



SPREAD ABILITY

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2019/2020



Erasmus+



Youth for Equality



PROJECT HANDBOOK

2019/2020

03.-10.11.2019
Bratislava, Slovakia

SPREAD ABILITY PROJECT HANDBOOK

Some of you may have wondered: what does this Handbook is for? We can offer at least two answers. The first is simple. This Handbook is the final result of the project SPREAD ABILITY - mobility of youth workers. The main activity took place in Bratislava, Slovakia between 3rd and 11th November 2019. Project was organized by Slovak NGO Youth for Equality. You will be able to find here non-formal learning methods which participants of the project created, shared with each other, discussed and also implemented. The second has more to do with summary of direct activities and practical non-formal learning methods which each of us can use in our youth work.

More specifically, we would like to address youth workers and trainers and offer them theoretical and practical methods to work with young people with special needs (young people with disabilities). The Handbook is the result of a collective effort involving people from different cultural, professional and organisational backgrounds. Youth trainers, youth leaders in NGOs, professionals in the field and motivated young people have worked together in order to create high quality non-formal learning activities, which would address the needs of the target group to be more involved in non-formal educational activities in EU.

Youth for Equality

www.youthforequality.sk

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WHAT WAS THE PROJECT ABOUT?

Youth workers are working not only with intact (healthy) youth but also with disabled young people (young people with special needs) who are keen to learn and participate as their peers, just with using different learning methods. By this project we addressed the issue of low participation of young people with special needs in the non-formal learning activities with the terms of the same opportunities as others (intact youth) and in terms of their inclusion in the society.

In total 24 youth workers from eight countries - Turkey, Greece, Spain, United Kingdom, Romania, Serbia, Bulgaria and Slovakia exchanged their experiences and improved their knowledge in the area. Youth workers learnt how to involve, work with and help young people with special needs. They improved their knowledge and skills how to manage, adjust and create new non-formal learning activities for young people with special needs. Lack of information and practise prevent youth workers to involve young people with special needs in their local, national and international activities. By this project we shared the good practises and learnt youth workers how to use and also create new and direct non-formal learning activities, which they will use in their daily work.



Youth for Equality

 **Trnava, Slovakia**

YE is an organization, founded in Slovakia as a local youth initiative with the aim to realise positive changes and develop activities on local but also international level in the field of education, labour market, protection of human rights and environment for personal and professional development of youth and their integration into society. Organization organizes educational activities, events and workshops. They support social inclusion through the integration of young and disadvantaged people for the Labour market. They provide the advices and organize local youth workshops in order to provide them information about different educational and career opportunities at local, national and international level.

www.youthforequality.sk

 **Athens, Greece**

System and G was established in December 2010 and was created by young people with fewer opportunities for young people with fewer opportunities. Their aim is to educate young people giving priority to youngsters with fewer opportunities. They offer local, national and international quality projects giving youth the opportunity to acquire new international experience, knowledge and skills supporting them to develop a set of competences. Creativity, HR, culture, art, nature and environmental awareness, intercultural dialogue, joy, European awareness, research, democracy, active participation, tolerance, inclusion, information, informal education and voluntary - these are the key themes of System and G activities. System and G has great experience in the field of youth work having organized and participated in many local, regional, national and European projects to promote their aims.

www.systemandg.eu

 **Mersin, Turkey**

Youth group has been active in Mersin for four years. They are a group of people, who work in social issues, for people with disabilities, especially those with hearing impairments. They believe that volunteer work, especially with the understanding of young people and their participation in the inclusion of people with disabilities, together with the participation of people with disabilities in their society, these people will reach better living conditions and they will be happier. Group members come together with disabled individuals living in the central districts of Mersin. The aim of their activities is to make people with disabilities feel indispensable, integral part of society and to raise awareness in society. Another aim is to enable individuals with disabilities to be opened to the world with Erasmus + projects. In this context, the group follows international projects and works to ensure participation. At the same time, they are working on learning the opportunities offered by the Erasmus + program for other young people with disabilities.

 **Niš, Serbia**

They created one new big opportunity for youngsters to develop creative and innovative thinking and skills through the education projects and programs in the field of science and sport, culture and art, healthy lifestyle, civil society and human rights. Aiming to increase field of interest they became focused on activities of great public interest. Now, main field of they work is enlightening young people on formal and non-formal education, organizing local and international projects on conflict resolution, human rights, personal development, social inclusion, youth unemployment, preservation of the cultural heritage, environment, voluntary movement, new technologies and values of healthy lifestyle. They participate in national and international projects.

www.facebook.com/navissos



Talking Hands



Sofia, Bulgaria

“ArTeam” is a youth association established at 2016 as a local youth initiative with the aim to create a platform for development of projects, activities, partnerships and programs for youngsters, volunteers and youth workers which will give them opportunity to be active in their communities, learn new skills and competences, and gain experience and knowledge for personal and professional development. Their mission is to connect active adventurous people together, to promote non-formal and lifelong learning among their society and to support quality and innovative projects that match the needs of young people. In the process of non-formal learning young people can learn from their experience and realize their true and authentic self and desires.

www.facebook.com/ArteamBulgaria



Oxford, UK

Based in the multi-cultural City of Oxford, Ikkaido works with disadvantaged communities and young people with fewer opportunities, especially those with a disability, to help them tackle their issues and motivate them towards taking steps towards better health, recovery and engagement in the community. Ikkaido are experts in inclusion and write accredited qualifications and deliver them to youth with fewer opportunities, youth workers, coaches, teaching assistants and teachers. Ikkaido is a regulated Recognised Centre of Education, with a team of coaches, facilitators, tutors, assessors and internal quality assurers (IQA) who work in non-formal, formal and informal education. The primary activities of Ikkaido include the provision of inclusive sport (martial arts and self-defence) for people who do not usually participate and developing opportunities through Erasmus+ for disadvantaged people to experience wider cultural and vocational activities and participation and inclusion for people with fewer opportunities in education and employment.

www.ikkaido.eu



Cristuru Secuiesc, Romania

The Youth Association has been founded at the end of 2011. They aim to help develop, promote and represent the general interests of the communities in Transylvania by having social, cultural, sporting, educational, recreational and professional training activities, and thus promoting the active involvement of youth in the perpetuation of ethnic, national and European values. They collaborate with high schools, NGO's, a family type orphanage, a centre for the disabled youth, etc. They will continue working on the existing main pillars of their areas of expertise, which focus on sustainable development, inclusion, entrepreneurship, emotional management, innovation etc.

www.ata-ro.eu/en



Plasencia, Spain

Euexia Multisport Association founded in 2007 is a non-profit organization that aims to promote the practice of physical activity in all sectors of the population, as well as collaboration, cooperation and coordination with other entities in the organization of sporting events. NGO is formed by a group of qualified professionals directly related to culture and sport, training people, Volunteering Projects, support and advice to other associations and companies that perform different social labour. NGO has been characterized by the creation of educational programs for children with Intellectual Disability and promoting inclusion through sport.

www.ameuxia.es



As project was implemented in Slovakia, participants got the basic information about classification of existing disabilities as well as their short description from the professionals in the area.

WHAT DOES "DISABILITY" MEAN?

Term "disability" can be defined in various explanations. In general, we can define it as **physical, mental or sensory condition that limits person's activities**. According to

WHO: "Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.".

People can either **be born with a disability** as result of genetics or **they can acquire disability through their life** (prenatal - before birth or perinatal - during birth as result of any complication such as infections, prematurity, lack of oxygen, mental stress of mother, lack of nutritional diet etc.) or postnatal - after birth (mainly as a result of accidents and injuries).

As the result of disability, which is diagnosed by doctors, people's life is usually not the same as the life of others. In the terms of education children and young people with disabilities do have **special needs** which supposed to be obey in their learning process.



CLASSIFICATION OF DISABILITIES

1. **mental disability** - characterized by below-average intelligence (IQ) or mental ability and a lack of skills necessary for day-to-day living.
2. **visual impairment** - is a decreased ability to see to a degree that causes problems not fixable by usual means. Includes: partially or completely blind, poor eye-sight, colour blindness.
3. **hearing impairment** - partial or total inability to hear. Hearing loss may occur in one or both ears. Hearing loss is diagnosed when hearing testing finds that a person is unable to hear 25 decibels in at least one ear.
4. **physical disability, health weakness, illness** - limitation on a person's physical functioning, mobility, dexterity or stamina. Includes: missing limbs or reduced control of limbs, cerebral palsy or muscular dystrophy.
5. **impaired communication ability** - disorder that affects an individual's ability to comprehend, detect, or apply language and speech to engage in discourse effectively with others.
6. **autism and other pervasive developmental disorders** - refers to a group of disorders characterized by delays in the development of socialization, interests and communication skills.
7. **multiple disability** - could be two or more different types of any disabilities. This type of disability is very individual.
8. **developmental learning disorders, activity and attention disorders** - many different learning differences such as dyslexia, dysgraphia, dyscalculia but also ADHD or ADD.
9. **behavioral disorders** - involve a pattern of disruptive behaviours in children that last for at least 6 months and cause problems in school, at home and in social situations.



