



THE PERFECT MATCH

Sharing Skills to face Boundaries

15th – 24th April 2014

Tenuta Sant'Antonio, Poggio Mirteto Scalo (RI), ITALY



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PROJECT DESCRIPTION

THE PERFECT MATCH is a pilot project, part of a long term strategy Lunaria started in 2013 and that will be implemented in 2014. This strategy aims to include different projects to approach DISABILITY in a more precise and detailed way, taking into account the perspective of young people with and without disability, of the youth-social workers, of the local organizations and international NGOs.

Disability is the core point within this strategy, aimed at exploring all the important questions around this word and that sometimes may appear in our mind

What disability is for us? How do we define disability and why? Are prejudices or preconceived ideas influencing our way of acting when we meet people with disabilities? How do we picture the life of people with disability in our mental perception? What does it mean different abilities? How the different learning styles are structured? How do we use words and definitions? What are the consequences, direct or indirect, of using labels and categories? How to overcome excluding behaviours, creating a real interaction? How to concretely intervene to create together new learning opportunities, where heterogeneous groups (composed by people with and without disability), can mutually learn and cooperate?

The first step realized under this long term strategy is the youth exchange THE PERFECT MATCH Sharing Skills to face Boundaries, held in Poggio Mirteto between the 15th and the 24th of April 2014. The project, realized in cooperation with CBB Belgium, COCAT Catalunya and SCI Vitosha Bulgaria, involved 24 young participants, 4 youth leaders and 4 accompanying persons.

The aim of the youth exchange was to tackle, from the perspective of young people with and without disability, this topic and to find new participative ways to develop active citizenship actions.

The project has been built up on the idea that was important to involve an heterogeneous group so to facilitate the exchange of experiences and perspectives. This factor contributed to wider the perspectives in which disability is tackled and to create positive synergies among the young participants.

The project we gathered young people from Italy, Belgium, Bulgaria and Spain and, through the use of non formal education and artistic methodologies, they exchanged life' experiences, perspectives and point of views. In cooperation with the international partners we decided to be focused on a specific type of disability: blindness and visual impairment.

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15th – 24th April 2014

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WORKING DAY	DATE	MORNING	AFTERNOON	EVENING
	15/04/2014 Tuesday	Arrival of participants	Arrival of participants ORIENTEERING IN THE SPACE	Welcome dinner ICE BREAKING AND NAME GAMES <ul style="list-style-type: none"> Name and Sounds Alphabetic Order
1	16/04/2014 Wednesday	WELCOME CEREMONY <ul style="list-style-type: none"> Welcome Ceremony: Sensory Pathway FEARS, EXPECTATIONS AND CONTRIBUTIONS <ul style="list-style-type: none"> My fears and expectations through drawing! TEAM BUILDING AND FIRST TRUST ACTIVITY - 1st step <ul style="list-style-type: none"> Rope-Blindfolded: let's create a square! Babel Tower with Lego 	SPACE AND MOVEMENTS <ul style="list-style-type: none"> Free walking in the space Walking and shaking the hands My name - your name Something I feel Finger to finger Molecules Animal Shape 	
2	17/04/2014 Thursday	CULTURAL DIFFERENCES AND ICL <ul style="list-style-type: none"> Music from different countries: try to guess Shaping stories through Strip Cartoons: Cultural differences and disability: 	MUSIC and TEAM BUILDING <ul style="list-style-type: none"> I listen you ... do you listen me? MUSIC - WORK ON THE BODY AND ON THE CHORUS <ul style="list-style-type: none"> Harmony and Melody: to give and receive trust 	
3	18/04/2014 Friday	VISIT TO "IL MELOGRANO" AND INTERCULTURAL LUNCH <ul style="list-style-type: none"> Visit the day care centre il Melograno 	PRESENTATION OF THE ACTIVITIES PREPARED BY THE NATIONAL GROUPS	
4	19/04/2014 Saturday	ACTIVE CITIZENSHIP THROUGH THEATRE AND MUSIC	MUSIC and EMOTIONS	

		<ul style="list-style-type: none"> Exchange of good practices and projects 	<ul style="list-style-type: none"> The rhythms of emotions <p>MUSIC and DISABILITY</p> <ul style="list-style-type: none"> The "sonorous" dialogue 	
5	20/04/2014 Sunday	<p>CONTACT DANCE - IMPROVISATION 1st step</p> <ul style="list-style-type: none"> Growing from the ground. Relaxation and Warm up Contact Balloon Balloons game: don't loose it! A unique body Finding balance Rolling Points Jam and Sharing 	<p>BARRIERS AND TRUST DEVELOPMENT</p> <ul style="list-style-type: none"> The flight and the Labyrinth 	
6	21/04/2014 Monday	<p>CONFLICT AND CONFLICT MANAGEMENT THROUGH THEATRE, MUSIC AND DANCE</p> <ul style="list-style-type: none"> My personal conflicts 	<p>CONTACT DANCE - IMPROVISATION 2nd step</p> <ul style="list-style-type: none"> Couples from the circle From skin to bones. Mutual warm up Axis and off-balance Push and Pull The Thread of Relationship Finger to finger Sliding down Rolling on the floor and "human belt" Jam. Free dancing 	
7	22/04/2014 Tuesday	<p>INTERACTION WITH THE LOCAL COMMUNITY</p> <ul style="list-style-type: none"> Treasure Hunt in Poggio Mirteto 	<ul style="list-style-type: none"> Treasure Hunt <p>FREE TIME IN POGGIO MIRTETO</p>	
8	23/04/14 Wednesday	<p>COMPETENCES DEVELOPMENT</p> <ul style="list-style-type: none"> Groups division Activity implementation and sharing in plenary 	<p>GENERAL REHEARSAL AND FINAL EVENT</p>	<p>FINAL EVALUATION</p>
	24/04/2014 Thursday	<p>Departure of participants</p>	<p>Departure of participants</p>	

