✓ to reflect on skills of a good leader and to create a portrait of an ideal leader in youth work;
- ✓ to explore our strong and weak leadership competences and skills.



- Start the activity of this session with a role play e.g. in pairs blindfold challenge - Ask the participants to group pairs and divide them on two roles - a driver and a car - the person who plays the role of car should put a blindfold and upon instructions with tapping on shoulders shall move. Nobody should speak. The activity can last for maximum 10 minutes while the participants change roles as well. For the safety of the participants please ensure that everybody feel comfortable in wearing blindfold. Ensure safety hall where the activity to happen with clear instructions in advance. At the end in a group ask the participants - What happened; - How they felt being blindfolded and instructed with tapping just without being able to talk.
- Sitting in a circle start the activity by showing the video of a Dancing Man <https://www.youtube.com/watch?v=GA8z7f7a2Pk>; Follow with a debriefing (What we see - in steps to recall the story. Ask participants to remember what actions have happened). After listening to all responses watch the video again and Comment - by showing competences which you think are important for the stage - Behavior of the Dancing man - Reaction of the Audience - Momentum - People joining the Dancing Man, - Role of the Dancing Man in Showing new steps in the dance - Role of the People who join - The Crowd around the leader - Visibility of the leader and its followers. Summarize in enhancing on the aftermath of actions by the group and the visibility of the so called leader - starting dancing man.
- Form participants in groups and give instructions to make the Image of the Ideal Leader (Youth worker leader) - painting it on a paper.

Each group should paint it and in discussion choose her/his skills, competences, skills. Encourage participants to find their way to paint it as artistic as much (30 min work). In plenary in group discuss the figures/images and differ the competences of the ideal leader; write them on a flipchart and lead the discussion on what we need for great leadership pointing in particular leadership competences on Knowledge, Attitude, Values, Emotional intelligence, Skills. Prepare in advance theoretical input on this by using:

- p. 12 -15 - <https://youngfoundation.org/wp-content/uploads/2012/10/Taking-the-Lead-October-2009.pdf>

- p. 23 - 30 - https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf

- Summarize on focusing on the different competences discussed by the participants and their made images. Hang the different made figures/images on the walls of the hall.



Flipcharts (paper), scissors, colourful markers, paper tape, blinders, Video:

<https://www.youtube.com/watch?v=GA8z7f7a2Pk>



Encourage participants while thinking on the image of Ideal Leader to be creative, to use images which to have national context - e.g. during the training in India participants used the image of Maharadja (See Annex Ib).

Chapter Two – Leadership styles

Leadership styles



Leadership styles



15-20 people



90 minutes



To analyze styles of leadership and reflect on the benefits and challenges presented by each one in our context of non-formal education.



➤ The participants receive 9 pieces of paper representing 9 different leadership styles (according to the model shown below). They will have to work in small teams to agree on the distribution in the grid, using authority and autonomy as the 2 variables;

- After that as a next step they create their own collage in groups, the original one is presented and a group debate about the meanings of each style and the suitability for non - formal education;

More about the leadership styles of the Australian Leadership Foundation can be found here - <https://bluesyemre.com/2017/06/08/leadership-models-and-tools-by-australian-leadership-foundation/>

- In conclusion of this session you can envisage with the group watching of TED Video of Itay Talgram and ask for debriefing or comments - https://www.ted.com/talks/itay_talgram_lead_like_the_great_conductors

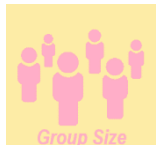


10 copies in A4 (black and white) paper of the model (See Annex II). 1 copy bigger (A3) of the same model and in color. Scissors and glue. Flipchart. Projector. Multimedia. Download the TED video in advance.

The leader in me



The leader in me



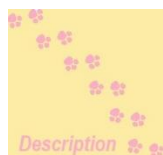
15-20 people



2 parts (90 + 60 minutes)



- ✓ To learn new techniques for making public presentations in the style of TED format;
- ✓ to acquire more confidence in public presentation;
- ✓ to get to know more on the participants' leader attitudes;
- ✓ to find common interests and bring different groups of interests.



- Start with a short introduction of the TED format and how it was established and spread around the world;
- In advance the participants received instructions and 8 models for storytellers before the training/project to take place - <https://www.sparkol.com/en/Blog/8-Classic-storytelling-techniques-for-engaging-presentations>, which to guide them in the preparation. Arrange the hall in a theatre mode style. Let each participant make a presentation with instructions to keep the time. Participant (Audience) will be encouraged to ask questions/to stand a motto /to make a statement and as like that they can find common issues/themes as partners in future

projects; You can make comments on the statement as a facilitator and use it as a call, as a matching point for the next person to come to stand on the floor and make presentation;

- Finish the session with Madzinga activity. Participants stand in a circle and hold hands together. Preferably outdoor. The trainer starts while saying a prolonged "Maaaadzinga" and explain that the challenge should be to say as a group all together the word;
- Finish with a thought which to inspire participants and to encourage their shared passion e.g. A quote of **Rumi** –
" Let the beauty of what you love be what you do".



Projector, markers, flipchart;

Print on A3 paper - "8 models for storytellers" graphics.

Videos to watch before starting your preparation:

https://www.ted.com/playlists/226/before_public_speaking

Theoretical resources: [https://www.sparkol.com/en/Blog/8-](https://www.sparkol.com/en/Blog/8-Classic-storytelling-techniques-for-engaging-presentations)

[Classic-storytelling-techniques-for-engaging-presentations.](https://www.sparkol.com/en/Blog/8-Classic-storytelling-techniques-for-engaging-presentations)



Prepare in advance participants for the activity "The Leader in me" by sending those models for presentations e.g. 8 models for storytellers. During the presentations make notes of their shared stories - passion, hobbies, interests and summarize them on a sheet of paper by giving them or

sending them with outputs of the training; creative way of doing this can be beneficial for the training outcomes and participants.

Active listening – problem solving



Active listening, problem solving, empathy



15-20 people



75 minutes



To train and improve our leadership skills in active listening, problem solving and empathy.



Divide the group in 3 small groups and each one of them in rotation plays a small game to develop one of the 3 skills on active listening, problem solving and empathy. Plan 3 rotations of 20 min to take place:

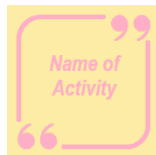
- Active listening: Make the group in pairs. Each pair sit back to back. One picture is shown and the participant 1 has to describe it to their partner who can't see and can't speak who need to draw what is explained. Then, on the second round, another picture is shown and in this occasion speaking is allowed. Envisage to choose for the first round pictures with less details and on the second round with more details. Final step is debriefing while participants answer on "How they felt during the activity?"
- Empathy: Arrange the hall and use Dixit cards. Play Dixit game as each participant of the group to be able to choose card and to be a storyteller. Final step is debriefing while participants answer on "How they felt during the activity?"
- Problem solving/lateral thinking: Use the Black stories game where participants can ask questions on a card story on which can be answered with just YES or No. Alternatively - you can find an app with same name - e.g. Dark Stories app. Final step is debriefing while participants answer on "How they felt during the activity?"



Dixit cards, Black stories cards, pencils and papers.

Chapter Three – Leadership in action

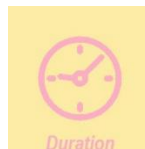
Learning walk



The Learning Walk



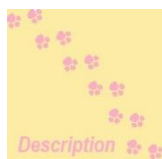
15-20 people



90 minutes



- ✓ To strengthen leadership competences;
- ✓ to inspire leadership process within diverse context for participants through small TED format presentations;
- ✓ to reflect on leadership skills and attitudes using various types of situation from daily life activities.



- Start the activity with a sharing of thoughts in pairs on the previous days (20 min) when participants can find place inside/outside the hall and share thoughts. The selection of the pairs will be based on this - to choose partner that they has not talked so far. Use this time to encourage participants to reflect on the learned process from previous days of training.
- Present a brief outline of the session activities focusing on the role of the so called "wise leadership"- concept which is seen in the two presentations from TED platform.
- As preparation phase hang out on the walls 6 posters with the 5 themes Leadership, Breakthrough, Alliances, Barriers, Magic with a clarifying Questions. Before showing the videos via multimedia present the method of Collective Harvesting. It includes 3 phases - 1st phase Participants are given to choose from 5 themes on Leadership, Breakthrough, Alliances, Barriers, Magic which refer to the story presented(TED videos) ; an extra poster can be put on

Questions where all groups can comment/raised issues. The whole group chooses one of the 5 themes. You can write 5 themes on a piece of paper and put it on the floor to be visible. The task of the group is to follow the story and to make notes on this theme throughout the presented story; Participants are encouraged to think as well on this question- What have you discovered through the lens of your focus? - on topics Leadership, Breakthrough, Process, Alliances; - 2nd Phase - Harvesting - Participants make notes and a group discussion around the people with the same theme take place; Ask the participants from the very beginning to arrange groups and to sit according to the chosen theme 3rd phase Arch of Tread - Participants choose which one notes/comments/questions would hang on the poster according the specific theme on the walls. The duration of this activity encompasses several phases - Videos watching (15 min) - Group work 45 min.