Classification of disabilities can vary from country to country. We highly recommend checking it out for each country. Participants of the project got information about current Slovak situation.

DO YOU KNOW THE DIFFERENCE?

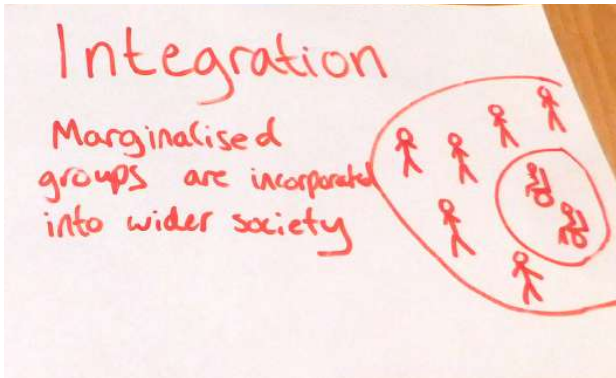
Sometimes people tend to think that there is no difference between those two important terms. We will clarify the main difference in following lines.

The today's trend is moving away from integration and toward inclusion. While both approaches aim to bring people with special needs into the mainstream as others, one system expects them to adapt to the pre-existing structure, while the other ensures the existing system will adapt to each person with special needs.

An **integrated** environment is a setting where people with special needs exist and live alongside healthy individuals. Extra supports may be implemented to help them adapt to the environment. In theory, integration is a positive approach that seeks to help people with special needs be part of the larger group.



Inclusion is the actual merging of special needs and regular environment with the belief that all people are different, will live or learn differently, and should have full access to the same opportunities. People with special needs are not expected to adjust to a fixed structure. Rather the structure is adjusted so that everyone's living or learning styles can be met. Barriers to learning or working are removed to allow each person to participate fully in the society and feel equally valued. The end result is that all people with and without special needs benefit.



When we are talking about the same opportunities for everyone, we need to point out

UNIVERSAL DESIGN.

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. Simply put, universal design is good design unfortunately mentioned mainly in terms of inclusion - upper level of integration.

The Seven Principles of Universal Design

PRINCIPLE ONE: Equitable Use.

PRINCIPLE TWO: Flexibility in Use.

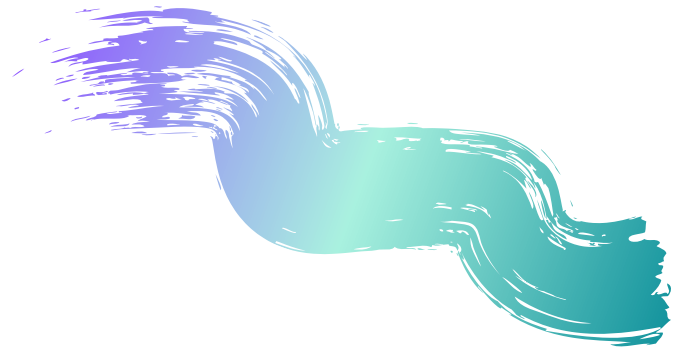
PRINCIPLE THREE: Simple and Intuitive Use.

PRINCIPLE FOUR: Perceptible Information.

PRINCIPLE FIVE: Tolerance for Error.

PRINCIPLE SIX: Low Physical Effort.

PRINCIPLE SEVEN: Size and Space for Approach and Use.



WHICH NON-FORMAL LEARNING METHODS DO WE KNOW?

You can find many examples of non-formal learning methods which are used while working with youth in non-formal area. You as a youth worker, youth leader or trainer are using those non-formal learning methods on daily basis, building each activity according them.

Young people with special needs are tend to participate in those activities just like their healthy peers, just using different learning methods or same non-formal learning methods which are adjusted according their need and ability.

Before we introduced how to adjust or to create new non-formal learning activities to our participants, we presented them the essential and most common non-formal learning methods which are used nowadays. You can search for many; for instance we used as examples two manuals: **Get to Europe via Game** and **Compass**.



We recommend to take time and read through non-formal learning methods so you will understand what is different and what is similar for each non-formal learning method individually.

EXAMPLES OF NON-FORMAL LEARNING METHODS

As stated in **Get to Europe via Game** by *Martina Čujová* we can list the following: lecture, discussion, brainstorming, icebreaker, energizer, case studies, group work, simulation, buzz groups, the method of open space, self-reflection, excursion, different kinds of games (games to strengthen the team spirit, role-plays, games confirming confidence in the team), press conference, demonstration, exercise, fishbowl, etc.

In this Handbook we will introduce just few of mentioned above.

Energizer: is used in situations when we want to wake up the group, to make them active. It is not only suitable at the beginning and when we want to break the barriers, but also during the challenging parts of the programme when the attention of the participants declines, and they need to get started.

Role play: in a role play two or more participants play a role in front of the audience (audience are other participants in the event that the role play has fewer roles than the total number of participants). All the action takes place in a predetermined situation focused on a particular topic (usually specified on cards).

Self reflection: it is a method of own analysis of status by the participant in terms of space and time to realize his/her self, his/her viewpoints and attitudes to the subject matter and making up his/her own image of how the topic relates to the reality of each participant. It is also space for leaving the previous activities and experiences crystallize in this context.



HOW TO ADJUST ALREADY EXISTING NON-FORMAL LEARNING ACTIVITIES FOR YOUNG PEOPLE WITH SPECIAL NEEDS?

As we already mentioned before, you as a youth worker, youth leader or trainer are using different non-formal learning methods to achieve the goal which was setted before (what do you want to achieve by that exact activity, what will be the output). You can choose from wide range of non-formal learning activities which help you to guide the learning process of your participants. It is also very important to change activities from easy ones (such as energisers or icebreakers) to more serious ones (such as discussions or simulations). You can be even the professional, but what is even more important and serious are your participants. Each one of them will be different and special at the same time. Knowing the group before you start with serious sessions, knowing their expectations, needs and abilities is essential key for success.

But what will you do when you will find out there is young person with disability in your group? The answer is very simple. As soon as you will know how serious the disability is, you can choose from either to adjust the non-formal learning activities you planned to do or to create the new non-formal learning activities which will follow person's ability.

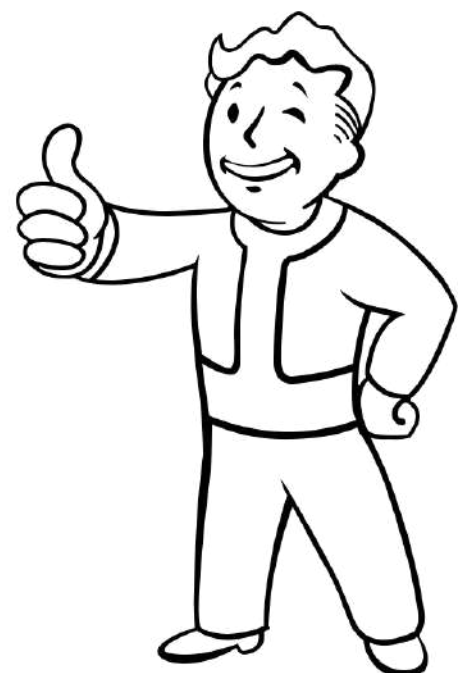
STEP modification by *Ken Black* (tool that can help to modify any activity to make it more inclusive).

Space (you can increase or decrease the size of the activity area)

Task (you can reduce or add extra steps or movements to the task to make it more available/challenging)

Equipment (you can provide options that allow people to participate in different ways - equipment according age, type of disability or level of their ability)

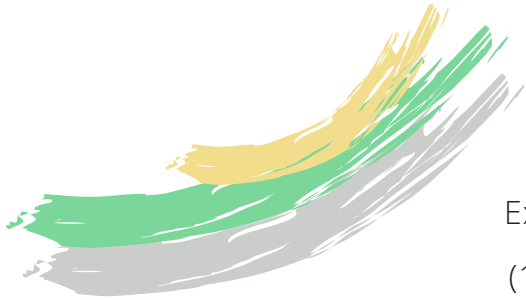
People (you can match participants of similar ability or provide a special personal assistant)



"HUMAN BINGO"

"Human Bingo" is one of the favourite and well known non-formal learning activity which is mostly used for get-to-know-you style, where all participants are exploring and making the first connections in the group. It also helps people learn interesting facts about each other. People walk around the room and mingle until they find people that match the facts listed on a bingo-style sheet.

The recommended group size is: large or extra-large. The activity works best with a group of about 25 people. It can be done indoors or outdoors. Materials required are: printed bingo sheets and pens.



HOW TO...

Pass out a sheet to each person, along with a pen.

Explain the objective of the activity and the following rules:

(1) each person you talk to may only sign your sheet once,

(2) to win, you must get all signatures and fill in all boxes on the sheet.

Say "Go!" and ask your participants to begin. Once someone shouts "Bingo!" everyone returns and the person must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact.



Human Bingo

Find someone who...