TOOL KIT



Tuesday 15th APRIL 2014 - ARRIVAL DAY

ORIENTEERING IN THE SPACE

Tool details:

Title	Orienteering in the space
Tool type	Individual/group activity
Tool topic/s	Orienteering in the hosting place
Aim	To make the participants comfortable in the space and increase their autonomy in respect to movements
Material needed	/
Duration	60 minutes (depending of the size of the structure)
Description	<p>Participants are divided in national groups. Each group leader, together with the group accompanying person, help their participants to get acquainted with the surroundings (activity space, logging space,...).</p> <p>Each group is free to choose the ways/techniques that its participants estimate more appropriate in order to make them comfortable in the space.</p>

ICE BREAKERS AND NAME GAMES

Name and sound

Tool details:

Title	Name and sound
Tool type	Ice breaker/Name game
Tool topic/s	Learn the names Getting to know each other Creation of the group
Aim	To remember the names and to make participants interact
Material needed	/
Duration	10 minutes
Description	Trainer invite participants to stand in a circle, everybody telling name associated with a sound following the circle order

Alphabetic order

Tool details:

Title	Alphabetic order
Tool type	Ice breaker
Tool topic/s	Non verbal communication Getting to know each other Creation of the group
Aim	To make the group refreshing the names; to demonstrate that there exists several, different types of communication and that there are also several ways to communicate non verbally
Material needed	Ropes

Duration	20 minutes
Description	<p>Trainers explain that a competition is starting and divide participants in 2 groups, every group representing a team. Two long ropes are put on the floor so to create two parallel lines. Participants are asked to create a line and to touch the line with their feet.</p> <p>Rules of the game: the game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot exit the line with their feet.</p> <p>The first task is to create the alphabetic order of the team from A to Z. The group that suppose to have finished as a first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that suppose to have finished as a first have to raise the arms.</p>

Wednesday 16th APRIL 2014 – 1st DAY

WELCOME CEREMONY

Welcome Ceremony: Sensory Pathway

Tool details:

Title	Welcome Ceremony: Sensory Pathway
Tool type	Ice breaking, team building and trust development
Tool topic/s	Group creation and getting to know each others
Aim	To break the ice, to create the proper atmosphere for the project, to experiment trust
Material needed	Black blindfolds, soft music, different smell, scarf or cloth, musical instruments with sweet sounds
Duration	45 minutes
Description	<p><u>Setting of the plenary room:</u> blankets on the floor and soft music.</p> <p>Participants have to gather outside the workshop room and create a circle, trainers explain that now the project is starting and ask them to close their eyes. All the participants are blindfolded, then they have to turn on their right side and put their arms on the shoulders of the person in front of them. Two lines are created: in the beginning of each line there is a trainer who is moving the line, very slowly. In the middle of the line there is another trainer in charge to check that the line won't be broken.</p> <p>The two lines are moved in the space and after a while, still in line, participants are moved to the entrance of the workshop room. Here there are other trainers who take participants, one by one and accompany them inside the workshop room.</p> <p>Participants are lying on the floor and when every body is inside, the sensorial path, using the different smell, scarf or cloth, starts.</p> <p>NOTE about the sensorial path: it consists in stimulating participants senses in different ways (e.g. caress their body with soft scarf or clothes, bring agreeable smells near their nose, make a soft sound near their hears,...)</p> <p>After this phase, participants are moved in the sitting position still on the floor and the next activity (fears, expectations and contributions) starts.</p>

EXPECTATIONS, FEARS AND CONTRIBUTIONS

My fears and expectations through drawing!

Tool details:

Title	My fears and expectations through drawing!
Tool type	Fears, expectations and contributions sharing
Tool topic/s	Getting to know each other and group creation
Aim	To share within the group the fears and the expectations toward the experience
Material needed	Paper A4, pens and markers
Duration	40 minutes
Description	<p>NOTE: this activity is the continuation of the previous activity "Welcome Ceremony".</p> <p>Participants are still blindfolded sitting on the floor, trainers pass among them and put in front of them two pieces of paper A4 and one pen or marker in between.</p> <p>When every body is sitting and with the A4 papers in front, the next step is explained: the paper on the right side represents the fears while the paper on the left side represents the expectations toward the project. Participants are asked to draw in the right paper their fears and on the left paper their expectations.</p> <p>Then one trainer starts moving among participants and remove, one by one the blindfold, asking to briefly present the fears and the expectations.</p> <p>When every body has presented, trainers close the activity.</p>

TEAM BUILDING ACTIVITIES AND GROUP DYNAMICS

Rope-Blindfolded: let's create a square!

Tool details:

Title	Rope-Blindfolded: lets' create a square!
Tool type	Work in groups
Tool topic/s	Team Building and Group dynamics
Aim	To make participants interact, to develop the cooperation, to stimulate the active listening, to reflect about disability
Material needed	xxx long ropes (according to the number of groups)
Duration	30 minutes
Description	<p>Participants are divided in different groups (each group approximately 5 people) and blindfolded.</p> <p>One of the trainer explains that the task of each group is to create a perfect square with the rope.</p> <p>Participants of each group should cooperate and find the way to create this perfect square.</p> <p>When the activity is over participants are asked to check the squares realized by the other groups and the second activity of the team building, "Babel Tower with Lego" is explained.</p>

Babel Tower with Lego

Tool details:

Title	Babel Tower with Lego
Tool type	Construction, communication exercise, group building activity
Tool topic/s	Team Building and Group dynamics

Aim	To make participants interact, to develop the cooperation, to stimulate the active listening, to reflect about disability
Material needed	Building bricks pieces
Duration	30 minutes
Description	<p>Participants are still divided in the same groups of the previous activity "Rope-Blindfolded: let's create a square!".</p> <p>One of the trainers distributes the building bricks pieces in equal number to each group and explains the task of the next activity: in each group there will be two person blindfolded and one mute. The task is to build the tallest and the most beautiful tower with the building bricks pieces at disposal.</p> <p>In each group the mute person is the instructor that should pass the orders (finding different ways to communicate not verbally) on how to build up the tower to the other people of the group (not blindfolded or mute), the others that can talk and see should afterwards pass the instructions to the two persons blindfolded that are the builders, that should build up the tower.</p> <p>Then the competition starts and each group has at disposal five minutes to create the tower.</p> <p>Two rounds are played and after each round participants of each group are invited to check (see and touch) the other groups' towers.</p> <p>The next step is the debriefing in plenary.</p> <p>Key-questions for the debriefing:</p> <ul style="list-style-type: none"> • What happened during the activity? • How was the cooperation within the group? • Did you actively listen at the others advices? • Did you launch proposals or did you follow the other advices? • Did someone take the leadership during the activity? • What are the strategies that you adopted? • Why did we play this activity?