The two presentations can be -

- <https://www.youtube.com/watch?v=lmyZMtPVodo> (Why good leaders make you feel safe | Simon Sinek)

- https://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge (Kids take change by Kiran Bir Sethi)

Harvesting Questions for the Collective Harvesting Method

1. What are the key or breakthrough moments in this story? What can we learn from them?
 2. Where do you notice new forms or practices of leadership?
 3. What happened during this story that affects, irritates or inspires you in a very special way? Where does this magic come from?
 4. Which alliances helped to tackle the challenge you heard in the story? What can we learn from this story about the importance of partnerships?
 5. Which questions arise for me from this story that I can take forward to my work, organization or community?
 6. What barriers were encountered in this story and what can we learn from them?
- Finalizing this session with an activity where in group participants have the task to set out the rules (statements) for great leadership (leaders). Divide the group in small groups of 3 --4 people. Remind the group to avoid imperative form in making statements - (Don't, Do). Let the group working process last for 15 min. and envisage time for presentation of the statements.



Posters with different questions for the **Collective Harvesting Method** (Recycle paper), post-its, TED videos, paper A4.



Encourage participants to be concise and creative in making statements. Prepare in advance drawing pad - sheets with frame, which you can find in every bookstore (See Annex 1c).

Being empowered



Being Empowered (Empowering myself, creativity)



15-20 people



2 parts (90 + 90 minutes)



- ✓ To get acquainted with new methods for expressing/searching for creativity;
- ✓ to be empowered through act of transformation techniques ("Theory U");
- ✓ to acquire new methods for leadership development.



➤ Start the session with practicing of breathing techniques in order to enhance on one of the steps which can be experienced during the "Theory U" presentation- namely Presencing. As well ask the participants to watch together the video <https://www.youtube.com/watch?v=byGUgoXFppE> and as well initiating and practicing the different levels repeating the movements. This can bring a lot of excitement and joy as a starting point and introduction.

First Part:

- Continue with presentation of the "Theory U"- by Otto Scharmer & Co. Focus on the motto of this theory - How do we lead from the emerging future? Present the different phases on a flip chart and explain - its content; Focus on the steps - Co-initiating, Co-creating, Presencing, Co-developing, Co- acting and what they entails. Prepare in advance references, examples how to apply it in youth work/trainings, etc. You can watch in Internet and read more on the theory e.g. here -
https://www.youtube.com/watch?v=z_jS3EWRQVE&t=59s
- The next activity will be in groups of 4 people the participants to discuss on local problems and issues on which can apply the 2 phases of the method ("Theory U") - Co-initiating and Co-creating (when we analyses and shared with others issues of concern which we have intention to change). Make a Debriefing on the outcomes comments, questions from the group work. Useful tip can be to make groups by countries and as the outcomes shows can bring follow up and incentive to follow by the participants. . Conclude this part with showing a video clip on the Theory U - as an animation
<https://www.youtube.com/watch?v=aaGwYYGBuyU>

Second Part:

- Start this part in introducing the power of short messages in posters. Prepare in advance posters from different campaigns on empowering people in the area of human rights.
- Present the Loesje movement (<https://www.loesje.nl/posters>) - (history, aims) and posters with strong messages. Use the multimedia. Give examples of short messages being used. Discuss about the power of short messages and how they are created-share stories.
- Writing and creating posters slogans and short messages. Divide the group in smalls groups (3-4 people) and give a task to all to create a short message on a poster on chosen topic in relation to team work, leadership, humanity on A4 paper in English and on/or the group chosen language. Give to each group sheets of paper with enclosed signature of Loesje campaign. Each group should present its posters at the end. Encourage participants to be creative.



A4 paper with Loesje signature, markers, pencils, multimedia, flipchart, videos for "Theory U"

Videos/links:

<https://www.youtube.com/watch?v=byGUgoXFppE>

<https://www.presencing.org/>
https://www.presencing.org/files/tools/PI_Tool_SensingJourneys.pdf
<https://www.youtube.com/watch?v=aaGwYYGBuyU>
https://www.youtube.com/watch?v=z_jS3EWRQVE&t=59s
<https://www.loesje.nl/posters>

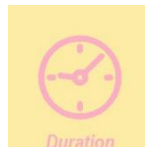
Let's empower



Empowering others



15-20 people



90 minutes



- ✓ To acquire new knowledge on team skills;
- ✓ to raise awareness on the theory of Belbin and team's roles;
- ✓ to acquire self-awareness on personal team roles; to have reflection on personal strength.



- Start the session with a showing of a video clip on Belbin's theory - https://www.youtube.com/watch?v=hMesDq_rNOw. Focus to the Belbin self-evaluation test - a test on leadership attitudes and roles in a team contains 7 questions and distinguishes the people attitude as 8 categories (working, coordinating, result oriented, creative, outwards, analytical, sensitive, thorough). Belbin test is used as well in sport psychology and its description requires to be well-explained as the keys and results are formulated within multi-measuring psychometric format. Explain how reflecting on this can help participants to see

the importance of many competences which we possess and how they can enable us to be effective leaders. As a debriefing process it is recommended here to ask participants to reflect on how they apply the distinguished roles of Belbin in their work.

- Plan to implement as a next step to talk about Emotional Intelligence and its role for an effective leadership. Each participant will make self - reflection through the test - How Emotionally intelligent are you - p.30-31 https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf. Follow the instructions and allow 20 min. for reflection. When preparing the test enclosed the interpretation of the results. It is essential the explanation before the test to be made orally with own its complex format to the group. Due to this that this tests is working on self - evaluation, participants can be asked if they want to share some of the results.
- In conclusion make a summary from the Belbin theory on Action oriented roles, People - oriented roles and Thought - oriented roles.



Copies of Test - "How Emotionally Intelligent are you",
Multimedia, Videos:

https://www.youtube.com/watch?v=hMesDq_rNOw

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf

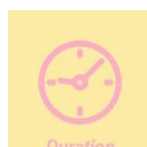
Theatre of the Oppressed



Theatre of the oppressed for leadership



15-20 people



90 minutes



- ✓ To acquire knowledge on theatre of the oppressed methodology;
- ✓ to practice and to initiate in different roles;
- ✓ to get acquainted with new method on prevention of oppressive behavior;
- ✓ to develop critical thinking and to practice leadership in daily situations.



- Start the session by asking the group if they have experienced Theatre of the oppressed. Make a short introduction on the Theatre of the Oppressed by Augusto Boal. You can as well present the different names and structures of the Forum Theatre and Image Theatre and its elaboration throughout the years. It can include as well the basic principles of the roles within the method (The Oppressor - who cannot be changed during the play, the Oppressed, The Bystanders, the role of the Audience who from spectator becomes spec (actor), the jokers - facilitate the interaction between the play presentation and encourage interaction into the play by the audience. You can write on a paper - the names of the different roles and like this to present it. It is especially useful if you are working with a group who has never experienced it before.
- Start practicing the Theatre by warming up exercising - which accede the practice of the play. As Boal's devised them - a series of exercises and games aimed at developing the body and reducing reliance on speech or conscious thought. These exercises are fundamental to theatre work and should prepare Image and Forum Theatre. They are designed to liberate the body from what Boal called, "mechanical" actions. It will include hypnoses in pairs, voice exercising.
- Choose actors on a voluntary basis (5 people). See annex III for the rules, roles and an example of story. Prepare in advance a story in choosing/adopting it to have all roles that the theatre of Boal requires. While actors are rehearsing the play the rest of the group will continue with body sculptures exercising under the facilitation of a group leader/trainer. Assist the group of actors to read once together the story/play and to start preparation of the scene together. In a short 10-15 min. rehearsal the group of actors are playing and preparing. The audience after the end of the scene is being reminded the rules and that they can act on the next presentation of the same play. The role of the joker can be played by the trainers/facilitators who facilitate the interaction between the play and the action to follow and will encourage interaction into the play by the audience.

- Debriefing - What has happened and how can we use the method in trainings (formal/non-formal) education, approbation the methods within various context for enhancing on prevention role of the method. What interactions have been done in changing the play?



Copies of the play for every participant (See Annex III), actors to play, the roles description of the different actors on a separate sheet of paper.

Leadership role play



Leadership role play - Building 3D objects



15-20 people



60 minutes



- ✓ To clarify the concepts of leadership competences;
- ✓ to experience different styles of leadership;
- ✓ to reflect on the importance of teamwork.



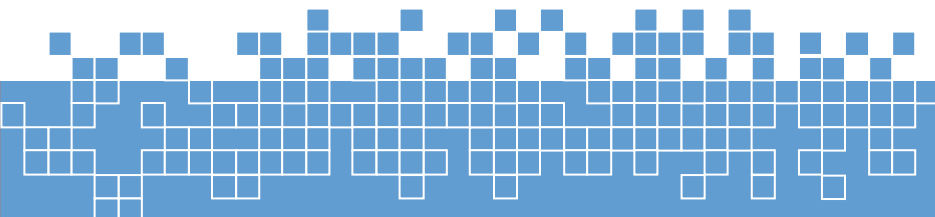
- Team work on creating a 3D object. The task is to create a 3D object using the materials given (papers, scissors and balloons). Divide the participants in groups of 3 people. One of them takes the role of leader/coach, the second takes the role of worker who is blindfolded and the third one takes the role of narrator/reporter (the activity proceeds in 3shifts where the roles change each time).The worker has to follow the instructions of the leader but the reporter is also speaking all the time and commenting on the different actions (this can disturb the process).

- Debriefing - Ask questions to all group on debriefing shows of different styles of leadership and of teamwork, key aspects of success which they can differ within the process of building 3D objects. If the situation can be applied to daily life, to youth work?



Newspapers, scissors, balloons, glue, tape, tools as to make microphone, blindfolds.