...has at least 9 letters in his/her first name.	...already travelled to the US.	...is an only child.	...can speak 4 different languages.	...can touch his nose with his tongue.
...can play a musical instrument.	...is vegetarian.	...is here for the first time.	...has a pet that isn't a dog or a cat.	...has won a contest of some kind.
...has his birthday very soon.	...loves to draw or paint.	...is afraid of spiders.	...who's born on the same year as you.	...plays a sport.
...is allergic to cats or dogs.	...is sleepwalker.	...plays a sport.	...can sing.	...is scared of heights.

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HOW TO ADJUST "HUMAN BINGO" FOR YOUNG PEOPLE WITH SPECIAL NEEDS

During the training course which was held in Bratislava, Slovakia between 3-10.11.2019 trainers included this activity into the first day of the programme to make sure that all of the participants will know the principle of this non-formal learning activity.

Once participants were familiar with this activity and even played it personally before, they could brainstorm and came up with ideas how to adjust this non-formal learning activity for four most common types of disabilities - mental disability, physical disability, hearing impairment and visual impairment.

Before you will carry out any non-formal learning activity, make sure you know how many people with special needs you have in the group, how old are they, which type of disability they have and what is the current level of disability they have (light, medium or high).

For this non-formal learning activity you can apply mentioned tips:

Mental disability - you can create your own bingo sheet with using less boxes involving questions according their learning ability; if needed you can even use a symbol instead of writing text so participants can develop the group dialogue and discuss more.

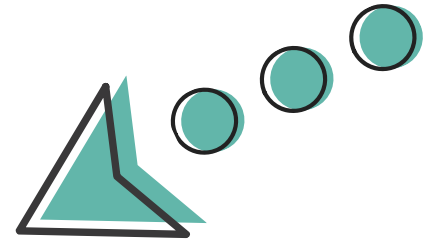
Physical disability - for keeping the original idea of walking around the activity area you can increase the size of activity place without barriers or you can also adjust the principle of the activity and create two circles instead; while one (inside circle will sit) and second one (outside circle will walk around).

Hearing impairment - most of the people with hearing impairments are using hearing aids or can read from the mouth so you can explain the rules of the activity slower with good articulation; if needed you can also add some signs/body movements; written rules explaining step by step are beneficial.

Visual impairment - you can apply increasing the size of activity place or adjust the principle of the activity for two circles mentioned above; using of Braille version's paper is preferable; allow participants to record the notes to their phones if needed.

Don't forget that you can ask for special personal assistant for participants with special needs if necessary.

Participants of the training course tried to adjust non-formal learning activities according four most common types of disabilities - mental disability, physical disability, hearing impairment and visual impairment. Take a look at them in following pages!



"SNAKE"

PHYSICAL DISABILITY ENERGISER

A modified energiser to improve TEAMWORK, MOVEMENT & COOPERATION skills for people with physical disabilities.

Group size: preferably from 10 to 20 participants

Time: 5 10 minutes

Instructions: The participants stand in a row and each of them is holding a person in front of him/her around the waist and in this way they form a snake. The task of the first person in the series is that he/she is trying to catch the last person (head grabs the tail), whereas the snake shall not break up.

We can repeat the task several times and every time change the order of the participants.



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SNAKE ENERGISER

ADJUSTED SNAKE ENERGISER

TARGET GROUP: Wheelchair users of all ages.

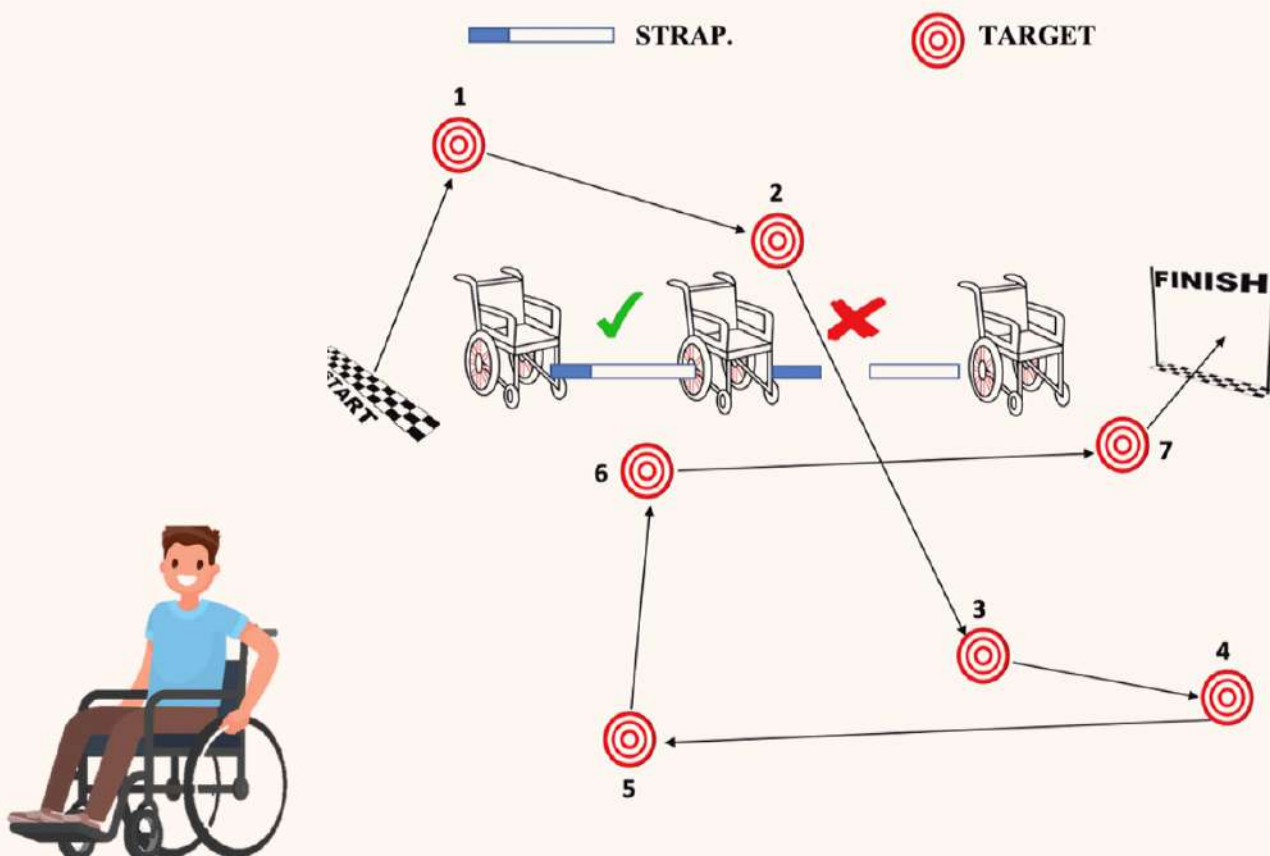
GROUP SIZE: Minimum 5+ participants

TIME: 5-10 minutes

EQUIPMENT: Targets, Balls, Start & Finish line, Straps, Stopwatch

INSTRUCTIONS: The participants stand in a row and each of them is holding a person in front of him/her depending on their physical disability and in this way they form a snake. The task of the group is that he/she is trying to figure out which board they can touch depending on their capability. The aim of this is to clear all checkpoints without the snake breaking up (Strap).

We can repeat the task several times and every time change the order of the participants and targets.



"TAG"

VISUAL IMPAIRMENT ENERGISER



TAG

Tag, is a playground game involving two or more players' chasing other players in an attempt to "tag" or touch them, usually with a hand. There are many variations; most forms have no teams, scores, or equipment. Usually when a person is tagged, the tagger says, "Tag, you're 'it!'".The last one tagged during tag is "it" for the next round.

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TAG ENERGISER



ADJUSTED TAG ENERGISER

TAG TO LIFE



TARGET GROUP

up to half of participants visually impaired

EQUIPMENT

Blindfolds for up to half of participants
Appropriate size of venue for number of participants

HOW TO PLAY

Form some players into pairs with at least one sighted person per pair.
The goal of the pairs is to tag all other players. Once a player is tagged, they are out of the game.
The sighted player guides their partner verbally to tag all single players.
The game ends when all single players are eliminated!

"MUSIC CHAIR"

HEARING IMPAIRMENT ENERGISER

Music chair

Target group: 8-18 years

Size: it depends on the space capacity

Time: 10-30 minutes



Equipment:

- music device
- chairs (number of participant minus 1)
- Description:
 - The chairs need to be in a circle with the backside connected and the participants in front of the chairs. There are more participants than chairs with one person. When the person starts the music, they start running around the chairs and when it stops, they have to sit down. The person who doesn't get a chair can't play in the next rounds.
 - The winner is the one who sits on the last chair.



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MUSIC CHAIR
ENERGISER

ADJUSTED MUSIC CHAIR ENERGISER

Get a Chair!