SPACE AND MOVEMENTS

Free walking in the space

Tool details:

Title	Free walking in the space
Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	music
Duration	10 minutes
Description	<p>Participants enter the work shop room and one of the trainers explained that they have to walk in the space.</p> <p>They have to freely walk perceiving entirely the space and they should imagine that the room is a lifeboat, so they have to be well distributed in the space.</p> <p>NOTE: it's also possible to add a work about the walking rhythm and intensity. In this case the trainer should present different sounds (like clapping the hands or whistle ...). Each sound correspond to a different rhythm (fast, normal, slow, stop ...). Participants should keep walking in the space and every time that a different sound is produced, they should change rhythm and intensity.</p> <p>NOTE: is very important to take care about safety of all participants while they are moving. A possible strategy to avoid crashes between participants, is to use the "stop" instruction when appropriate, or to limit fast movements in short time periods</p>

Walking and shaking the hands

Tool details:

Title	Walking and shaking the hands
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Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	music
Duration	10 minutes
Description	<p>Participants are walking in the space. They have to freely walk perceiving entirely the space and they should imagine that the room is a lifeboat, so they have to be well distributed in the space.</p> <p>Then one of the trainers explains that the next step, while they are keep walking, is to meet someone and shake his/her hand.</p> <p>NOTE: it's important to remark that the activity should be taken seriously and that each one should take a proper time to meet another person and to shake his/her hand. This is the first physical contact with the other people and for this reason we should take a great care when we are entering in contact with the others.</p>

My name - your name

Tool details:

Title	My name - your name
Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make the group refreshing the names; to make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	music

Duration	10 minutes
Description	<p>Participants are walking in the space.</p> <p>They have to freely walk perceiving entirely the space and they should imagine that the room is a lifeboat, so they have to be well distributed in the space.</p> <p>Then one of the trainers explains that the next step, while they are keep walking, is to meet another person and to say his/her own name.</p> <p>The second step in the activity, when they meet another person, is to say the name of the other.</p>

Something I feel

Tool details:

Title	Something I feel
Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	music
Duration	10 minutes
Description	<p>Participants are walking in the space.</p> <p>They have to freely walk perceiving entirely the space and they should imagine that the room is a lifeboat, so they have to be well distributed in the space.</p> <p>Then one of the trainers explains that the next step, while they are keep walking, is to meet someone and to tell to the other person something personal she/he is feeling.</p> <p>NOTE: it's important to remark that the activity should be taken seriously and that each one should take a proper time to meet another person and to share his/her own feelings. This is the first time when participants are sharing something personal and for this reason we should take a great care when we are entering in contact with the others.</p>

Finger to finger

Tool details:

Title	Finger to finger
Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	music
Duration	10 minutes
Description	<p>Participants are walking in the space and then when the trainer says stop the couples are created (with the person that is next to the other person).</p> <p>One of the trainers explains that the two persons should stand one in front of the other being in contact with one finger.</p> <p>Then they have to start moving in space, BUT staying permanently in touch with the two fingers.</p> <p>After a while also the music starts and the couple should move in the space following the rhythm and dancing.</p> <p>NOTE: a possible evolution of this activity is guiding the other person putting an hand on his/her head. In this case one person in the couple is the conductor, in charge to decide the movements, while the other is the follower. After a while the roles change and the conductor becomes the follower and the follower the conductor.</p>

Molecules

Tool details:

Title	Molecules
Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop

Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	music
Duration	5-10 minutes
Description	<p>One of the trainers explains the rules of the activity and how molecules work, moving in the space and being attracted by the other molecules: participants are walking in the space and when they hear a clap and a number they have to join other people (the number of people corresponds to the number said by the trainer) and stay as closer as possible with their body. With the following clap they should keep walking.</p> <p>The activity will follow in this way.</p>

Animal Shape

Tool details:

Title	Animal Shape
Tool type	Group activity based on movement and interaction: this activity is preparatory for the work that will be done during the theatre and dance workshop
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
Material needed	/
Duration	15 minutes
Description	<p><u>Step 1:</u> participants are divided in four groups. The task of each group is create the same shape of the object said by the trainer (e.g. a boat, an helicopter, a pyramid ...).</p> <p><u>Step 2:</u> the four groups are merged and two groups are created. The task is the same.</p> <p><u>Step 3:</u> the two groups are merged and one group is created. The task is the same.</p>

	<p>NOTE: this activity is not working in case of total blindness. In this case we suggest a variation of the activity:</p> <p><u>Step 1</u>: participants are divided in groups of four.</p> <p><u>Step 2</u>: trainers explain that the task of each group is create with bodies of participants the shape of the object said (e.g. a boat, an helicopter, a pyramid ...).</p> <p>NOTE: each group will have 2 minutes to discuss the strategy for doing the shape and a smaller time to reproduce it (e.g. 20 seconds).</p>
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Thursday 17th APRIL 2014 – 2nd DAY

TOPIC: CULTURAL DIFFERENCES AND INTERCULTURAL LEARNING

Music from different countries

Tool details:

Title	Music from different countries
Tool type	Group activity
Tool topic/s	Music and cultural differences, ICL
Aim	To reflect on the differences and similarities between the music coming from different countries; to reflect about prejudices and cultural difference
Material needed	Many music from different countries
Duration	30 - 45 minutes
Description	Participants are divided in 4 groups. One of the trainer explains that a competition is starting: different song/music will be played and each group should try to guess the country of origin of each song/music. The winner will be the group who guessed the bigger number of song/music.