Impressions from Participants





"Kids will forget what you said, but they will never forget how you made them feel"

Niki (GR)




Co-funded by the Erasmus+ Programme of the European Union



"Children changed my mind"

Mario (ES)




Co-funded by the Erasmus+ Programme of the European Union



"Working with people with disabilities changed my mind"

Dejay (VN)




Co-funded by the Erasmus+ Programme of the European Union



"I learnt about a new country without speaking communication"

Vinay (IN)




Co-funded by the Erasmus+ Programme of the European Union



"Foreigners can make an impact by volunteering in a different country"

Lissi (VN)




Co-funded by the Erasmus+ Programme of the European Union



"Start where you are, use what you have, do what you can"

Silvia (ES)





Co-funded by the Erasmus+ Programme of the European Union



"Keep supporting each other in life... Life is all about climbing"

Saman (NP)

Co-funded by the Erasmus+ Programme of the European Union



"Great euphoria after you finish a race"

Sofia (GR)




Co-funded by the Erasmus+ Programme of the European Union



"Stay positive and turn your bad feelings into strong actions to change society"

Nhi (VN)




Co-funded by the Erasmus+ Programme of the European Union



"Don't lose your hopes, stay positive and the time will come"

Vedant (IN)




Co-funded by the Erasmus+ Programme of the European Union



"Give your 100% dedication"

Shubh (IN)




Co-funded by the Erasmus+ Programme of the European Union



"When you work in a team the result is great"

Christina (GR)




Co-funded by the Erasmus+ Programme of the European Union



"If you really want something, don't let others discourage you"

Mate (HU)




Co-funded by the Erasmus+ Programme of the European Union



"Never give up, there will be someone next to you to support you"

Renata (HU)




Co-funded by the Erasmus+ Programme of the European Union



"If you feel that you are lost, reborn yourself and start all again"

Ani (IN)




Co-funded by the Erasmus+ Programme of the European Union



"Keep going, go ahead and never go back, just look forward"

Janos (HU)




Co-funded by the Erasmus+ Programme of the European Union



"Every perception is a possibility, all are fine"

Gaurav (IN)




Co-funded by the Erasmus+ Programme of the European Union



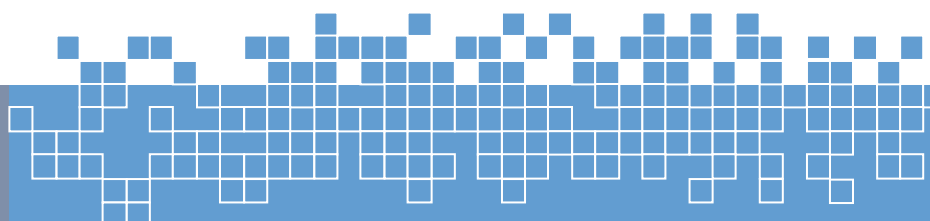
"If you work with your heart, everybody will enjoy"

Marina (ES)




Co-funded by the Erasmus+ Programme of the European Union

Training Course 2 – SPAIN



Introductory activities

Introduction to concept



Introduction to concept



Flexible



90 minutes



- ✓ To get information about what education, sport and competences are;
- ✓ to explore the meaning and significance of the concepts.



- Warming up and group building: Blind dating: in a line, participants first look at the eyes of the person in front (and change partner), then touch the hands (and change partner), then close the eyes and have to dance (and when the music change, they change partner). At the end, after changing roles and being led or being blind with different people, all with closed eyes finish the exercise by dancing.
- Open space: The participants are divided in 3 groups, which are formed in 3 tables:
 1. Education (Formal, Non-Formal and Informal)
 2. Sport vs Physical activity
 3. Competences you can develop through sports.

When participants form these 3 groups they talk, exchange ideas and opinions according to their group subject. Their purpose is to reach a consensus in order to create a definition or explanation, which they present to the plenary.

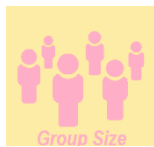


Three tables, paper A4 for definitions, prepare in advance definitions on colorful paper, markers, posters/ flipchart.

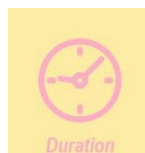
Sport and identity



Sport and identity



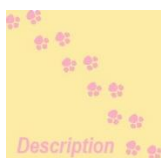
Flexible



90 minutes



- ✓ To explore differences in culture, mindset, identity through sporting and life experience;
- ✓ to understand the connections between culture and sport;
- ✓ to understand the intercultural aspects of sport.



- Participants watch the [Shrek Onion Video](#)
- Reflection: Just like an onion, each person has multiple things that make up who they are, things which are always influencers in their lives, what determines how they make decisions. Participants have 15 minutes to reflect personally about themselves using the onion metaphor.
- Transition Question: What is your first memory of sport or physical activity and why has it stuck? IDENTITY
- Then, in groups of 4 discuss the following questions:
 - What is the effect of sport on culture?
 - What is the effect of culture on sport?
 - What are some of the intercultural aspects of Sport?
 - Why sport has more significant role in some countries and others not?



Projector or TV, internet connection, printed prepared questions, colored pens and A4 papers.

Chapter A – Education through Sport (ETS)

Introduction to ETS



Introduction to ETS [MOVE&Learn Manual](#)



15-30 people



90 minutes



To understand what Education FOR/BY/THROUGH sport is.

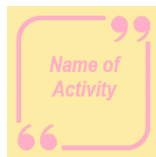


Introduce the meaning of ETS using the table of the [MOVE&Learn Manual](#), pg 12.



Table (printed), papers, pens, flipchart, board.

ETS approach



ETS approach



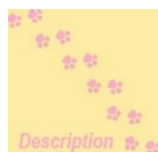
15-30 people



90 minutes



- ✓ To understand values of sports;
- ✓ to get familiar with experiential Learning and how this works.

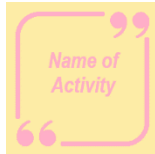


- Brainstorm about the Values of Sport. Generate thoughts on these from various aspects in which sport holds values for us.
- Key competences: each participant is invited to put how the key competences are developed in sport - collect examples and strive for understanding together as a group.
- Theoretical introduction to Kolb's experiential learning cycle (see Annex IV).
- Participants are divided in 3 groups and reflect on previous day's activities that had pedagogical purpose. Debriefing is introduced using the 4 steps of Kolb's experiential learning cycle.



Papers, flipchart, pens, scotch papers, board.

Team Roles - What is ETS



What is ETS [MOVE&Learn Manual](#)



15-30 people



90 minutes



- ✓ To develop social competencies;
- ✓ to get familiar with the value of inclusion;
- ✓ to understand and reflect on your own behavior and behavior of others.



➤ Organise the participants into 2 teams of 5 or more teams if the numbers are greater than 10

➤ Step 1 - Education for sport

Explain to participants that they must play football in their teams and that the objective is to win. Explain how to play.

Demonstrate the rules and boundaries to participants. Clarify the rules of playing football.

(Play for 15 minutes)

➤ Step 2 - Education by Sport

Introduce some conditions to the game to show how the game will use Education by Sport.

These can include:

- only females can score
- every team member must touch the ball
- males can only play with left leg
- goalie can't touch with the hand
- Some participants are tied together in pairs

(Play for 15 minutes)

➤ Step 3 - Education through sport

Introduce role cards. The participants should not discuss their role with anyone. They must now play the game in this role. At this stage there

could be conflict due to the roles so take care in the selection of the roles (Play for 15 minutes)

Roles can differ; some examples are: being selfish, pass to the other team, yell at those who make a mistake, try to include everyone, only pass to one person, be a referee, coach the team, be over enthusiastic, etc.

- Debriefing session is a key part of ETS model where participants through the facilitation of the trainer are reflecting on their learning experience.

Questions to be asked can be:

- How did you feel during the exercise?
- What happened?
- How was the communication between your team?
- What was challenging?
- How did you find your role?
- What could you improve/change?



Football, coloured papers to differentiate the two teams, role cards, scotch or rope.

Heal the world



Heal the world [MOVE&Learn Manual](#)



15-30 people



90 minutes



- ✓ Teaching participants about environmental protection through active physical activity;
- ✓ understanding different learning styles and explaining education through sport as one of them;

- ✓ involving participants into first steps of Education through Sport by debriefing the exercise and answering the question about how do they find the methodology.



- Instructions from facilitator to participants (10 min)
- Exercise played (30 min)
- Poster designing additional (15 min) some of the participants will start to design posters while game is still on
- Poster presentation (15 min)
- The facilitator should choose one participant from the group that will be the catcher to tag the other participants. Another participant will be chosen to have the role of the “doctor” (they can also apply voluntarily).
Facilitator is to give the instructions to the group that the “catcher” has a task to run after participants and catch them. Once a participant is caught they are “frozen” and they have to lie on the ground. Catcher” continues to run after others. The rest of participants that are not tagged have to carry/help the “frozen” one to the hospital where the “doctor” will make them a question connected with environmental protection. While they are carrying the “frozen” person they are protected from the “catcher”. The “frozen” person can be carried from the side by a maximum 4 people.
In hospital the “doctor” will read them a question. If they answer the question correctly they will be “healed” and back in the game. If they don’t reply correctly they have the task to design a poster with the answer, which they will get from the “doctor”, that they will share later with the group.
- Debriefing and evaluation (20 min)
 - How did the exercise go?
 - How did you experience when you were caught?
 - What did you find challenging?
 - How was the team cooperation?
 - Did you feel included?
 - How was the support in the group?



Papers with written questions for the participants who are caught (may vary depending on the topic and educational focus/theme of the activity);
A bib for the one that is catching others;
Area for the questions from the doctor;
Colourful markers and flipcharts for posters (preferably from recycled paper).

Orienting sport



Orienting sport



Flexible



150 minutes



- ✓ Discovering the sport of orienteering as an educational tool for the future activities;
- ✓ explore the area and the possibilities of outdoor activities in any place.