Target group: *people with hearing impairment*

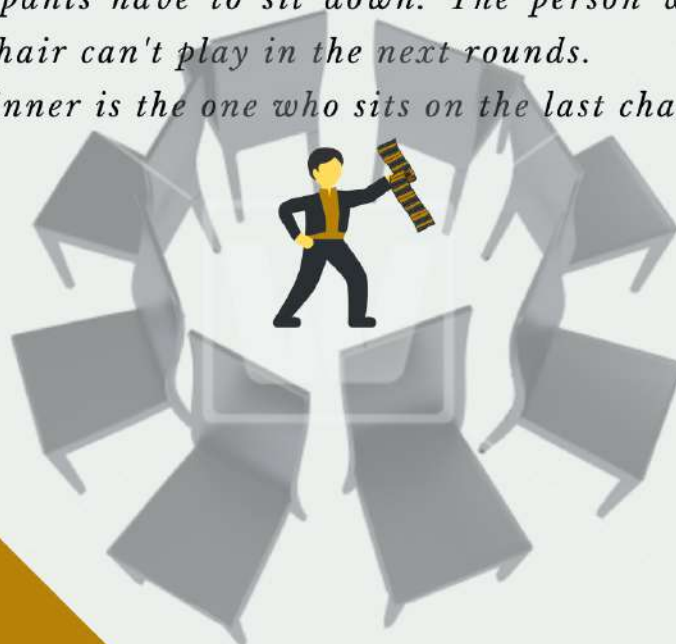
Size: *it depends on the space capacity*

Time: *10-30 minutes*



Equipment:

- *chairs (number of participant minus 1)*
- *scarf*
- *Description:*
 - *The chairs need to be in a circle with the backside connected and the participants in front of the chairs. There are more participants than chairs with one person. There is a person in the circle has a scarf and moves it in circles. When he/she drops it, the participants have to sit down. The person who doesn't get a chair can't play in the next rounds.*
 - *The winner is the one who sits on the last chair.*



"HUTUTUTUUU"

MENTAL DISABILITY ENERGISER

HUTUTUTÚÚÚ

Instructions:

Divide the participants into two teams and mark the playing area into two halves (e.g. with a string, scarves, etc.). The task of every team is to get the players from the second team onto their side of the playing area.

The game goes as follows: One person takes a deep breath and enters the territory of the other team. While being on the territory of the other party, he/she must keep saying Hutututuuu... (on one breath) and try to touch as many players from that team as possible. The players keep running away not to be caught or try to hold him/her on their territory. If they succeed and the player goes out of breath and stops screaming, he/she must become part of their team. If the player manages to get back to his/her territory in time, all the players who were caught must become part of his/her team. Then a player from another team is up (his/her turn)

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HUTUTUTUUU
ENERGISER



ADJUSTED HUTUTUTUUU ENERGISER

HUTUTUTUUU



S Space must meet safety requirements and must not have colours that are too distracting.

T Task does not require alteration.

E Adapted equipment includes a hat for the one catching the others and depending on the disability, a sponge noodle to minimize human contact. Rewards are provided to ensure extra attention and motivation. A very short video may be provided depending on the disability.

P Asisstants will guide the participants through the first game to ensure their understanding of the rules. They will then evaluate the performance and judge whether further assistance is necessary.

SEE, LEARN, MOTIVATE & DO MORE



During the training course we tried and wanted all participants to see real good practice examples in order to motivate themselves for the future. That's why we introduced them activities of EPIC organization and international project "A Ball for All".

EPIC

EPIC is non-profit organization which was established in Slovakia in 2012 by parent organization (EPIC Assist) seated in Brisbane, Australia. The main aim of the NGO is to increase employment and employability of people at open labour market, including people with disabilities and people from disadvantaged areas across whole country eventhough EPIC is based in Bratislava, Slovakia. Lasting ambition of EPIC organization involve raising awareness on employment of those people, initiating development and implementation of various programs at local areas and influencing public policies. Huge thanks to *Eva Havelková* (Central European Coordinator) who came and introduced EPIC's actual projects and activities and their future visions and plans.

Check out more info here: www.epic-org.eu/en.



"A BALL FOR ALL"

Elias Mastoras, founder of Youthorama NGO, created the world's first mini football for blind children. Most importantly, this lightweight football, which has bells inside, cannot be bought in a store: It can only be donated to blind or visually impaired children or young people and their schools.

OBJECTIVES OF THE INTERNATIONAL PROJECT:

- 1) Distribution for free to blind or visually impaired children and young people around the world, especially those from underprivileged backgrounds.
- 2) Donation to general and special schools for inclusive physical education activities.
- 3) Implementation of educational programs in children's and young people's communities to promote empathy and inclusion.

Participants of the training course had possibility to ask questions and hear it directly from the creator of ball as we had arranged a SKYPE meeting together.

Check out more info here: www.aballforall.eu.



LET'S DO IT!

During intensive training course, where the participants exchanged their experiences and improved their knowledge in the area, they were ready to work on their new non-formal learning activities, which they also implemented directly in practice in education outside the school (school dormitory) at **Mokrohájska High School 1** in Bratislava on 7.11.2019. The workshop for the students was extremely beneficial and successful not only for our project participants, but also for the students themselves, who had the opportunity to practice English and learn through this experience.



ABOUT THE MOKROHAJSKA HIGH SCHOOL 1..

The school has its origin since 1961, when it was used mainly as a centre of comprehensive rehabilitation for individuals with disabilities. In 1981 a secondary vocational school for physically disabled youth was established at the centre. Today's Secondary Vocational School for pupils with physical disabilities became a separate organizational part of the Institute since 1st September 2008. The education of young people with disabilities requires the ideal conditions in which their abilities can develop favourably, which is why the school was reconstructed. They organize a lot of competitions, leisure activities for pupils and also participate in various projects, so that young people with special educational needs really have a chance to experience everything that young people experience at their age. According to the school head *Mgr. Jana Chromíková*: "We are part of the IPR, which celebrated the Jubilee in 2014, and I would like to say that it is a unique facility in Slovakia. We are also trying to help to integrate young people with special needs into society - at school, in workshops, in boarding school, in psychology, health and rehabilitation - more than fifty years. "

More info: www.iprskola.edupage.org.

TIPS & ADVICES FOR YOUTH WORKERS

Participants were informed about the time limit of activities and target group they will work with. According their interest they were divided into 3 groups. Each group divided their roles (for example: instructor, observer, helper etc.). While working on content of their activities they also followed the tips mentioned below.



TOP 10 GENERAL TIPS:

1. Learn your target group beforehand – it's very important to know the specifics of youngsters you will work with
2. Watch your time – some target groups might get tired very fast
3. Try to change the activities – start with more active ones then put relaxed components
4. If needed be sure you will have assistant (for example for sign language)
5. Make them feel fully involved
6. Don't treat them like a „kids“ or „less valuable“ – speak and behave normally
7. Don't put so many instructions, rather step by step + don't use specific terminology – make it simple and understandable
8. Don't force them, be ready for backup plan in case your activity will not work
9. Focus for their strengths, not weaknesses
10. Respect their individuality, personality and ABILITY

SPECIFIC TIPS

Visual impairments:

- be sure you have enough touchable materials you will work with
- you can use instructions/tasks in Braille when work with blind youngsters

Hearing impairments:

- for partly deaf participants - speak to them slowly with good articulation as they will probably „read from your mouth“
- DO NOT SCREAM!!
- make a copy of instructions on paper so they can read it
- you can learn basic/general signs

Physical disabilities:

- make sure you will have enough space for moving
- don't stand all the time - sit down so you will be able to see each other

Mental disabilities:

- you can involve components of different therapies (such as: art therapy, music therapy, drama therapy, ergotherapy/work therapy, animal therapy) according the level of mental disability



"MAGIC OF CHOOSING"

Developed by: Pavol Ivanov - Slovakia; Maria Steiakaki, Yiannis Tsirimiagkos, Yiannis Tsellios - Greece;
Beste Cicioglu, Hasan Yasar -Turkey

Target group: Cerebral Palsy disability + amiable for everyone interested in improving expression skills

Summary of the activity: People will be doing decisions, choosing and following their choice, where they have to express their opinion by writing and presentation.

THEMES/ISSUES ADDRESSED

- small movement for people
- understanding each other
- personal expression

LEARNING OUTCOMES

- learning about personal preferences and reasons of other people
- presentation skills
- expressing ourself
- knowing each other
- change of perspective

AIMS AND OBJECTIVES

- people will follow their choice
- people will express and open themselves
- people will present and stand for their opinion

GROUP SIZE

5-10 persons

TIME

Approximately 40-60 minutes of activity and it depends on their energy level.

SPACE REQUIREMENTS AND TRAINING MATERIALS

Minimum 10 meters squared of area for small chase and personal space.

INSTRUCTIONS

1. At the beginning its necessary to introduce the intructors and participants of the group. One energiser to break the ice is advanced.
2. People will stand together as a group.
3. Instructor will explain these rules.
4. Instructor sets the question for the group.
5. Instructor sends three assistants - each one with different answer.
6. Players will follow assistant of their personal choice.
7. Players in 1-3 groups will write a statement for each of them in different ways, why they prefer this choice - inside of the groups.
8. Everyone will express himself in front of the other players.
9. We played this game in the end around table, asking for answers to each other. People enjoyed the game and it is even better when even assistants play and open themselves.