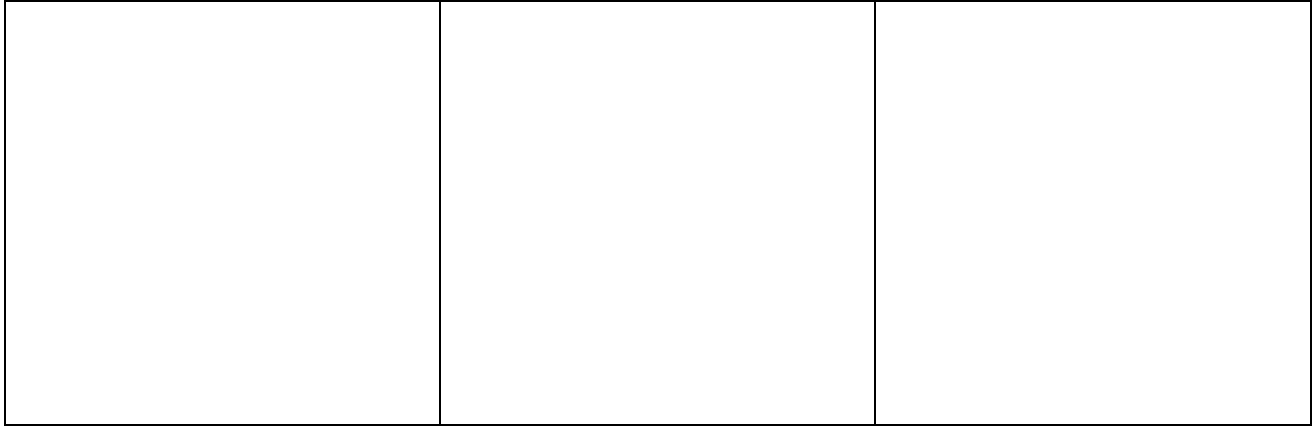
Shaping stories through Strip Cartoons

Tool details:

Title	Shaping stories through Strip Cartoons
Tool type	Work in group
Tool topic/s	Disability and Cultural Differences in approaching disability
	To make participants share one or more PERSONAL STORIES

Aim	related to disability belonging to their daily life and/or in their daily work
Material needed	/
Duration	120 minutes
Description	<p>One of the trainer divide participants in national groups (by country of origin) and presents the following tasks:</p> <p><u>Step 1</u>: within each group participants have to present one or more PERSONAL STORIES related to disability belonging to their daily life and/or in their daily work;</p> <p><u>Step 2</u>: participants have to analyse similarities and differences;</p> <p><u>Step 3</u>: participants have to choose one story that they think is the most representative;</p> <p><u>Step 4</u>: participants have to prepare the presentation using living pictures and strip cartoons</p> <p>NOTE: trainer should provide a brief explanation of what living pictures are and how the representation through strip cartoons is functioning.</p> <p><u>Step 5</u>: after all the groups presented the story a debriefing in plenary follows.</p>

EXAMPLE OF STRIP CARTOON



SEQUENCE 1

beginning of the story

SEQUENCE 2

climax of the story and of the action

SEQUENCE 3

closure(end of the story)

MUSIC and TEAM BUILDING

I listen you ... do you listen me?

Tool details:

Title	I listen you ... do you listen me?
Tool type	Ice breaker/Team building
Tool topic/s	Group creation and getting to know each others
Aim	To experiment trust
Material needed	/
Duration	20 minutes
Description	<p>In this activity each participant will be asked to explore the sounds that he/she can make through the body.</p> <p>After that, each one will choose a sound that will represent himself/herself and will use it to be introduced to the group. He/she has to ensure that the other members of the group have understood it correctly and that they reproduce this sound.</p> <p>This will be done with all the participants, so that everyone is introduced to the whole group using the sounds of the body.</p> <p>Finally, participants will choose the sounds that they like the most and they will reproduce them altogether.</p>

MUSIC – WORK ON THE BODY AND ON THE CHORUS

Harmony and Melody: to give and receive trust

Tool details:

Title	Harmony and Melody: to give and receive trust
Tool type	Team building
Tool topic/s	Group creation and getting to know each others
Aim	To experiment trust: to give it to the other people and to receive it from the other people
Material needed	/
Duration	60 minutes
Description	<p><u>Step 1: Introduction:</u> the facilitator gives the theory, some clues and some practical exercises to understand the difference between 2 concepts: the harmony and the melody.</p> <p><u>Step 2: work in groups:</u> the participants are divided in different groups (of 4-5 people each one). Each group is asked to work together to find a common musical background through the use of the voice, so as to form a choir. This choir will be the harmony, and will be used as the base to the emergence of a melody inspired by the emotions of the moment or the musical memory of participants.</p> <p><u>Step 3: sharing results:</u> the different songs created by the participants will be shared with the whole group, that will have the possibility to experience the work and emotions of the others and to compare it with their own musical creation.</p>

Friday 18th APRIL 2014 – 3rd DAY

VISIT TO IL MELOGRANO AND INTERCULTURAL LUCH

Visit to the day care centre Il Melograno

Tool details:

Title	Visit the day care centre il Melograno
Tool type	Informal activity and non formal education activities
Tool topic/s	To create new synergies with a group of local people with disabilities, who participated in the activities of the day care centre
Aim	To show to participants the local situation and the activities run with people with disabilities; to make participants interact with the group of locals, through the activities that they had prepared before to join the project
Material needed	The materials that participants brought to play and perform the activities
Duration	/
Description	<p>The Melograno day care centre aims to involve people with different types of disabilities, mainly mental diseases. It is a little centre with usually, approximately 12 beneficiaries and 2 social workers.</p> <p>The beneficiaries join the centre on daily base, participate in artistic workshops and run artistic and manual activities.</p>