- Introduction to the sport: description, history, background, materials.
- First game: in teams they have to find the hidden flags, following a map of the area and the marks in the map.

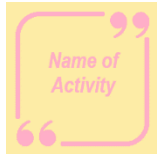
It's a race, so each team has to complete the task as soon as possible.

- Individually, they have to find out answer to a list of questions. The answers are in small papers hiding around the playing area. The exact location is marked in 3 maps that are shown to the participants.
- Individually, they are given photos and they have to recognize the place, find it and mark in the map.



Maps, flags to be hidden.

Planning the debriefing



Planning the debriefing: ORID Focused Conversation [ORID](#)



15-20 people



30 minutes



- ✓ To understand the benefits and needs of debriefing in education through sport activities;
- ✓ to discover the ORID (Observation, Reflection, Interpretation, Decision) method;
- ✓ to structure the debriefing;
- ✓ to practice the debriefing facilitation skills.



➤ Start with an activity that later will be debriefed. The base activity is the “Falling Chairs”, where every person is holding one chair only on 2 legs and only with one hand. They have to move in a circle holding the chairs and avoiding them from falling.

➤ After playing the game, present the “ORID” debriefing model, where the 4 levels of depth of debriefing are:

- OBJECTIVE OBSERVATION (state of obvious facts)
 - What happened in the game? Explain the game and how did you find it.
 - Was the game physically hard for you?
- REFLECTION (CONNECTION WITH EMOTION)
 - How did you feel when you were caught and you could/couldn't answer the question?
 - Did you feel enough support from the rest of the team?

- Did the team take care of falling chairs enough or did they just try to avoid (connect the question with team work and team spirit within the team)
- INTERPRETATION (ASSESSMENT & EVALUATION)
 - What did you learn during this exercise?
 - Do you think you have more knowledge about teamwork or leadership now?
 - Do you think that methodology of the exercise was correctly chosen?
- DECISION (ACTION/NON ACTION)
 - Do you think that after playing you became a better leader? In what sense?
 - Do you think that your personal acts might influent general relations among people?
 - What do you think that might be your next step you could take in active listening?



Chairs

Laboratory



Laboratory



8-10 people



90 minutes



- ✓ To plan and test in a safe environment the ETS activities;
- ✓ to test the personal skills for designing activities.



- The participants are introduced with the flow of the Laboratory by forming 3 working groups.
- Groups are free to choose any topic. Their mission is to exchange ideas, decide, design and develop a 30' long activity with target group of 8 people where they can use ETS and NFE as a working methods. In the developing process, participants need to include debriefing and feedback.
- Consultation with the trainers is compulsory during the process of development with the trainers.
- After their preparation, groups present to the plenary their designed activities.



Nothing

Feedback



Feedback



15-20 people



90 minutes



- ✓ To understand what is feedback and the benefits of it for education;
- ✓ to learn how to give and receive feedback (I-messages, Sandwich feedback, Johari Window – See Annex V)



- Introduction to what is feedback from [Feedback manual](#)
- Presentation of the models of [Sandwich Feedback](#)
- Presentation of the [I-message](#) and [Non-Violent Communication](#)
- Presentation of the [Johari Window Theory](#)
- Along with presentations of the models and the above mentioned theories, participants are called to perform role plays in order to understand better the different approaches to feedback.



Printed models

Chapter B – National Creative Teams

Needs analysis



National creative teams: Needs analysis



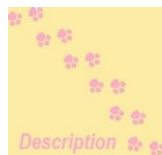
10-15 people



75 minutes



- ✓ To start planning the local actions of the project;
- ✓ to analyze the needs and decide on the target group;
- ✓ enhance the quality of youth work's impact on local communities in a measurable way in order to fight discrimination, exclusion, poverty and unemployment by using NFE, sport and physical activities as tools.



- Presentation of the project EUASAN, as an example of full process of project planning.
- Presentation of the needs, aims and activities of the EUASAN and how the two training courses were build up.
 - Analysis of the needs of local communities/partners/countries and the two continents.

What was developed during the two TC's:

1. Self-development and leadership to enhance the skills of each organization's youth workers (3 participants) in order to become better educators by knowing their attitudes, skills and behaviors.
2. Community development by ETS needs.
 - Division in national teams for starting the planning.
 - Upon working on it in National team, getting back to the circle and share with others.

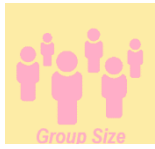


Board, paper, markers, pens.

Smart goals



National creative teams: SMART GOALS



10-15 people



90 minutes



- ✓ To continue planning the local actions of the project;
- ✓ to analyze the needs and decide on the target group;
- ✓ to find a main goal that they can plan in a SMART way – in order to focus more specifically and be more realistic.



- Presentation of “SMART Goals”
- Division in national teams for starting to plan the Local Implementation Activities.



Board, paper, markers, pens.

Planning the Main Activities of the Local Implementation

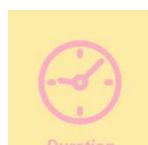
Project



National creative teams: Planning the main activities of the Local Implementation project.



10-15 people



7 hours



- ✓ Use core planning with the needs, goals and target group;
- ✓ start to think of the entire picture of planning activities for an entire day OR for workshops for a set timeframe.



- STAGE I (2 hours)
 - Planning the Main Activities of the Local Implementation projects by explaining the context and objectives.
 - Find the relation between context and objectives of the planned activities to the goals, aims and objectives that were identified during the previous two activities (Needs analysis and SMART goals).
 - Reminder of Kolb's experiential learning model (see Annex IV).
 - What are the basic elements of those activities? For each activity, participants are reminded to describe at the very least all of the following: Name of the activity, objectives, short description of the exercise, materials, group size, age range, themes to be covered & learning outcomes, preparation, instructions, time frame, tips for the facilitators, debrief & evaluation, overview and additional information.
 - Adding the question in relation to the learning outcomes of the main activity: Which learning outcomes or competences (i.e. knowledge, skills and attitudes/behaviors) are to be acquired/ improved by participants in each planned activity of the local project.
 - Project presentations by each country with the purpose to evaluate and oversee how each of them are doing, which stage they are at and how is the feasibility of their ideas. Suggestions to be given and acknowledgement of good points to be highlighted.
- STAGE II (2 hours):
 - Adding questions as a tool to guide further the national teams:
 - a) Collaboration plan if any with partners organizations/associations /schools/townhall
 - b) Practical Arrangements; How will the practical and logistics matters of each planned activity be addressed
 - c) Impact; What is the expected impact on the participants, participating organisation(s) and target groups

- d) Visibility Plan - Dissemination of local project; Which activities will you carry out in order to share the results of your project outside your organisation

➤ STAGE III (3 hours):

- Before getting back to work in National Teams it is necessary to analyse EUASAN project's Impact Plan (direct, indirect)
 - a) General Impact of Project: "Lasting social transformation and enhancement of active citizenship will be key achievements in the local communities that each partner organization's field of work. As a consequence at least 300 people in 5 different countries (60 people/country) will be indirectly impacted by the project's methods and tools.
 - b) Impact on stakeholders, organizations, youth workers.
 - c) Impact at local, national, European and International levels
 - National level: Web Platform, Websites and Social Media accounts of each partner with a view to empowering national NGOs and stakeholders institutions with knowledge and technical tools.
- Visibility and dissemination:
 - a) Project results to be communicated through different channels: mailing list systems, Web Platform, social media, publications (e-tool, poster and leaflet).
 - b) Different layers: Erasmus+ programme representatives and EACEA, Local and regional policy makers, public authorities, Relevant contacts of the partners' networks, such as local / regional social associations / NGO's.
- Preparation of the project: include local project's timeframe and division of tasks in each team.
- Project management: addressing quality and management aspects.
- Evaluation
 - a) Description of activities that will be carried out in order to assess whether and to what extent the project has reached its objectives and results.

b) Measures of evaluation of the project; need to think over what went well, what is to be improved, what tips are to be remembered at the next planning of a project.

- Project summary. The final important aspect of project planning is the preparation of the project's summary which needs to include the following elements: context/background, objectives, number and profile of participants, description of activities, methodology, description of results and impact envisaged.



Printed questions of project planning, paper, pens, markers.

Presentation of National Team's Local Implementation Project Plan (LIPP)



National creative teams: Presentation of National Team's Local Implementation Project Plans (LIPP)



10-15 people



45 minutes



To present the outcomes of the planning of Local Implementation Plans and generate an Event out of it.



- Each country presents their LIPP to the plenary.
- Distribution of Erasmus+ funding to the Local activities is to be taken into account in an elaborated/ impactful/ creative way.



Plan of LIPP

Chapter C – Sports

Intercultural Sport Games



Intercultural Sport Games



Flexible



90 minutes



Traditional sports and games to be introduced and practiced by the group
(Spain, Greece, Hungary, Vietnam)



Spain: black and white. Standing in a line and by calling one of the colours catch the opposite ones before they will escape back to their “home” line.

Greece: countdown from 3 by not looking at the group than turn around suddenly. They are allowed to move only when the counting is on, if the counter sees anyone moving after they have to start from the original point. Goal is to touch the counter and then run away. The one who is caught will be the next one to count.

Hungary: Bújj bújj zöldág. A traditional children’s game constructing a shelter by couples while the others are like a snake going through under the gate. When the song finished the construction collapses.

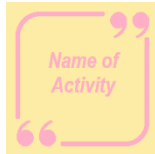
https://www.youtube.com/watch?v=xPi0ZOYqSco&ab_channel=HermanFerenc

Vietnam: standing on one leg and holding the other. Try to fight with the opposite team and make them lose their balance.