DEBRIEFING AND EVALUATION

- GROUP: in the end of activity we will evaluate the satisfaction of group asking them what they liked and didnt like - it will help us to think about future improvements
- INSTRUCTORS: we will evaluate our feelings in the same way

TIPS FOR FACILITATORS

Observation of group and their needs. You can make them express not only pros, but even cons of their choice.

ADDITIONAL INFORMATION, NOTES

Somebody can come to make photo. 3 papers with A-B-C written for assistants. Recommend to write questions visible enough on paper, or projecting it on wall.

"MAGIC OF CHOOSING"

As participants implemented their newly-formed non-formal learning activities in practice, they were able to evaluate the process of activities, point out the strong and weak points which could be done better for next time.

MAGIC OF CHOOSING

SWOT ANALYSIS

S

STRENGTHS

We created safe environment for people, that felt respected and still under proper regulation of supervisor.

This way people opened not only their minds, but even their hearts.

We created an open discussion where our group polished rusted skills of working with youth. Even we had model created by canvas, program scheduled up to minute and all details, but in the end we modified already modified activities to adjust them for the needs and personalities of our participants with disabilities.

W

WEAKNESSES

We lacked input data about the participants and worked with only one group, so our social impact could be even wider and more effective. We realised during activities, that we are missing understanding of their needs and yet we were able to improvise, making the activities a great success.

O

OPPORTUNITIES

We gave opportunity to youngsters to express themselves, but we could influence them even more, if we would have more time to open ourselves to us. We were able only to make them talk and exchange information between each other, but we could share even our valuable experience. Working with more groups would result to multiplicative effect and long term change.

T

THREATS

It was risky to encounter unidentified group of people, with changed numbers of participants for our activities. There was possibility, that they would not accept our influence and became negative, being cold and closed. There was even the risk for our team to not being able make them focused, to loose their attention, or emotions. Lucky for all of us everything went better than expected.



"CUP AWAY"

Developed by: Asya Koleva, Vasilena Liskova - Bulgaria; Rudy Qaqa - United Kingdom; Anja Lazic, Milan Kreckovic, Bojan Golubovic - Serbia; Maria del Mar Quintero - Spain + Diana Jašeková - Slovakia

Target group: Physical Disability and Visual Impairments

Summary of the activity: With the set of activities we have planned and prepared, we would like to have both - do some physical exercises and have fun while doing them. They should pay attention to the instructions they are given and trust the instructor. We aim to build trust and cooperation among them.

THEMES/ISSUES ADDRESSED

- Communication
- Cooperation
- Trust
- Movement skills
- Literacy skills
- Inclusion

LEARNING OUTCOMES

To develop social inclusion, by getting the participants to work as a team to solve a task. This will then improve their communication and leadership skills through cooperation of the delegated tasks. Furthermore, it will help them with their literacy skills by spelling out words and improve their physical health as the activity involves different movement.

AIMS AND OBJECTIVES

- The aim of this activity is to develop communication and leadership skills through a set of challenges that requires the participants to instruct each other.
- Social Inclusion
- The ability to cooperate as a team
- Self tasking

GROUP SIZE

5-10 participants

TIME

40 – 90 minutes

SPACE REQUIREMENTS AND TRAINING MATERIALS

- Pen, paper, cups, blue-tack, water, sports hall, toilet paper

INSTRUCTIONS

Toilet Paper (Time: 10 minutes)

Take the roll of toilet paper, pull off several squares before handing it to another person and asking him to do the same. Continue this until all guests have grabbed a few pieces.

Once everyone in the room has taken some toilet paper, each person counts the number of squares that he/she has grabbed and then tells everyone that number things about themselves. For example, if someone has three squares, he/she would share three things about themselves.

Human Engine (Time: 5 minutes)

One person starts with saying their name and a sound. The others try to fit in with their movements and sounds, so that in the end one giant machine is working. All the group must be part of the machine.

CUP AWAY (Time: 40-60 minutes)

Cup Away is an activity that requires participants to pick up a piece of paper with a letter on from a cup without knocking over the cups that are filled with water. Cups are scattered over the floor, some are filled with water and some have letters from the word "Inclusion". With the help of an assistant's directions, they will then be escorted to a board, where they are required to spell out the word 'INCLUSION' in the correct order.

DEBRIEFING AND EVALUATION

- Self Reflection at the end of the activity, by asking the following questions from Individual participants with the help of a translator: What did you enjoy the most? What could we do differently? What was the most challenging aspect of this activity? What skills did you pick up from this activity?

TIPS FOR FACILITATORS

- Instructor
- Safety Instructor
- Blind person assistant
- Echolocation
- Wheelchair assistant

ADDITIONAL INFORMATION, NOTES

Ice-breaker: Toilet paper
Energizer: Human Engine
Main activity: Cup Away

"CUP AWAY"

CAP AWAY

SWOT ANALYSIS

S

STRENGTHS

- appropriate for work with any group
- improvisation
- flexibility
- creative thinking
- problem solving

W

WEAKNESSES

- some ethaps were too challenging for them

O

OPPORTUNITIES

- self-cofidence
- solidarity
- team-work
- new knowledge and skills

T

THREATS

- adequate space
- lack of participants with visual impairment
- language barriers
- laughing to those who knocked down the cups



"MARTIAL ARTS"

Developed by: *Andrási Botond, Hegyi Anasztázia, Horváth Réka - Romania; Christian*

Sweeney, Angus Mackay - United Kingdom; Maria del Mar Mora, Chelo Garcia - Spain + Martina Pitrovská - Slovakia

Target group: *Young people with Asperger syndrome, deaf people, non-disabled people.*

Summary of the activity: *Session of martial arts, martial arts games and other games involving physical activity.*

Facilitators participate in the session side by side to aid understanding and promote equity. All instructions are in simple steps are demonstrated clearly and while talking.

THEMES/ISSUES ADDRESSED

- Social exclusion
- Lack of physical activity
- Lack of fun!

LEARNING OUTCOMES

- Have fun
- Experience participating side by side with people of different abilities
- Physical activity skills

AIMS AND OBJECTIVES

- Provide fun!
- Show that people can work together side by side, not as a separate target group.

GROUP SIZE

Up to 10 participants plus facilitators sometimes participating.

TIME

2 hours

SPACE REQUIREMENTS AND TRAINING MATERIALS

Red and blue wristbands, hula hoops, chairs, markers, papers, scarf. Enough space for all participants to walk/run safely and to form one row at arms length from each other.

INSTRUCTIONS

Name learning game: Write your name and draw something that starts with the same letter as your name.

Zombie game: One person is a zombie. They can only walk. The zombie must tag people to turn them into a zombie. Game ends when everyone becomes a zombie. This game is also used to assess the ability of participants, e.g. personal space boundaries, speed, agility, level of comprehension.

Martial Arts session: Warm up Dynamic (moving) stretches, standing punches blocks and kicks, stepping. Participants are in a line, copying the facilitator who is opposite. Participants wear coloured wristbands to aid memory with left and right. Facilitator wears coloured wristbands the other way round to make a mirror image. Martial arts game Players are paired, higher ability with lower ability. Player 1 shows one hand with wristband at a time, player 2 must touch it with the same colour hand. Player 1 increases difficulty by moving the targets further away and changing targets more quickly.

Musical chairs: players move around a circle of chairs. When they see the visual cue e.g. a scarf dropping to the floor they must sit down. 1 chair is removed each round.

Obstacle course: 2 identical obstacle courses are set up. 2 people race to complete an obstacle course at the same time. The winner is the pair who has the fastest time.

DEBRIEFING AND EVALUATION

- Ask participants "which activity was your favorite?" with signed translation
- More detailed discussion with participants about what they liked/disliked, depending on their level of communication
- Facilitator discussion after session: What went well? What could we improve? How would we do it differently next time?

TIPS FOR FACILITATORS

Use simple language and act out every instruction, with some facilitators joining in each activity to help with understanding of instructions.

ADDITIONAL INFORMATION, NOTES

Another reason for facilitators joining in is to show equity, that disabled and non-disabled people are not being treated differently. We may print out visual guides for activities on the obstacle course.