PRESENTATION OF THE ACTIVITIES PREPARED BY THE NATIONAL GROUPS

Tool details:

Title	Presentation of the activities prepared by the national groups
Tool type	Group Work and presentation in plenary
Tool topic/s	Songs, games, dances and sport activities from the different countries; Cultural differences and ICL
Aim	To share within the group the songs, games, dances and sport activities from the different countries; to make another step forwards in the Intercultural Learning Process
Material needed	Music, instruments, paper markers, pens
Duration	120 minutes
Description	<p>During the Advance Planning Visit held one month before the project, the group leaders agreed to dedicate one entire afternoon to share songs, music, dances and sport activities from the different countries. For this reason each group, before to join the youth exchange, did some preparatory work: Italian group: preparation of a song - Belgium group: creation of a game - Spanish group: preparation of a dance - Bulgarian group: preparation of a sport activity.</p> <p>Then, during the project, each group will present what has been brought and prepared, involving also the youngsters of the other groups.</p>

Saturday 19th APRIL 2014 – 4th DAY

ACTIVE CITIZENSHIP THROUGH THEATRE AND MUSIC

Exchange of good practices and projects

Tool details:

Title	Exchange of good practices and projects
Tool type	Work in group using theatre and music
Tool topic/s	Good practices and projects in the field of inclusion and active citizenship
Aim	To make participants exchange the good practices and projects in the field of inclusion and active citizenship implemented in their own country and by their sending organization. Furthermore this activity aims to merge, from the methodological point of view, two of the tools already experimented by the group: theatre improvisation and short sketches with the music. In this way they could make a step forward in the use of these techniques.
Material needed	/
Duration	180 minutes
Description	<p>One of the trainer creates 4 groups (by country of origin) and presents the following tasks:</p> <p><u>Step 1</u>: within each group participants have to present one or more GOOD PRACTICES AND PROJECTS in the field of inclusion and active citizenship;</p> <p><u>Step 2</u>: participants have to analyse similarities and differences;</p> <p><u>Step 3</u>: participants have to chose one good practice or project that they think is the most representative;</p> <p><u>Step 4</u>: participants have to prepare the presentation using theatre improvisation and short sketches, combined with a work with the music (it can be just about rhythms or with a simple song). NOTE: trainer should provide a brief explanation on how it's possible to combine music and theatre while they are preparing the presentation.</p> <p><u>Step 5</u>: after all the groups presented the good practice or the project a debriefing in plenary follows.</p> <p>Key questions for the debriefing:</p>

	<ul style="list-style-type: none"> • What the projects/good practices were about? • Did you notice any similarity or difference among the projects/good practices presented? • Do you have something similar in your country? • Do you think it might be possible to export these projects/ideas in your country? • If yes, how?
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MUSIC and EMOTIONS

The rhythms of emotions

Tool details:

Title	The rhythms of emotions
Tool type	Construction/Communication practice
Tool topic/s	Non verbal communication
Aim	To demonstrate that there exists several, different types of communication and that there are also several ways to communicate non verbally
Material needed	Musical Instrumental
Duration	60 minutes
Description	<p><u>Step 1:</u> Musical instruments are distributed in the space and the facilitator explains to the participants that they can freely use them when the activity starts.</p> <p><u>Step 2:</u> facilitator tell everyone that the activity starts and participants take the instrument they choose. Facilitator choose a concept based on an emotion and the participants play the instrument according to this emotion. This will be done 5 times, using concepts as fear, joy, sadness, anger and surprise.</p> <p><u>Step 3:</u> participants will be divided in groups and asked to create a short musical composition based on each one of the concepts transmitted.</p> <p><u>Step 4:</u> each group will present to the other participants their musical composition and they can try to guess the emotion represented by of each part of the song.</p>

MUSIC and DISABILITY

The “sonorous” dialogue

Tool details:

Title	The “sonorous” dialogue
Tool type	Construction/Communication practice
Tool topic/s	Team Building/Learning Diversity
Aim	To share and experiment the different emotions about and toward disability
Material needed	Musical Instrumental
Duration	60 minutes
Description	<p><u>Step 1:</u> Musical instruments are distributed in the space and the facilitator explains to the participants that they can freely use them when the activity starts.</p> <p><u>Step 2:</u> facilitator makes a sound that represents the start of the activity and participants are asked to take an instrument and meet another participant in couples or groups of three (if there aren't enough instruments for everybody each group takes only one instrument).</p> <p><u>Step 3:</u> Then each member of the group plays a sound according to an emotion. The other members of the group try to guess the emotion expressed through the rhythms and intensity of the music. This can be used to express feelings experienced about and towards disability.</p>

Sunday 20th APRIL 2014 – 5th DAY

CONTACT DANCE – IMPROVISATION 1st step

Growing from the ground. Relaxation and Warm up

Tool details:

Title	Growing from the ground. Relaxation and Warm up.
Tool type	Movement and CI dance
Tool topic/s	Conscious breathing; proprioception; awareness of weight; warm up, authentic movement. NOTE: this activity is an example of relaxation and warm up as preparatory work for a CI session.
Aim	To allow participants to enter in a dimension of inner and active listening and bodily awareness. To create a sense of ease and prepare the body for the CI and interaction with others.
Material needed	Music (soft) Balloons (to use them for the next activity "Contact Balloon")
Duration	20 minutes
Description	<p>All participants in circle receive a balloon and blow it up. They leave the balloons along the borders of the room and find a comfortable place to lay down on the floor with face up. The trainer leads by voice a relaxation focused on conscious breathing, inner listening and bodily awareness in order to allow people to enter in a sensible attitude.</p> <p>The trainer invites to focus attention on the navel, encouraging participants to start doing little movements and slowly extend their limbs, hands, feet, fingers, head in order to activate the whole body.</p> <p>The trainer invites to pass from face up to face down exploring different ways to stay in contact with the ground and to slowly find a way to arrive in a standing position.</p> <p>NOTE: The trainer leading the relaxation always encourages participants to take their own time following their own body needs.</p>