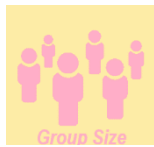


Big space (preferably outdoor space)

Water sports



Water sports



Flexible



120 minutes



To create a good group atmosphere and practice water sports on the beach.

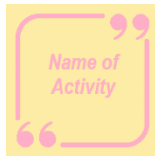


It is preferable to visit a beach where water sports are allowed. The group went to Santa Pola together. They learned the basic of how to balance, paddle and ride waves. Some water games with the tables were played also.



Sea!

Ultimate Frisbee



Ultimate Frisbee [About Ultimate](#)



4 teams



90 minutes



To discover a new sport and practice it on the beach.



➤ Presentation of Ultimate:

Ultimate was developed in 1968 by a group of students at Columbia High School in Maplewood, N.J. Although ultimate resembles many traditional sports in its athletic requirements, it is unlike most sports due to its focus on self-officiating, even at the highest levels of competition. This concept, called Spirit of the Game, is integrated into the basic philosophy of the sport, written into the rules, and practiced at all levels of the game from local leagues to the World Games. The Field: A rectangular shape with end zones at each end. A regulation field is 70 yards by 40 yards, with end zones 25 yards deep.

➤ How to play

- Initiate Play: Each point begins with both teams lining up on the front of their respective end zone line. The defense throws ("pulls") the disc to the offense. A regulation game has seven players per team.



- Scoring: Each time the offense completes a pass in the defense's end zone, the offense scores a point. Play is initiated after each score.

- Movement of the Disc: The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has ten seconds to throw the disc. The defender guarding the thrower ("marker") counts out the stall count.
- Change of Possession: When a pass is not completed (e.g. out of bounds, drop, block, interception, stalled), the defense immediately takes possession of the disc and becomes the offense.
- Substitutions: Players not in the game may replace players in the game after a score and during an injury timeout.
- Non-contact: No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
- Fouls: When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.
- Self-Officiating: Players are responsible for their own foul and line calls. Players resolve their own disputes.
- Spirit of the Game: Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.



[Spirit of the game reflection template](#)

Local Activities

Model of local activities is shown at Annex VI. This is an overview of presenting the local activities; each country contributed to the present e-tool according to their needs, implementation activities and target group.

Participants implemented Local Activities in **5** countries (Greece, Spain, Hungary, India, **Vietnam**).

Greece



Niki: I would describe the local activity as a *dessert* because I felt inspired during all the procedure of the activity (preparation and implementation). The activity was well organized and the children were full of energy until the end, even when they were really tired of playing. Many pictures were taken during the activity and posted on social media.

After the event, we sent an article to websites to be published and uploaded a video on YouTube which is an easy way to spread what happened that day.



Christina: for me the local activity was like a *first course*. It included many interesting, inspiring, interactive, full of energy activities based on the concepts of Leadership, Communication and Teamwork. It also included many

traditional games and energizers that kept the balance of the overall activity. All in all, children divided in teams, participated in many games and energizers, and learned how to compete, communicate and cooperate with each other.



Sofia: I would compare our activities like *spices*. Giving a different aspect of sports and physical activity, participants had the opportunity to experience in depth throughout interaction the competencies of leadership, cooperation and empathy. Every activity wasn't only about playing but also

about applying basic principles of life. In conclusion, our activities were just like spices, they added or highlighted extra skills to the participants in order to be more proactive and rounded as personalities.

✓ Brief description and aim of the local activities

Title: ΔΩΣΤΗΣ ΚΛΩΤΣΟ ΝΑ ΓΥΡΙΣΕΙ ΤΟ ΠΑΙΧΝΙΔΙ Ν' ΑΡΧΙΝΙΣΕΙ

Date: 17 March 2019

Venue: Thessaloniki, Greece, Aristotelous Square, city center

Participants: 78 Scouts (12-27 years old)

Aims:

- To train participants and improve their skills and competences on the topics of leadership and cooperation;
- to spread the idea on acceptance of difference by including an activity based on this concept;
- visibility of the project – the choice of the implementation of the local activity was a public space in order to make the project EUASAN and ERASMUS+ known to the public.



The local activity organized by NGO AENAO for the dissemination of the results of the project EUASAN was held in three different locations at Aristotelous Square in the city center of Thessaloniki. For the implementation of the event 3 Scouts Systems of Thessaloniki were invited.

- ✓ How did your idea come up?

The idea of the activity initiated during the second TC of the project that was held in Spain; when returning back to Greece we decided on the final structure of the event. Our concern was that we wanted to implement the activity in a public space so the passers-by could see us and get informed about the project and the scope of the local activity using the project leaflets. Baring in mind the number of the children to participate we decided on activities that they would enjoy and get the outcome we wanted. The children participated in three smaller activities that included sports and experiential workshops depending on three main topics: leadership, cooperation and acceptance of difference.

- ✓ Pitfalls / Difficulties

The difficulties we faced were mainly concerned with the communication among the leaders of the Scouts Systems in order to have the exact number and names of participants. Another challenge was finding a convenient date for that big group of people.

- ✓ Strong points of your local activity

Our activity was organized in three different spots in the city center where we created a space with the poster, the instructions of the games and the topic of the spot. Each of the three parts was starting with a small introduction game related to the three topics we chose to promote; leadership, cooperation and acceptance of difference. Following the

introductory game each spot had its own main activity, where the participants were called to reflect on (a) what they gained from the activity and (b) their likes and dislikes regarding the activity. Finally they were asked to put their thoughts on paper by drawing, creating sunsets and rain drops and filling a bag. The conclusion of the local activity was a scavenger hunt game based on the skills of orientation where the groups were trying to find hidden words in different spots of Aristotelous Square in order to fill in a paper with the stories of people-great examples of athletes.

✓ Follow up

After the activity we produced a video; this was published on Youtube and shared in social media, AENAO's and EUASAN web pages and local e-press as shown below:

Video available @ <https://youtu.be/9nrWhMGZxw0>
<https://euasan.org/local-activitiesgreece/?fbclid=IwAR2RQgo0x5Qld55Uwh8y4WRLiKGNh5DZxnXIMPFfgrkyXfufW3lzt1ReDgY>
http://aenao.org/wordpress/eusan-local-activities_gr/?fbclid=IwAR2qqOnjv82kpE9CuXwKQ4DsN4zQuU99IfLcRuWQ7WIsfQVZIWxs4bYw_ZM
<https://gnomikilkis.blogspot.com/2019/04/euasan.html?m=1&fbclid=IwAR0uZgqMgLjteDpO65no4E2TUgP2Tw4FJmnAVkEQnglHN9dyOonOv77ZNUc>

FB pages:

AENAO – CENTER OF NON FORMAL EDUCATION
STELLASVIEW

Spain



Marina: The perfect word to sum up our local activities would be "MENU".

Not only did we provide a glimpse of energy to those taking part, but we also gave them a full menu to the participants.

We started with the tapas during the activity in La Marina as it was somehow the preview of everything we did on the local activities. Being the biggest activity the one we did at the school in Elche, I would say that it was our main course. And, to finish, we had not one, but two desserts in La Hoya, providing the funniest and open activities there.



✓ Brief description and aim of the local activities

The first developed activity (30th January 2019) was at a communitarian level with the aim of providing and encouraging integration and participation to the district of La Hoya, which belongs to the city of Elche (Alicante).

With this activity, we wanted to foment the participation and integration of the kids of the locality, through the realization of different ludic dynamics related with orienteering in an entertainment area, as a learning methodology in non-formal education

The second activity was developed (5th February 2019) inside the educational field, in a school of Elche (Alicante) named Clara Campoamor with kids of primary education that were coursing year 6.

With this activity, we wanted to promote the development of certain skills and values that can boost the process of inclusive and collaborative education as well as creating a place to think about ordinary life situations and team-level work dynamics.

This third activity (24th February 2019) was made to coincide with an outdoor community activity that ACD LA HOYA was going to do, so we thought it would be a good opportunity to test what we learned with a large group of people of different ages, this activity has been directed and developed by Marina, with the help of ACD LA HOYA and volunteers.

We started with an introduction about who we are and why we are there, we will explain about the project, we will introduce different cooperation game and explain the importance to involve all people in the games, we will play some traditional games and to finish we will have some small evaluation and debriefing.



✓ How did your idea come up?

This was a socio-educational and playful-sports through non formal education, whose main objective was to provide a source of convivence and social inclusion through sport to the community, trying at all times, to build a sense of identity and belonging, in a community and socio-educational level, being able to compare the differences in these senses.

This project consisted of three separated parts: firstly, the realization of two training courses, the first of which was developed in Aurangabad (India) and, the second one, in Alicante (Spain). Out of this formation, the second part of the project began, which was, the creation, development and execution of a local activity, made after the knowledge acquired in the training courses mentioned before. The last part of this project is the evaluation of the different activities of all

the participating countries, which will be displayed in Vietnam.

It is important to point out that in this project there were many countries from Europe (Hungary, Greece and Spain) and Asia (India and Vietnam) with a total of 15 participants that have also created a local activity in their communities.

Once the projects were executed in all the countries, we will have a meeting where we will sum up all the results of the mentioned activities in Vietnam, as we have already stipulated.

Having finished this second part, we will now expose in this document the results obtained related to the project carried out by Spain about social inclusion through sport, more concretely in the city of Elche, in the province of Alicante.

Sincerely when we were offered the chance to create a local activity we were extremely excited for being able to put into practice what we had learned. In the beginning in the TC in Spain we decide to create a unique activity for the school, but after we talk, share and see the realities in our environment we decide to develop 3 activities and focus on different target groups and concepts, as we thought that will be more reach for the community and also for us as a learning process.