"MARTIAL ARTS"

MARTIAL ARTS

SWOT ANALYSIS

S

STRENGTHS

- Every activity is made for people with hearing impairment
- Visual cues
- Experienced people in the group
- Improvise
- We are motivated

W

WEAKNESSES

- Not knowing their ages
- Not knowing the sign language
- Not knowing the Slovakian language
- Not having the hula hops in the school

O

OPPORTUNITIES

- Learning signs
- Gaining experience
- The chance of trying our activities

T

THREATS

- Changing the group number
- Wider target group
- Time for translation



"MAGIC OF
CHOOSING" GROUP



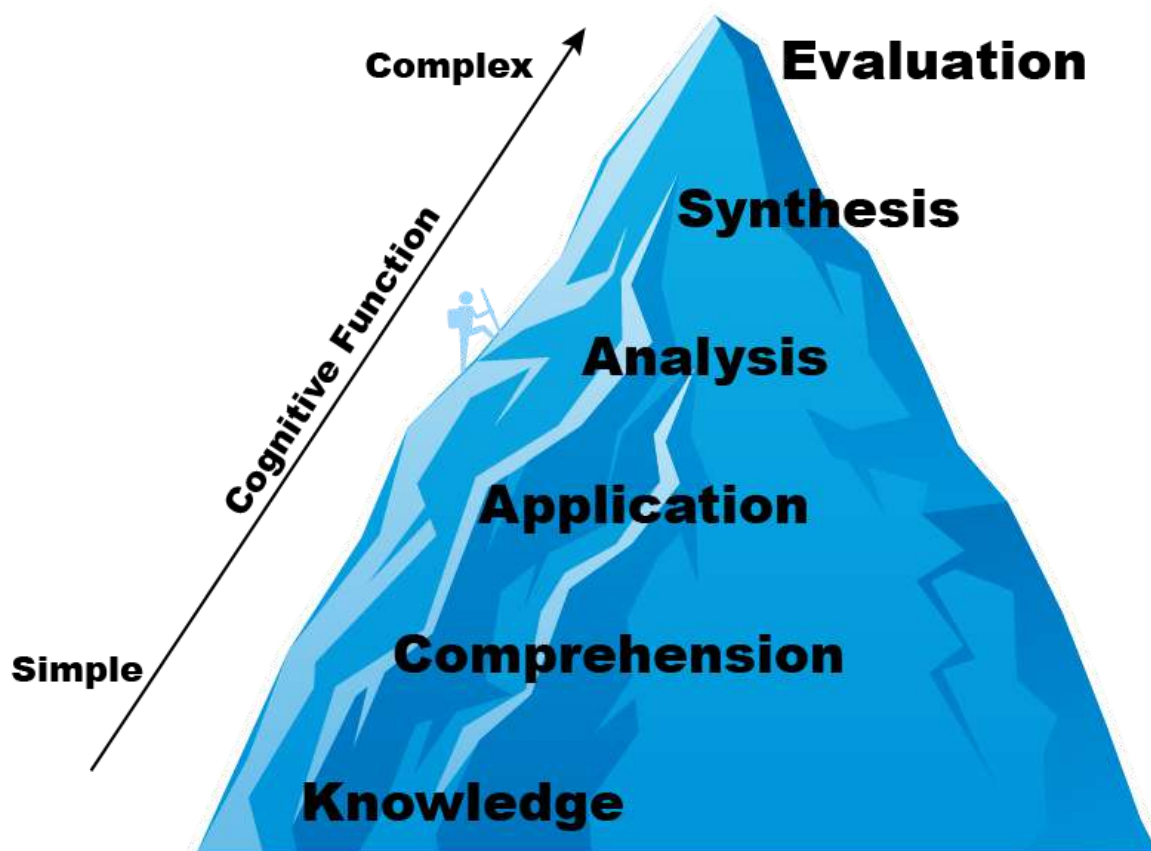
"CUP AWAY"
GROUP

"MARTIAL ARTS" GROUP



KEEP GOING...

Participants got the theoretical information how to adjust non-formal learning activities for the needs of their target groups - young people with special needs. What was more, participants got the possibility to try their newly-formed non-formal learning activities in practice and reveal the strong and weak points of their activities. **Bloom taxonomy** helped participants to understand their learning process.



One of the outputs from the project was to use the knowledge of participants (youth workers) and continue in youth work involving the youth with special needs. After the mobility in Slovakia participants prepared the follow up plans they carried out in their home countries and by that they disseminated the results from the mobility which took place in Bratislava, Slovakia between 03-10.11.2019. Impact of the project was therefore focused not just for the participants and their organizations but also for the communities they work or live with.

FOLLOW UP PLAN OF GREECE



GREECE

"PASS THE MESSAGE"

SUMMARY OF THE ACTIVITY

This activity will be made in order everyone to meet and get well known each other with a creative and entertaining way.

THEMES/ISSUES ADDRESSED

- meet each other
- activation
- communication between people

TARGET GROUP

People with physical disabilities.

LEARNING OUTCOMES

-After this activity each one of the participants will have get to know each other better, will have advanced his/hers communication skills and will have gained trust to the others.

AIMS AND OBJECTIVES

Our goal is that everyone will have fun through this communication activity.

GROUP SIZE AND TIME

6-10 persons/ Approximately 60-70 minutes

INSTRUCTIONS

Energiser - Statues - participants are moving around the space. When the instructor say's "statues" they all need to stop moving and speaking and try to stay in that position. If any of them speaks or moves, will be out of this round. The energizer continues until each one of the participants gets out of the game.

Activity - Everyone is taking a piece of paper and writing his/hers name, keeping it and start to move around. The instructor gives the signal and each of them meets someone, gives him/her the paper with his/hers name and tells three information about him/herself. After that people continue to move around, find another person and tells his/hers name and show the person he/she was speaking earlier, gives the paper with the name and the information was given to him/her as accurately as possible. With the 3rd person he/she meets, he/she introduces him/herself and transfer the paper from the previous one and shows this person as well. The main target is to meet as many persons as possible. After meeting with everyone, the people need to gather together and each of them speak about the person is written on the paper that they are holding.

DEBRIEFING AND EVALUATION

- in the end of activity we will evaluate the satisfaction of group
- in the end of workshop we will evaluate activity with the group asking them if they like it and ask them about improvements

TIPS FOR FACILITATORS

- The instructor will give concrete information and he/she must be sure that everything is fully understandable from each one. Maybe he/she will need to repeat the tasks of the activity.
- If there were some difficulties the communication in any part of the activity and during the passing of the message, should be discussed after the activity.

SPACE REQUIREMENTS AND TRAINING MATERIALS

A big space in order everyone to be able to move around comfortably and safely with the wheelchair.
For this activity some material as pencils, pens, markers and pieces of paper are needed.

FOLLOW UP PLAN OF TURKEY



TURKEY "GUESS WHAT?"

SUMMARY OF THE ACTIVITY

Depending of the energy and motivation of the children, it is supposed to conduct two main activities. One of them is about choosing one object from the box then it is expected by each child to describe it to other group members verbally without looking at each other and to objects that they've already picked. In the second game it is planned to put specific objects on the table and then ask children to look at them carefully. After that the objects will be covered. It is expected by children to draw the objects that they remember. The one who can remember more objects than the others will win the prize.

THEMES/ISSUES ADDRESSED

Using imagination, Drawing skills, Soft competition, Communication abilities

TARGET GROUP

Adjusted for children with advanced level of Autism.

LEARNING OUTCOMES

Learning by describing the objects, Memorizing skills, Expressing the things sometimes without speaking, Drawing skills may improve, Change of the perspective in order to describe the things, The importance of communication to understand each other

AIMS AND OBJECTIVES

To learn listen each other carefully, To improve observing, memorizing and drawing skills, To improve their multi-tasking ability

GROUP SIZE AND TIME

5 to 7 children at most / Approximately 60-70 minutes

INSTRUCTIONS

Energizer: It is expected by each participant to pick one animal in their mind. Then, it is expected by each participant to explain this animal by using their body movements respectively. Speaking is strictly forbidden. The one who guesses the first will come to the middle and start to describe the animal that he/she's already picked.

First main activity: Instructor will have a plenty of objects such as fruits, toys, cups in a bag/box (not seen from outside). One of the children will be asked to come near to the instructor and take one object from this bag. For the others, they are expected to turn their back and ask questions about the object about its color, type, size and so on (like What the color of ... is?, Is it big or small?). The child who picked the object will be expected to give short answers to others with just one word (like it's red, it's a fruit, it's small).

Second main activity: Instructor puts every objects that are already in the box on a round table (such as toys, fruits, vegetables). Then, Instructor wants every child to look at the objects about 10 seconds carefully then he will close the table with a cover. It is expected by children to draw the objects as much as possible that they remember in 50 seconds. The one who are able to draw more object in 50 seconds will have chance to have one of those objects as a prize.

DEBRIEFING AND EVALUATION

In the end of activity, the instructors will evaluate the satisfaction of group depending on their observation during the project. The project will be taken into consideration as a tool that require improvement all the time. After finishing of the whole sessions, instructors are expected to create an SWOT analysis for this reason. Additionally, it is expected by children to evaluate the whole session in order for Facilitator Team to understand their satisfaction level about games. After the activities, they evaluate the session a whole by drawing either smile or sad face.

TIPS FOR FACILITATORS

Careful observation of group, their needs and their satisfaction level is so important to decide whether the project is working or not. It is important to observe whether they're really want to take part the activities in terms of changing the main activity or just keep on it. And results of this observation should be reported carefully to work on the problematic parts. After the sessions, it is important to listen the suggestions and the comments of the participants on the project and give them enough time to express themselves.

SPACE REQUIREMENTS AND TRAINING MATERIALS

Because of activities don't require too much movement, it will be sufficient to organize the space in accordance with the number of the participants (which are expected to be 7 at most). Colorful coloring pencils and papers and different kind of objects such as fruit, toys, cups, bottles, vegetables are needed.