Contact Balloon

Tool details:

Title	Contact Balloon
Tool type	Movement and CI dance
Tool topic/s	Bodily awareness, perception of their own and the other's body, interaction with others, body contact, trust, development and cooperation.
Aim	To explore physical and emotional boundaries through contact and movement, working on mutual body perception; to develop body availability and active listening.
Material needed	Balloons and Music
Duration	20 minutes
Description	<p>Each participant takes a balloon and the trainer proposes to explore freely the contact with the balloon by using different parts of the body and finding different ways of moving with it like doing a gently self message. After that the trainer invites participants to start moving in the space keeping the individual contact with the balloon and dancing with it.</p> <p>*Work in couple (one balloon for couple): one person standing in stillness and the other one exploring the whole partner's body by passing the balloon on the all body parts .The trainer invites to change the intensity of pushing. Inverse roles.</p> <p>*Work in couple (the same couples, one balloon): the trainer invites to explore mutual contact by using the balloon between their bodies. Each couple starts taking the balloon between hands and it is gradually encouraged to explore the mutual contact by using different parts of the body always keeping the balloon as a "rolling" object between them.</p>

Balloons game: don't loose it!

Tool details:

Title	Balloons game: don't loose it!
Tool type	Group activity based on movement and interaction and . Competition

	game.
Tool topic/s	Group interaction by competition and cooperation.
Aim	To make participants interact each other by a competition game based on cooperation. NOTE: this game, done during the CI session, is thought to pass from individual perception and partnering interaction to the group dimension.
Material needed	Balloons
Duration	10 minutes
Description	<p>The trainer tells participants that a competition game will start and ask them to divide in four groups. Each group chose a part of the body as its name.</p> <p>Two groups each time. The members of each group stay standing in line side by side with the back on the wall (in the same side of the room) having balloons between their hips. The goal of the game is to arrive first to the opposite wall and touch it with hands. Participants have to walk keeping among their hips the balloons and taking care they don't fall.</p> <p>In the final match between two winners the task is the same but they move forward on all fours.</p>

A unique body

Tool details:

Title	A unique body
Tool type	Movement and CI dance
Tool topic/s	Individual and group perception, interaction with the others, trust development, group feeling.
Aim	To work on the perception of our body and of the bodies of the other people in the space, passing from an individual/partnering connection to a collective one. To develop trust and active listening within the whole group.
Material needed	/
Duration	10-15 minutes.

Description	<p>The trainer explains participants that they have to create all together one single body lying on the floor collocating them in the room space. Some people is forming the head, some people the chest, arms, belly, and so on until feet.</p> <p>When everybody have found his own place forming a big body lying on the floor, the trainer invites participants to perceive themselves as parts of a single collective body. The leader starts to guide a wake up encouraging to move one part each time of this body, until arriving to activate all the parts. Participants are invited to perceive themselves as the cells of a common body moving and breathing simultaneously.</p> <p>They are encouraged to stay in contact, forming a compact mass in the centre of the room coming closer and closer following the same rhythm of breathing. (NOTE: the trainers inside take care that people in the centre do not feel pressed). At a given moment, with a common exhalation, the trainer invites participants to dissolve and form a circle.</p>

Finding balance

Tool details:

Title	Finding balance
Tool type	Movement and CI dance
Tool topic/s	Bodily awareness, body contact, mutual balance, contact points, trust development, cooperation.
Aim	To explore physical and emotional boundaries through contact and movement, working on mutual body perception and balance. To explore fundamentals of CI dance.
Material needed	Music
Duration	30 minutes
Description	Trainers form couples making sure that a sighted or partially sighted participant is one of the partners. Partners sit back to back and they have to find a way to stand up together and sit down again without losing the back to back contact and without using their hands. Try several times.

	<p>*Partners stand back to back giving weight to the other person and finding a common axis. They have to move together in the space by a mutual pushing, inverting the role of leader and follower when they want alternating stillness and movement.</p> <p>*Partners stand in contact side by side looking for a common axis. They have to walk together in the space forward and backward balancing weight and push among them to permit movement in some direction. They keep moving side by side adding the possibility to go down together on all fours always without losing side by side contact and stand up again in a common mutual balance.</p>
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Rolling Points

Tool details:

Title	Rolling points
Tool type	Movement and CI dance
Tool topic/s	Bodily awareness, body contact, mutual balance, rolling and contact points, trust development, cooperation.
Aim	To explore physical and emotional boundaries through contact and movement, working on mutual body perception and balance. To explore fundamentals of CI dance.
Material needed	Music
Duration	30 minutes
Description	<p>*Partners stand up in contact back to back. Each person imagines to have a ball in front of him/her at the height of the chest holding it with arms. Both partners start to move rolling on the partner's back until stay one in front of each other (so, one rolls on his right and other on his left). They explore rolling changing the direction when they want focusing on the different points of arms and back they are in contact while rolling.</p> <p>*At a given moment trainers invite participants to leave the imaginary ball and keep moving with the partner focusing on the different points of contact and rolling between them trying to stay in contact through their centre and start an improvisation dance.</p>

Jam and Sharing

Tool details:

Title	Jam and Sharing
Tool type	Movement and CI dance
Tool topic/s	Body contact, active listening, body expression, free movement and dance, improvisation.
Aim	To give participants a time to explore and reflect on what it has been done during the session and to enjoy a free improvising dance with others.
Material needed	Music; (balloons)
Duration	20 minutes
Description	<p>The trainers facilitate a gradual transition from the previous activity to a free contact dance in order the participants to explore and mix all the exercises done and techniques worked during the session trying to explore improvisation with different partners.</p> <p>*Trainers invite participant to stay in circle and lead some minutes of stretching (soft music).</p> <p>*Always in circle, trainers encourage participants to share feelings and sensations at the end of the session. (Key questions: how do you feel? Did you learn or discover something?)</p> <p>*Link with the afternoon activity about barriers and trust development.</p>