This is why we decided on creating three activities in different days. Everything planned on paper, the challenge was doing it as good as we could as all the benefits were for the kids. All the work it supposed, we were ready to take it.

✓ Pitfalls / Difficulties

MARIO:

From my point of view what I've learned more has been organization and so on, because as a monitor with the kids, I have not had any problem.

As for the difficulties we have had during the local activity, from my point of view they have been few, since I have had a great team that we have planned previously almost all the possible negative options. When we had a complicated group with the help of Silvia and Marina we were able to solve the problems easily and effectively. But in my case I have learned a lot about how to organize an event from scratch. Since I had always been a participant and had never reconsidered everything that entails (permits, material, organization of activities etc ...). An experience that I would undoubtedly repeat again.

MARINA:

In my case, the main difficulty I had to face was fear. Because I didn't have direct experience organizing activities from scratch, and I didn't know how it was going to go exactly, I found myself in a situation of uncertainty about the quality of the activities we had decided to develop. In the end, everything turned out to be much better than I expected, due to my low expectations in my personal performance due to the role I played within the project, but I consider that it has helped me in many aspects, since seeing the good result obtained has made me trust my actions more in my way of dealing with children from a personal and

professional point of view at the same time.

SILVIA:

In relation to the difficulties encountered when executing the local activity at community level, both in the one carried out in La Hoya and in the Clara Campoamor School as well as in the reforestation, there have not been great difficulties, given that they have been simple, practical and of short duration in time.

The main difficulties I have found basically in the coordination when establishing a schedule to carry out the same, and that because of team time in terms of working hours and studies, it has been difficult to set dates on which we could all agree.

However, in spite of this, we managed to organize ourselves, to make a good distribution of tasks so that the work would be as equitable as possible. The group that we made of whatsapp also favoured that we could communicate to establish periodic meetings and, in the same ones, to concretize those aspects that were remaining pending.

✓ Strong points of your local activity

First activity: Generally, the three of us, the organizers, are very satisfied with the work we did during the execution of this activity and the results we got, as the boys and girls that came acquired the tools and values of team working while they were also having fun.

Second activity: Without any doubt, this activity was the most gratifying and with which we are more satisfied to have done, given the level of participation and implication in the task, as well as the high number of participation.

We consider that the goals were achieved as we had planned. With the debriefing, we could get a lot of information: group's profile and the roles played by each kid inside the classroom.

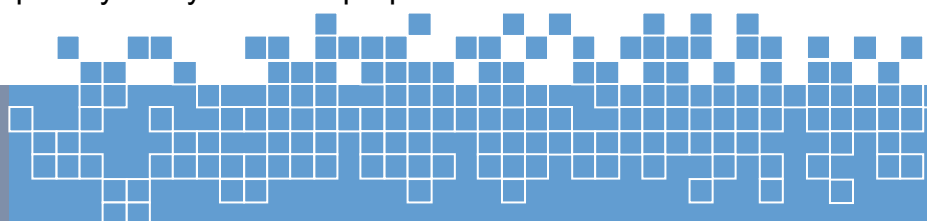
Third activity:

The concept of this local activities was very well share as was a lot of people and the evaluation of the work that we did, was very much appreciated from kids and parent.

We have also asked the parents and they have valued very positively these activities and some of them have made us come to the need for more community activities and especially promote sport among children as a means of integration and inclusion, cooperative games, participatory.

✓ Support / Funds

To carry out this project the coordination of the components of the team has been indispensable, we had settled a goal from the very beginning and showed all the predisposition needed to go on and portray every idea and proposals that we



had.

With determination, dedication, persistence and effort, the three of us together managed to get the optimal results, if it had not been like that, we could not have been able to go further with the project.

Besides that, in this project we also got other agents' help as we had our organization's volunteers that are part of ACD La Hoya, who helped with the development of the idea offering their support and dedication when executing the activity.

We also counted with the school's collaboration as the teaching team helped us with the kids' information, sending the authorizations and in the schedule's distribution of the different groups.

✓ Follow up

The process we followed to share the local activity were these:

- In the activity in "la Torre del Gall" of La Hoya, counting with 20 boys and girls.

1. Each organizer wrote a post in their individual profiles in which we talked about what we were going to do. We did this in order to call people's attention.
2. We shared the activity through WhatsApp groups and to people who we thought that could be interested in this activity.
3. We provided information to known families with the objective of increasing their participation.

Talking about the second activity in the primary school Clara Campoamor of Elche with kids from 6th year, as it was a closed group, we tried to make all the students from said course to participate. The information was spread by tutors and authorizations that were sent before our arrival. In this activity, we counted with approximately 100 kids.

In the third activity, we had around 100 participants and we have the articles and also the TV that give a dissemination of the project and activities that we did, we also create a poster.

Besides all this, for all activities, we created an article for the newspaper to inform our community about the project.

<https://www.facebook.com/silvia.lozano.50/posts/2369563553114354>

<https://www.facebook.com/mariofernando.gomez.3/posts/10219364471281631>

<https://www.facebook.com/mariofernando.gomez.3/posts/10219314063861477>

<https://www.facebook.com/acdlahoya82/posts/2248966955314853>

<https://www.facebook.com/estoieselche/posts/2057153157655149>

<https://www.facebook.com/marina.rodriquezsantos/posts/10213796815778988>

<https://www.facebook.com/marina.rodriquezsantos/posts/10213751281200652>

<https://www.facebook.com/marina.rodriguezsanos/posts/10213796813378928>
<https://www.facebook.com/silvia.lozano.50/posts/2355198924550817>
<https://www.facebook.com/silvia.lozano.50/posts/2354683837935659>
<https://www.facebook.com/acdlahoya82/posts/2254768534734695>
<https://drive.google.com/open?id=18WNvLUssR6hDtwerz7nFZuK7eQc-YOUW>
<https://www.youtube.com/watch?v=y9z58pDsid0> (minute 23:59)
https://www.instagram.com/p/BuXCdPGH-bY/?utm_source=ig_web_copy_link
https://www.instagram.com/p/BuXCTXNnBVj/?utm_source=ig_web_copy_link
https://www.instagram.com/p/Btfqf1ynjuD/?utm_source=ig_web_copy_link
https://www.instagram.com/p/BtRAm24HwM1/?utm_source=ig_web_copy_link
<http://www.acdlahoya.org/2019/04/08/informe-de-la-actividad-local-del-proyecto-euasan-acd-la-hoya/>
<http://www.acdlahoya.org/2019/01/15/actividad-de-orientacion-dentro-del-proyecto-euasan/>
<http://www.acdlahoya.org/2019/03/02/euasan-promocion-de-la-educacion-no-formal-y-el-deporte-juego-como-herramientas-integradoras-y-desarrollo-comunitario/>
<http://www.acdlahoya.org/2019/02/22/euasan-orientacion-con-poblacion-infanto-juvenil-a-nivel-comunitario/>
<http://www.acdlahoya.org/2019/03/01/euasan-segunda-actividad-local-clara-campoamor/>

Hungary



Janos: Our local activity was a mixture of interesting methods and innovative ideas. The kids felt good but on a special path, because we managed to achieve our goals through new international games. A new game, new experience that is brought home by the participants and can be extended to their family members and friends. As with the taste of Vietnamese spices, the experience of international games is varied and adventurous.

- ✓ Brief description and aim of the local activities

Our local implementation, EUASAN sports day event was held in Budapest at Herman Ottó elementary school at 14/2/2019. This event was the outcome of the two TC's; a theoretical training in India and a practical training in Spain. As the final stage of the project, using the acquired knowledge, a sports day had to be organized in our own country. The event was supported by Hope for Children Hungary. The participants (77 students) were from 5th grade to 8th grade.

✓ How did your idea come up?

After brainstorming, we decided to choose a game where children are encouraged to work together, in a group of 10 people. As teachers, we will form a little bit the next generations, and we all believe teamwork is important in today's "self-made" world, where people vindicate their will by their own.

First, we projected a short film for the children about what this training was about, and presented them the two training locations in pictures. After a short theoretical part, they were warmed up by physical education games. We saw this game for the very first time in India, it's a really competitive one, requires each student's focus and unselfishness. The point is: There are two teams, each team divided, standing in front of each other at the end of the room.

The floor is "lava", obviously you can NOT step on it, and the tools on the floor are the "rocks" that you can step on them. The point of the game is to get through the "lava" without anybody touching it. But! If you stepped on a rock, somebody MUST touch it when you leave it, otherwise you will lose that tool. Implicitly, the more rocks you lose, the worse for your team.

After a few games we can add some extra "commands", like one of the players must be blindfolded. This rule makes it really interesting, to see the problem-solving skills of the young pupils. We think it's a really good game that brings the children closer to each other, so if there are a lot of new people who don't know each. It's a good game to warm up the group.

The second game is what we called "Blind dodgeball". Yes, it's as fascinating, as it sounds. The children have to be in pairs, one of them is blindfolded, the other one's view is clear. It's important to use winding-sheets, otherwise they will open their eyes, and that ruins the game. For the blind folded one, the point is to try to follow 100% the commands, and for the other one, the point is to command well somebody who just lost his vision. Both of them is incredibly hard, if you never tried to do it before.

The point is being cooperation, teamwork and having that brings people closer to each. Obviously, only the blindfolded one can shot with the ball, but both's body is in the "hit box", so if one's hit, they're out, or have to do some physical exercises to be able to come back on the court. It's a really "thankful" game, with this one you will be successful with the kids, we recommend it to everyone above 10 years.

At the end of each lesson, we asked the kids to fill a short list of queries. We wanted to know how they felt during the games, and the feedbacks were really positive, that made us really proud.