ADDITIONAL INFO

It is expected at least 2 people to carry out this project. One of them is expected to be Instructor who is able to give the directions for children. The other person is expected to be an Assistant who helps the facilitation of the project and the objects. Parents should be allowed to participate if children have limited ability to communicate or act.

FOLLOW UP PLAN OF BULGARIA



BULGARIA "MARSHMALLOW CHALLENGE"

SUMMARY OF THE ACTIVITY

This activity involves several teams competing to assemble the tallest freestanding structure in a given time period with set materials.

THEMES/ISSUES ADDRESSED

- Group work
- Collaboration
- Fine motorics
- Communication skills
- Creativity
- Having fun

TARGET GROUP

Children between 10 and 15 years old with mental issues.

LEARNING OUTCOMES

To develop participants' social skills and inclusion, by getting them to work as a team solving a task. This will improve their communication and leadership skills through cooperation of the delegated tasks. Furthermore, it will improve their fine motorics as the activity involves working with different materials and use hands. It also shows that success is dependent upon close collaboration between team members. The activity is funny, educational and increases the motivation of the participants to fulfil the task, to be creative and develops their self-sense of achievement.

AIMS AND OBJECTIVES

Aim: to develop communication and leadership skills through a set of challenges that requires the participants to be active. To share ideas and to develop something altogether. Also social inclusion and the ability to cooperate as a team. Development of participants' self-sense of achievement.

GROUP SIZE AND TIME

Between 8 and 12 children / Approximately 60-70 minutes

INSTRUCTIONS

1. Divide participants into teams of 4 members.
2. Give each team a tape, string, 15 straws, plasticine and marshmallow (plastic can also be included for more creative achievements).
3. Read the following instructions to all teams at the same time: "Each team has 30 minutes to build the tallest, free-standing structure using the materials supplied to each team. The marshmallow must be attached to the top of the structure you build. After 30 minutes, I will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest."
4. Underline that they can't use any additional materials and they must not eat the marshmallow.
5. One of the group should keep track on time and how much time they have left.
6. Tell them before they start the construction, that they should spend the first 5 minutes for coming up, exchanging and developing ideas with each other.
6. Answer any questions the teams may have and give the groups a 30 second warning. After 30 seconds, start the activity and stand back. Keep watch on the teams to ensure they are following the rules of the game. Remind them that the marshmallow must be on the top of the structure, and that the structure itself must be free-standing when the activity concludes.

DEBRIEFING AND EVALUATION

After the activity we will evaluate collaboration: (How did you feel during the activity? Was it difficult? If yes, what was the most challenging for the participant? What does collaboration look like and sound like? Did you feel everyone's ideas were well received during the activity? How did you deal with frustration? Were all teammates included? Did your team have a plan? Did the plan work? What worked? What didn't work?)

TIPS FOR FACILITATORS

Try to do the challenge on yourself before implementation (you can think of another ideas of materials). Use simple language and clear instruction. Write the rules on the board so that they be visible anytime during the activity. If needed you can adjust the time for the activity.

SPACE REQUIREMENTS AND TRAINING MATERIALS

Per each group: tape, strings, 15 straws, plasticine (one chop), marshmallow, table cloth, medium size room, chairs.



FOLLOW UP PLAN OF ROMANIA



ROMANIA "EQUALLY DIFFERENT"

SUMMARY OF THE ACTIVITY

With these activities we tend to develop their different skills. First of all their memory, their fine motor skills and their social emotional condition. Through the games they have to pay attention and be concentrated. It is important to have breaks, so they can rest between them. Like the name says, we are all equal as humans, but we have different personalities and we can see that through the games. In each game we try to develop one specific skill.

THEMES/ISSUES ADDRESSED

Socially disadvantaged, memory issues, expression issues, fine motor skills issues.

TARGET GROUP

People with dyslexia, dysgraphia, dyscalculia and with medium categorized low IQ from primary school. (6-10 years)

LEARNING OUTCOMES

Developed specific skills like time sense, memory, fine motor skills.

AIMS AND OBJECTIVES

- to develop upper mentioned specific skills
- to have fun
- to feel more integrated

GROUP SIZE AND TIME

5-10 children / Approximately 90 minutes

INSTRUCTIONS

- 1. Name game:** everybody writes their name on a board one by one and has to draw something that starts with the same letter as their names. The other participants have to guess what he/she draw. At the end everybody gets a name tag. (15 minutes)
- 2. Time game:** in a circle everybody has to close their eyes, until they think that 1 minute passed. The game has 3 rounds. In the first round we help them with a sound at every 20 seconds. In the second one at 30 seconds and in the last one no help, because it is a competition. The winner is the participant who opens his/her eyes the closest to one minute. (10 minutes)
- 3. Music break:** we put music and in this time they can rest. Maybe have a cookie table. (10 minutes)
- 4. Find the nature in the bag:** in a black bag we put different object that have different forms of nature (trees, animals, plants, etc.). One by one they have to find in the bag the form that we show them on a paper for 5 seconds, but they can't see in the bag. (20 minutes)
- 5. Candy break:** we put music and in this time they can rest. Maybe have a cookie table. (10 minutes)
- 6. Planimals:** each participants have to make a different animal by plasticine that they choose and when they all have it, they make a zoo out of the animals. They have to explain why did they choose that animal. (20 minutes)

DEBRIEFING AND EVALUATION

- Conclusion
- What was your favorite activity?
- Did you enjoy it?
- What did you learn? (at least one thing)

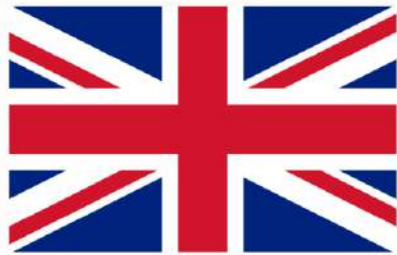
TIPS FOR FACILITATORS

Make conclusion after every game reflecting on the title. Depending on the size of the group you have to adjust the time of the game and the materials. If they get tired, you can have more breaks.

SPACE REQUIREMENTS AND TRAINING MATERIALS

A room with chairs, tables, board.
Equipment: Markers, Name tags, Timer, Music and speaker, Cookies, water, paper cups, Objects with different forms (at least 20), Papers with the forms on it, Black bag, Plasticine

FOLLOW UP PLAN OF UK



UK "HO HO HA! (CHRISTMAS KARATE LESSON)"

SUMMARY OF THE ACTIVITY

People will be doing decisions, choosing and following their choice- where they have to express their opinion by writing and presentation.

THEMES/ISSUES ADDRESSED

Inclusion, Mental health, Lack of physical activity

TARGET GROUP

Non-disabled children, young people with OCD, Autism, mild cerebral palsy

LEARNING OUTCOMES

Learning physical skills like agility, balance and co-ordination, better knowledge of how to work in a team.

AIMS AND OBJECTIVES

- Provide fun for participants
- Normalise co-operation and equity between young people with different issues
- Provide physical activity

GROUP SIZE AND TIME

5-10 people / Approximately 60 minutes

INSTRUCTIONS

- Quiet christmas music will be playing, coaches will be wearing santa hats (Christmas atmosphere)

1. **Dishes and domes warm up game (15 mins)**: cones are placed on the floor. One team are instructed to put them facing up, the other team facing them down. The Sesnei observes people's speed, agility and personal interaction in case they need to modify any of the upcoming activities.

2. **Warm up stretches and karate basics (10 mins)**. Dynamic stretches to be demonstrated slowly and copied by participants. How to form a fist, punching slowly, basic kicking technique if appropriate to level of all participants.

3. **Snowball fight (10 mins)**. Players are in 2 teams on opposite sides of the room with a boundary between them. They throw "snowballs" (paper) at each other. Each player has 3 lives so can be hit 3 times before they are out.

Drink break (5 mins)

4. **Team obstacle course (20 mins)**: Obstacle course for 2 or 3 teams at a time. Will include crawling under a belt, moving side to side through cones, doing 10 punches, kicks if appropriate and a karate chop at the end.

5. **Cool-down** stretches and evaluation. Static stretches for arms and legs.

DEBRIEFING AND EVALUATION

After the session: ask open questions such as ("how did you find the activities today?", "What was your favorite activity?) And then..." so participants rank the activities according to which were more fun

- "What was one thing you learned today?"

-end of session - Review for coaches: (What went well? What could we improve?)

TIPS FOR FACILITATORS

Continuously observe the group and their needs. Be open to adapting the activities. Pay special attention to personal boundaries. Never make unnecessary physical contact.

SPACE REQUIREMENTS AND TRAINING MATERIALS

Enough space for 10 people to comfortably move around, Clear space with no trip hazards or dangerous objects, Karate belts (at least 2), Cones, Fake snowballs or crumpled up paper.

ADDITIONAL INFO

Follow-up activity: hand out sweets :)

Be sure to check for allergies and vegetarian/vegan/halal.

FOLLOW UP PLAN OF SERBIA



SERBIA "HEPTAGON"

SUMMARY OF THE ACTIVITY

We will use sport as a tool for integration.