BARRIERS AND TRUST DEVELOPMENT

The flight and the Labyrinth

Tool details:

Title	The flight and the Labyrinth
Tool type	Trust activity
Tool topic/s	Barriers, internal, external and emotional; What are our barriers? How to overcome them?
Aim	To practically experiment what BARRIERS are (physical, architectonical, personal, inner, emotional)
Material needed	White ropes (simple rope, you can find in hardware shop), slack line, zip line (you have to buy one certificate or build one), one climbing harness, carabines, safety ropes (sport shop).
Duration	180 minutes
Description	<p>This activity can be developed with material at your disposal, the high level includes pro-material. The basic activity can be realized with simple material like ropes and recycle stuff. The meaning idea is to create one low ropes adventure park with many passages to make participants experiment and reflect on of: coordination, cooperation, trust activity.</p> <p>The trainer have to divide the participants in little groups (max 4 each).</p> <p>Trainer have to follow each group with a support of (1-2) facilitator.</p> <p>NOTE: the facilitator in each group is very important for participant safety.</p> <p>Then you can decide between 2 options:</p> <p>1-Give time limit for close the passages.</p> <p>2-Measure the time for give motivation to each group to close in shortest time possible.</p>

Monday 21st APRIL 2014 – 6th DAY

CONFLICT AND CONFLICT MANAGEMENT THROUGH THEATRE, MUSIC AND DANCE

My personal conflicts

Tool details:

Title	My personal conflicts
Tool type	Work in group using theatre, music and dance
Tool topic/s	Conflicts and conflict management
Aim	To make participants share and exchange one or more PERSONAL CONFLICTS belonging to their daily life. Furthermore this activity aims to merge, from the methodological point of view, three of the tools already experimented by the group: theatre improvisation and short sketches with the music and dance. In this way they could make a step forward in the use of these techniques.
Material needed	/
Duration	180 minutes
Description	<p>One of the trainer creates 4 groups (mixed by nationality) and presents the following tasks:</p> <p><u>Step 1</u>: within each group participants have to present one or more PERSONAL CONFLICTS belonging to their daily life;</p> <p><u>Step 2</u>: participants have to analyse similarities and differences;</p> <p><u>Step 3</u>: participants have to chose one conflict that they think is the most representative;</p> <p><u>Step 4</u>: participants have to discuss and propose possible actions to manage and solve the conflict;</p> <p><u>Step 5</u>: participants have to prepare the presentation using theatre improvisation and short sketches, combined with a work with the music (it can be just about rhythms or with a simple song) and dance (it can be a simple movements in the space and contact improvisation)</p> <p>NOTE: trainer should provide a brief explanation on how it's possible to combine music, theatre and dance while they are preparing the presentation.</p>

	<p><u>Step 6</u>: each group should present the conflict and the solution they would like to propose;</p> <p><u>Step 7</u>: after all the groups presented a debriefing in plenary follows.</p>
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EXAMPLE OF A WAY TO REPRESENT THE STORY

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SEQUENCE 1

beginning of the story

SEQUENCE 2

climax of the story
conflict explosion

SEQUENCE 3

possible conflict solution

SEQUENCE 4

closure(end of the story)

CONTACT DANCE – IMPROVISATION

Couples from the circle

Tool details:

Title	Couples from the circle
Tool type	Movement and CI Dance
Tool topic/s	Bodily awareness, trust development, active group listening.
Aim	To allow participants enter into the contact session and in a dimension of active and sensitive listening. To form couples who will work together in contact in the next mutual warm up activity.
Material needed	Music (soft)
Duration	10 minutes
Description	Participants stand in circle holding hands and the trainer explains the way they are going to form couples. One person, when he/she feels, enters in the circle with closed eyes and the circle closes behind him/her. The person inside the circle moves freely with closed eyes towards the borders of the circle until meet someone who will be his/her partner. The couple formed remains out of the circle that is getting smaller and smaller until the creation of the last couple. Each couple finds a place in the working room.

From skin to bones. Mutual warm up

Tool details:

Title	From skin to bones. Mutual warm up.
Tool type	Movement and CI Dance
Tool topic/s	Warm up; perception of the own body and the other's body; bodily availability. NOTE: this activity is an example of mutual warm up as preparatory work for a CI session.
	To warm and activate body by a mutual touch preparing body for the

Aim	session. To explore physical and emotional boundaries through contact. To live the experience of "giving" and "receiving" different kinds of touch.
Material needed	
Duration	20 minutes
Description	<p>Work in couples. The couples are spread in the room.</p> <p>One person stands in stillness (with closed eyes if he/she prefers) receiving the touch of the partner guided by the trainer who is showing by doing the same with another participant or trainer.</p> <p>The trainer invites the receiver to be available to the touch and leads the active person into the exploration of the partner's body passing gradually through the three capes of the body (from head to toe) by different kinds of touch. The trainer invites to start from the skin, concentrating on body surface of partner by touching, stroking, rubbing. Then it's time for the muscular cape: press, knead and massage the partner in order to wake up his/her muscles. Finally the person offering touch focuses on bones and joints, exploring the skeleton by a gently manipulation till striking the partner who is encouraged to make some vocalization and sounds.</p> <p>Inverse roles.</p>

Axis and off-balance

Tool details:

Title	Axis and off-balance
Tool type	Movement and CI Dance
Tool topic/s	Fundamentals of CI. Bodily awareness, perception of the own body and the other's body, trust development, body axis and balance.
Aim	To learn to give and receive weight to the other person. To work on mutual trust.
Material needed	
Duration	10 minutes
Description	Individual work. Trainer invites the two partners of the couple to separate just for some moments to explore individually, in standing position (feet as far as the width of the hips), the sensation to be well