✓ Follow up

An article about the local activities was published on Hope for Children's website and Facebook page

http://remenyitagyermekeknek.hu/hirek-egyedul/euasan-sportnap-a-herman-otto-altalanos-iskolaban/?fbclid=IwAR0SEz80NemwM1iiRmuTsz5GVbxHHPePTYLS_v0zNID

[EdcltthuuZkJSD0](https://m.facebook.com/story.php?story_fbid=2398644203481822&id=362899703722959)

https://m.facebook.com/story.php?story_fbid=2398644203481822&id=362899703722959

Vietnam

✓ Brief description and aim of the local activities

After 2 training sessions in India and Spain with all of new knowdlege and experience, Vietnameses participants have created the local project in a day for more than 60 kids/youth about Non formal education through sport and physical activities.

The local activity was organized 23.2.19 in Ba Vi National Park with 57 students (12-15 years old) who are active volunteers in their school and community.

✓ How did your idea come up?

We had a group of 6 international volunteers and 3 youth workers who took part in the two training courses of EUASAN in India and in Spain. After discussion they designed a daily schedule and games suitable for children.

When we did research about the training, we realized that very few of Vietnam teenager have awareness about Non- formal Education. So we decided that the first part of the activity will focus on their information about NFE.

The local activities included these 3 main topics:

- a) What is NFE and what have you learned using it?
- b) Use of NFE by sport activities.
- c) How can you include a friend in NFE by the use of sport activities?

✓ Pitfalls / Difficulties

The main difficulty was to find a suitable time and date as the participants are students of secondary school.

✓ Strong points of your local activity

All participants are active members in the youth leader network and they can influence and involve their friends with ease in the dissemination activities of the project. In addition, even though they were not familiar with the concept of NFE, we can say that the local activity was a success and all students managed to participate in an active and fun way.

✓ Follow up

Participants who organized the event produced an article about the local activity which was published at the organisation's website and Facebook page:

<https://www.sjvietnam.org/en/mai-chau-work-camp-2018-2/>

https://www.facebook.com/permalink.php?story_fbid=10156059183700592&id=1

India

- ✓ Brief description and aim of the local activities

Title: Leadership development program

Dates: 8-10.1.2019

Disha International Foundation Trust organized local activities for youth to develop leadership quality. The aim of these local activities to reach out to the maximum number of youth and boost them for their bright future and to explain them the importance of leadership. These activities were planned by our leader Mr Kerron Vaishnav who explained the plan to the Indian team that how this local activities will work.

In this local activities program we met with diploma students; the age group was 17-19 year old. We started the smooth interaction with the group and in the interaction we tried to find out the basic problems of them then we had a small introductory part in which we introduced ourselves and students introduced themselves with a small fun activity.

Aims of the local activities:

1. To find out the basic learning problems of the youth.
2. To get familiar with the students through some fun activity.
3. To explain them about leadership qualities.
4. To explain them the types of leadership.
5. To make them comfortable to learn and understand the leadership qualities.
6. To make them involve into the activity.
7. Maintain the positive and energetic environment of the group.

Implementation of Local Activities:

It was a three day program in which Disha international foundation trust start with a big group of students and came up with an idea to develop leadership qualities in diploma students. We equally divided group in three parts. Each group lead by one leader of our organization.

First day – all the group leader explained students about the program and introduce them with Erasmus + and what Disha international foundation trust work for the idea of our NGO. Then we come up with the introduction

part with the participants to get more familiar with them. Then we had some energizer to boost positive energy and had some fun games. Second day – on second day again we started the program with energizer and few fun games. Then we arranged some task for the students in which leadership qualities can be improved. We explained to the students about the education system and types of it like non-formal, formal and informal education system. After the long learning day we had a feedback session from students.

Third day – third day was the conclusion day so for the fresh start of the day we took energizer and had a interaction with the students that how they feel about the program what they think about it after that we took a session in which we explained the students about the qualities of a good leader and how to find a leadership qualities within yourself in last the conclusion part we had an open stage session in which students can come up on stage and share their views regarding the program.

✓ How did our idea come up?

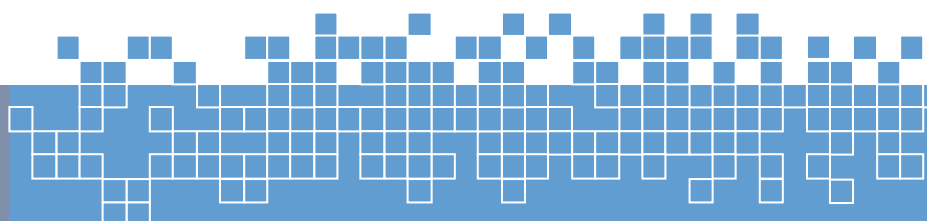
We had a long discussion about our idea for local activities and with the agreement of all the group members we decided how our local activity will work; we planned our idea on paper and executed accordingly.

✓ Pitfalls / Difficulties

We had difficulties in maintaining time. Involvement of few students is bit disturbing but after some sessions we fixed that issue slowly and gradually all students get involved in the program.

✓ Strong points of your local activity

1. We had a group of students of equal age group.
2. Our planning part was good for execution.
3. The management of MGM college was cooperative.
4. Students were cooperative and enthusiastic.
5. We utilized the study material we had in the first TC in Aurangabad, which helped us organize such a wonderful local activity program.
6. There was no language barrier.



Annexes

Annex I

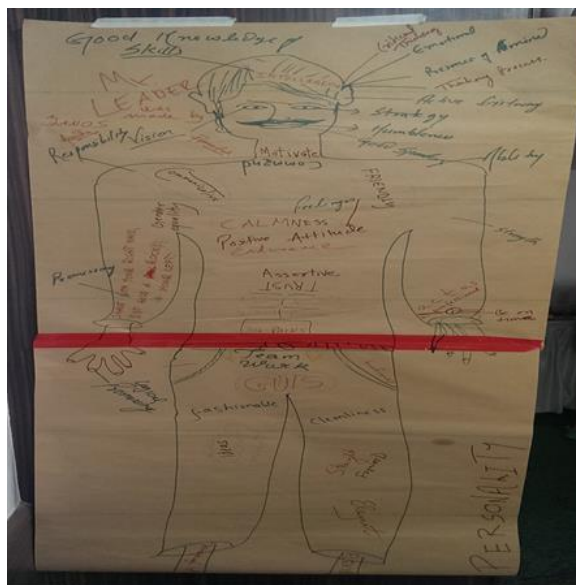


Annexes Ia, Ib, Ic

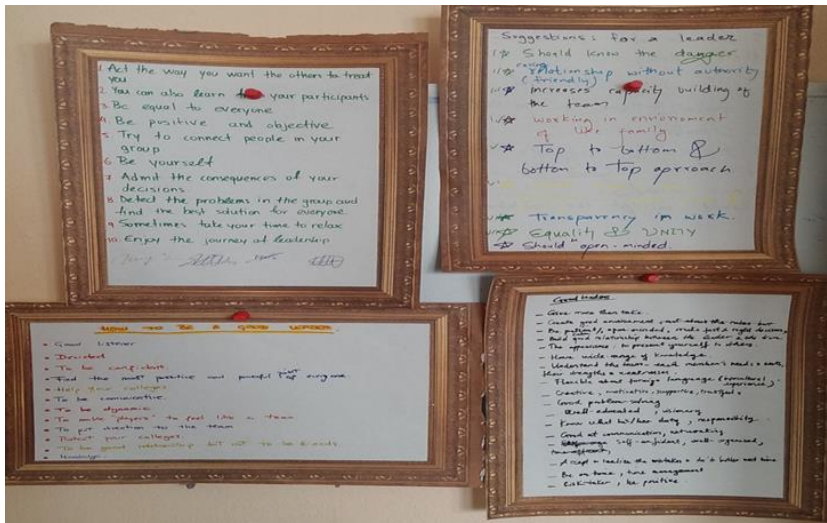
Annex Ia: Introduction to Leadership – example in Word Cloud Generator



Annex Ib: Leadership competence(s) – The image of Maharadja



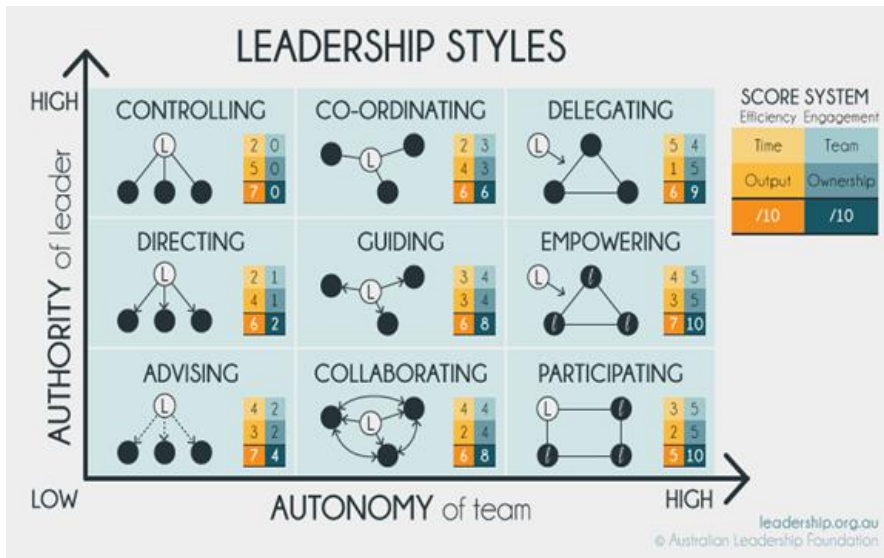
Annex Ic: The Learning Walk – example of drawing pad - sheets with frame, found in every bookstore.