THEMES/ISSUES ADDRESSED

Social exclusion, Lack of physical activity

TARGET GROUP

youth (15-30 years old) with mental disorder

LEARNING OUTCOMES

Improving communication skills, Foster socialization, Building trust, Foster movement, Improving concentration and attention, Improving balance, coordination skills and space orienting

AIMS AND OBJECTIVES

- To raise awareness about exclusion from sporting activities
- To develop skills to respond to, the needs of disabled people
- To develop group-work and co-operative skills and creativity
- To foster respect and inclusion
- To foster solidarity

GROUP SIZE AND TIME

10-15 participants plus accompanying persons/
Approximately 90 minutes

INSTRUCTIONS

- Warming up 3-5 minutes, natural forms of movement (walking, running).
- Dynamic stretching exercises 8-10 minutes.

HEPTAGON (Polygon where participants should do exercises and solve different tasks, one by one, 3-5 times in a row).

Tasks:

- Crossing the beam
- 10 squats
- Crawling through hoops and between cones
- 10 push-up (quality and technique depends on physical condition of participant)
- Walking on rough terrain
- Strength exercises on the expander (what kind of exercises?! It depends also on physical condition and disability of the participants, we will try to do exercises which can develop skills and parts of skeletal muscles which the participants need in their life for being equal part of ordinary world).
- Manipulation with the ball with playing memory game.

- After every successful task, the participants will be awarded – HIGH FIVE.
- Static stretching exercises 3-5 minutes.

DEBRIEFING AND EVALUATION

- What happened? Did you enjoy the activity? Why? Why not?
- What was the most surprising thing you discovered?
- How did they feel during the exercise?
- What was most difficult?
- What was funny? What was scary?
- How hard was it to trust and to be trustworthy?

TIPS FOR FACILITATORS

Use simple language and act out every instruction, with some facilitators joining in each activity to help with understanding of instructions.

SPACE REQUIREMENTS AND TRAINING MATERIALS

- Big space
- Pieces of chalk to mark out boundaries
- Balls
- Gymnastic beam
- Ropes
- Hoops

FOLLOW UP PLAN OF SPAIN



SPAIN **"LET'S GO TO KNOW OR ENVIRONMENT"**

SUMMARY OF THE ACTIVITY

This activity is for people with mental disability, where the main aim is to promote the inclusive Leisure time between the local population and people with intellectual disabilities that are members of Euxia Rural.

THEMES/ISSUES ADDRESSED

Tourism, Healthy life style, Social inclusion

TARGET GROUP

People with intellectual disability.

LEARNING OUTCOMES

They will appreciate the culture of their own city.

AIMS AND OBJECTIVES

- Encourage the inclusive leisure time
- Promote the inclusion of people at risk
- Develop knowledge about the local culture

GROUP SIZE AND TIME

10-20 participants / Approximately 90 minutes

INSTRUCTIONS

- Welcoming to the participants

Names: We will have stickers with the name of the each participant, we will put their Names in a visible position. After we will play a name game. Each participant has to say his/her name and the persons before. (15 minutes)

Energizer: One person is facing the group, standing on a chair for being well visualized, this person has to do different directional body movements with their arms (up, down, left, right). Then, the participants should do the opposite movement than the one who is on the chair. (15minutes)

Main activity: matching game. We will give the participant some pictures with the different Monuments of the city and a brief description, and they will have to pair each monument with the correct description, We will also add a picture of another country monument just to not make it so easy (for instance Big Ben). The second part of the activity is to walk together around the city and visit the Monuments which appear in the pictures.

DEBRIEFING AND EVALUATION

- We will use smile, sad and normal face to discover if they enjoyed the activity or not
- Finally, we will ask them which activity they would like to do in the future

TIPS FOR FACILITATORS

The people who guide the participant for the city should have knowledge about the city.

SPACE REQUIREMENTS AND TRAINING MATERIALS

- Pictures of the main monument and their description
- 1 Person who has some knowledge about tourism
- Volunteers

FOLLOW UP PLAN OF SLOVAKIA



SUMMARY OF THE ACTIVITY

This activity will encourage participants in their communication and team work as they will cooperate and behave as one team. They will be able to identify the common emotions, goals and creativity.

THEMES/ISSUES ADDRESSED

Team work, Communication, Social inclusion

TARGET GROUP

People with light physical disability.

LEARNING OUTCOMES

Participants will improve their communication and cooperation with each other in teams.

AIMS AND OBJECTIVES

- To develop ability to communicate and advise to each other
- To reveal the emotions and team spirit
- To encourage their creativity and their ability to participate

GROUP SIZE AND TIME

10 - 15 participants / Approximately 90 minutes

INSTRUCTIONS

1. Participants will write their names to sticker and will present their names to others putting the sticker on themselves so it will be visible. (5 minutes)
2. Participants will sit in the close circle. The facilitator will ask each participant to tell their name one by one again and few sentences in order to know them better (for example: What kind of music do you like? What are your hobbies?). Afterwards they will be divided into teams (max. 4 people in one group). Facilitator already have prepared the small papers in the box so participants can pick one. When participants will pick the paper, they should read it, keep it for themselves and not speak with each other. On each paper is written an animal (how many groups, so many animals; in groups for example 4x lion - then they will form a team of lions). Ask participants to form their team without talking, just sounds and movements. (15 minutes)
3. **Coffee break - up to 10 minutes.** Facilitator is preparing the space and make a borders of "bomb area" with tape on floor (for example 8x6 squares).
4. **Bomb game (40 minutes)** - choose one person (controlor) from each team and give them already prepared sketch of floor (8x6 squares involving the hidden bombs). Each team will choose one representative, who will start to walk step by step on prepared bomb area. Other members from the team will support their representative. Controlor can not advise to their teams members. Team member who have the sketch will check if they will not step on bomb, otherwise the representatives changed and start from the beginning. The winners are those who crossed the bomb area without stepping on bomb (3 points) and who have more points at the end.

DEBRIEFING AND EVALUATION

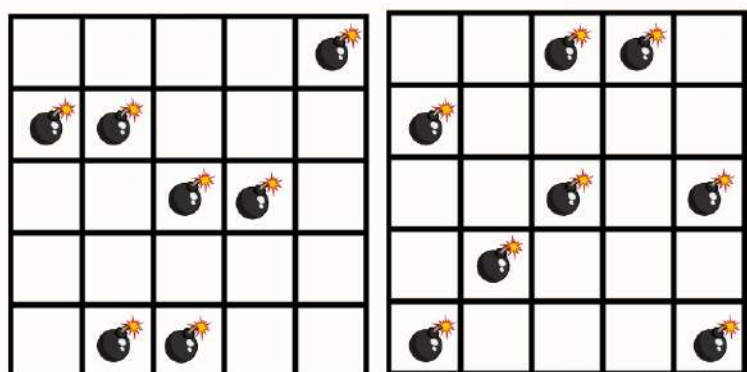
After the activity we will be again in the close circle. Facilitator will ask evaluation questions individually: "How did you like it? What did you enjoyed the most?". Then the winning team can describe how was the cooperation in their team, what they did in order to be the first.

TIPS FOR FACILITATORS

Activities should take place in the well know area of youngsters involved into this activities. Facilitator should all the time observe the team and their "mood" to continue or finish the activity.

SPACE REQUIREMENTS AND TRAINING MATERIALS

Stickers, Markers, Box with small papers for dividing them into teams (prepare beforehand), White tape, Papers with prepared bomb areas for each team (prepare beforehand), Timer, Paper and pen for score, Huge space (for example big classroom without tables and chairs, Price for winners, Cookies, Water, Paper cups



Team 1

Team 2

WHEN THE IDEAS BECOME ACTIONS...



ERASMUS+ AND MORE

During the training course the session involving EU programme and its opportunities for all were carried out, so participants got the main information about various possibilities to volunteer, study or work abroad. They have exchanged their own experiences and learnt from each other.

Learn more about the opportunities for YOU here:

www.europa.eu/youth/EU_en.



Youthpass CERTIFICATE

YOUTHPASS is a specific certificate which helps to recognize the learning process and focus on individual reflection on acquiring new skills and knowledge that attained during the course of the particular project.

Participants found the personal usage of the certificate in the life. By 8 key competencies they evaluated their progress based on project activities. They found connections between these competencies and concrete acts.

Find out more info about Youthpass here: www.youthpass.eu.





OUR TRAINERS

Martina Pitrovská (Slovakia) is from hosting organization Youth for Equality. According to her academical and practical knowledge and skills which she gained (during bachelor's degree), she provided the quality of adjusting and creating the new non-formal learning activities for youth with special needs. She is currently studying Special Education with focus to mental disabilities at Comenius University. She has a various experience with organizing and implementing of similar projects.



Argyris Choulias (Greece) is from partner Greek organization System and G. His experiences with non-formal education and activities has been developing and growing through his youth work as he has been trainer for more than 5 years; also, for the Greek National Agency. He is working with disadvantaged youth in the community as well as with the youth with fewer opportunities.



Created for the Erasmus+ training course "SPREAD ABILITY":
www.youthforequality.sk/l/skolenie-training-course-spread-ability

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