Annex II



Annex II: Leadership Styles



Annex III



Annex III: The Theatre of the Oppressed (Forum Theatre)

Please read and carefully distinguish the 4 characters (roles):

Let's think on this - Who are

The **Oppressor** - Jesse (Bullyboy)

The **Oppressed** - Steven (Baby Stevie)

The **Bystanders** - Friends (Child Bystanders), **Councilor** (Adult Bystanders)

- At the beginning - You will perform the story as it is written;
- The **oppression** must be clearly shown in the play;
- The next step will be to perform again the scene and someone (**Spectator**) from the public (group) to intervene the scene as proposing solution. You should perform the scene from the place that the person who intervenes (who now called **spect-actor**) decides.
- Other actors in the scene should only modify their attitudes and actions if they feel that the intervention would make the character do so.

The Story

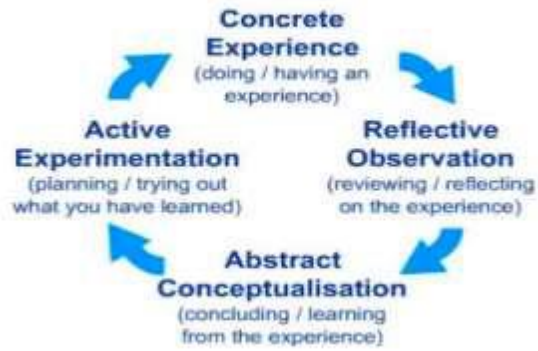
Steven wasn't enjoying overnight camp. He wasn't very good at the camp activities and he missed his friends from home. At first, the boys in his bunk mostly ignored him. Then Jesse, one of the older boys, discovered Steven's stuffed bear. After that, things really went downhill. Jesse made fun of him for bringing the bear to camp. He started calling him "Baby Stevie" and the other boys soon followed. One counsellor heard them and told them to cut it out, but that just made things worse. Steven counted the days until he'd be able to go home.

Annex IV



Annex IV: Kolb's experiential learning cycle.

David Kolb. Experiential learning (1984)

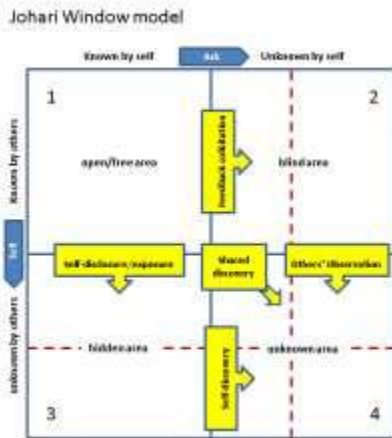


Annex V

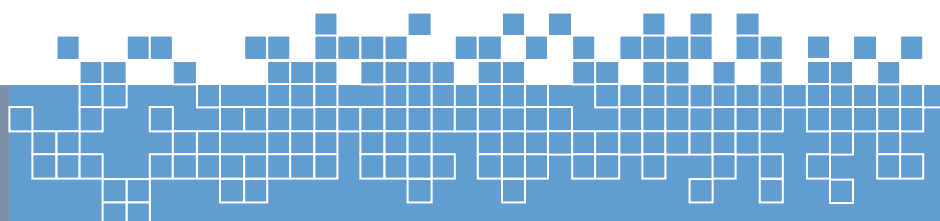
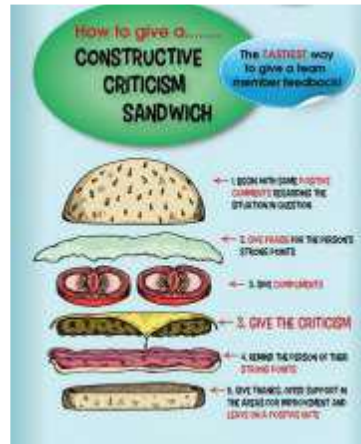


Annexes Va, Vb

Va: Johari Window model



Vb: Sandwich feedback model



Annex VI



Annex VI: Model used for the local activities

Local activities are described with the metaphor of a great ¹Cookbook.



Tapas: provide good base for further activities, are small projects, target one country, last between one and two days.

First course: refresh, energize and awake, satisfying the initial hunger, involve up to 30 participants.



Main course: provide sustainable change and have a significant impact, are complex activities, which require sophisticated design, combine different ingredients (for example, co-operation with other NGOs or local authorities) and give a feeling of sustainability, are held in a large number of countries.

Dessert: just like publications often arrive at the conclusion of a meal, as a full stop, but when you feel powerless and you long for a change - a beautifully arranged, energetic dessert will give you the inspiration you need - include publications, videos and pictures in different media.



Spices (extras): interesting methods and innovative ideas - spices are often the element in cooking that have a magical power to significantly improve a dish, to give a particular taste, to take it to another level.

¹ The model used for describing local activities is being used on. p. 10-11 in the publication "Cookbook" in the framework of the "All different All Equal" European Youth campaign - <https://rm.coe.int/16807023bc>

Specialties: just like every dish, has its own origin, its own context, made with local ingredients and the care of people who know how to use all available resources to make the best of them.



Local Activities - plan of issues to be included:

- ✓ Brief description and aim of the local activities
- ✓ How did your idea come up?
- ✓ Pitfalls / Difficulties
- ✓ Strong points of your local activity
- ✓ Follow up

Bibliography – Resources

Useful resources – Links/Videos by Theme:

Introductory activities:

- Fortune Teller Origami - <https://www.salto-youth.net/tools/toolbox/tool/youthpass-8kc-folded-fortune-telling-origami.1577>
- Limina cards - <http://www.limina.at/card-set>
- More than one story - Google play store - <https://play.google.com/store/apps/details?id=enmiljon.HelloAndroid&hl=en>
- Youthpass videos - <https://www.youthpass.eu/en/about-youthpass/video>

Chapter One - Introduction to Leadership:

- Dancing man - Sasquatch music festival 2009 - <https://www.youtube.com/watch?v=GA8z7f7a2Pk>
- Different Theories on Leadership (Lauren Kahn, Sarah Hewes and Rushanara Ali . Taking the leader. p.60, p.12-15) - <https://youngfoundation.org/wp-content/uploads/2012/10/Taking-the-Lead-October-2009.pdf>
- Leadership Handbook (South East European Youth Network – SEEYN) - https://www.salto-youth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf
- What Drives Madi Sharma? - <https://www.youtube.com/watch?v=AKaFcunaEf4&t=>

Chapter Two – Leadership Styles:

- Dark stories app - <https://play.google.com/store/apps/details?id=com.icecover.darkstories&hl=en>
- 8 models for storytellers - <https://www.sparkol.com/en/Blog/8-Classic-storytelling-techniques-for-engaging-presentations>

- Leadership styles by the Australian Leadership Foundation - <https://bluesyemre.com/2017/06/08/leadership-models-and-tools-by-australian-leadership-foundation>
- TED Video of Itay Talgam https://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors
- Videos for preparation of TED style presentations: https://www.ted.com/playlists/226/before_public_speaking

Chapter Three – Leadership in Action:

- Belbin's theory on team dynamics https://www.youtube.com/watch?v=hMesDq_rNOw
- Leadership Handbook (South East European Youth Network – SEEYN) on Emotional intelligence test, p.30 -31. - https://www.saltoyouth.net/downloads/toolbox_tool_download-file-1611/SEEYN%20LEADERSHIP%20HANDBOOK.pdf
- Loesje movement - <https://www.loesje.nl/posters>
- "Theory U" for kids - <https://www.youtube.com/watch?v=byGUqoXFppE>
- "Theory U workshop" - https://www.youtube.com/watch?v=z_js3EWRQVE&t=59s
- "Theory U" concept - https://www.presencing.org/files/tools/PI_Tool_SensingJourneys.pdf
- "Theory U" animated - <https://www.youtube.com/watch?v=aaGwYYGBuyU>
- "Wise leadership" concept - Why good leaders make you feel safe - <https://www.youtube.com/watch?v=lmyZMtPVodo> (Why good leaders make you feel safe | Simon Sinek) & Kids take charge - https://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge

Chapter A – Education through Sport (ETS):

- <https://www.moveandlearn.org/files/Move&Learn.pdf>

- <https://www.usultimate.org/assets/1/Page/WFDF%20Spirit%20Sheet%20-%20Single%20Game%20with%20Behavior%20Examples.pdf>
- Kolb's experimental cycle – <https://www.simplypsychology.org/learning-kolb.html>
- ORID Focused Conversation Method - <https://www.bridgew.edu/sites/default/files/relatedfiles/ORID-discussion-method-6.3.14.pdf>
- Feedback manual, pg 8-9,13-15, 36-41 – https://www.members.eyp.org/sites/default/files/news/files/feedback_manual.pdf
- Sandwich Feedback Technique – <http://www.rightattitudes.com/2008/02/20/sandwich-feedback-technique/>
- I-message - <https://en.wikipedia.org/wiki/I-message>
- Non-violent communication - https://en.wikipedia.org/wiki/Nonviolent_Communication
- Johari Window theory - <https://www.communicationtheory.org/the-johari-window-model/>

Chapter B – National Creative Teams

- SMART Goals - <https://www.mindtools.com/pages/article/newstool/1028.htm>
- Kolb's experimental cycle – <https://www.simplypsychology.org/learning-kolb.html>

Chapter C – Sports:

- Ultimate Frisbee: <https://pghsultimate.weebly.com/about-ultimate.html>