	<p>rooted into the ground. Trainer invites each participant to flex a little bit knees, feeling the soles of feet in contact with the ground and focusing on the axis (visualizing a thread passing through his/her own body that connects the ground to the sky).</p> <p>Trainer encourages each participant to move a little bit forward, backward and on both sides (without taking feet off the floor) experimenting off balance until it's possible without falling and come back to the centre.</p> <p>Work in couples. The trainer invites participants (the same couples of previous activity) to do the same together: one person explores off balance forward, backward and both sides, but this time there's the partner ready to welcome him/her weight with hands offering a support. Inverse roles.</p>
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Push and Pull

Tool details:

Title	Push and Pull
Tool type	Movement and CI Dance
Tool topic/s	Fundamentals of CI. Active listening, perception of the own body and the other's body, trust development, cooperation.
Aim	To make participants explore some CI techniques focused on mutual balance and cooperation in couples.
Material needed	
Duration	10 minutes
Description	<p>Work in couples.</p> <p>The two partners stand one in front of each other at the right distance to have the possibility to move towards one another joining the palms of the hands (without taking feet off the floor and just unbalancing forward). The trainer (always doing the exercise with someone) invites partners to do that and explains next step: when participants are close pushing one another by hands they take by the wrists and each one pulls unbalancing weight backward and flexing knees (always without taking feet off the floor).</p> <p>The trainer invites to do that several times and to find a smoothly way to pass from one position to the other, exploring the difference between mutual pushing and mutual pulling with partner.</p>

The Thread of Relationship

Tool details:

Title	The thread of relation
Tool type	Movement and CI Dance
Tool topic/s	Individual and group perception. Interaction with others. Mutual cooperation.
Aim	To develop active listening and mutual cooperation. To explore partner and group connection by moving and dancing.
Material needed	Threads about 50cm long (the type of material doesn't matter. It has to be flexible and light to take it between fingers). Music
Duration	10-15 minutes
Description	<p>Work in couples.</p> <p>Each couple receives a thread. The two partners have to take the thread between their fingers and to move freely in the space, BUT the thread has to be always tense!</p> <p>The couples have to explore the role of leader and follower and to improvise a free dance with the partner enjoying the presence of the thread. The music starts.</p> <p>One possible evolution of the activity is to stay in contact by thread and to dance passing from couples to trios, from trios to group of four people and more. It's interesting to explore the different connection by thread with only one partner and inside a group where movement of one person spreads through threads and the level of cooperation changes.</p> <p>One more possible evolution of the activity is to invite participants to stay all in contact by threads forming a long chain and feeling the connection within the whole group.</p>

Finger to finger

Tool details:

Title	Finger to finger

Tool type	Movement and CI Dance
Tool topic/s	Individual and group perception, interaction with the others, trust development
Aim	To work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening NOTE: this activity, already done in previous days, is thought as a development of the activity with threads.
Material needed	Music
Duration	10 minutes
Description	Work in couples. One of the trainers explains that the two persons should stand one in front of the other being in contact with one finger. Then they have to start moving in space, BUT staying permanently in touch with the two fingers. After a while also the music starts and the couple should move in the space following the rhythm and dancing. NOTE: The trainer invites participants to feel the different sensation between contact by the thread (where partners pull and keep a distance) and contact finger to finger (where partners push and move one towards the other)

Sliding down

Tool details:

Title	Sliding down
Tool type	Movement and CI Dance
Tool topic/s	Fundamentals of CI. Active listening, perception of the own body and the other's body, trust development, cooperation.
Aim	To make participants explore some CI techniques and explore different levels.
Material needed	
Duration	10 minutes
	The trainer invites participants to walk and move in the space following

Description	<p>their own time and rhythm. While they are walking they have to meet someone and one of them takes the initiative to go to the floor sliding down (slowly) the body of the partner until find a released position on the ground. The person who remains standing has to support the partner staying well rooted and accompanying his/her "fall" until the ground. Who is standing helps the other to stand up and all participants start to walk again in the space until meet another person and do the same several times.</p> <p>The evolution of the activity is to meet a partner while walking, holding him/her and sliding down together until arrive to the ground and lying in contact finding a way to cooperate and mutually support the gentle common "fall".</p> <p>The next step is to suggest participants to come back standing together using one of the two options already experimented during the previous contact session "Finding Balance": standing up back to back or taking by wrists pulling one in front of the other.</p>
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Rolling on the floor and "human belt"

Tool details:

Title	Rolling on the floor and "human belt"
Tool type	Movement and CI Dance
Tool topic/s	Fundamentals of CI. Active listening, perception of the own body and the other's body, weight awareness, trust development, cooperation.
Aim	To make participants explore some CI techniques and explore different levels.
Material needed	
Duration	20 minutes
Description	Trainers form couples according to height and weight making sure that a sighted or partially sighted participant is one of the partners. Then trainers explain and show the following exercise to do in couples: one person is lying on the floor face up and the partner enters in contact with his/her centre (navel) by one side, before by hands and then with his/her own navel gently lying on him/her giving the own weight (they had to form a cross).

	<p>At this point the person who is under starts rolling on the floor with his/her whole body and the person who is above is carried away from the other's movement. They try several times inverting roles.</p> <p>One possible evolution of this activity is the following trusting game, called "Human belt": participants are lying on the floor face down staying very close side by side. One person remains standing and when the "human belt" is formed he/she lies down perpendicularly (vertically) on them face down (staying in contact navel by back) with his/her arms stretched above the head. People start rolling on the floor in the same direction in order to move the person over them who is carried and "transported" until the end of the belt. This belt works and moves continuously: the first person stands up and goes over the belt when the other is passed over him/her and the person over takes place on the ground on the side of the last one lying. The game is over when all participants have passed over the belt.</p>
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Jam. Free dancing

Tool details:

Title	Jam. Free dancing
Tool type	Movement and CI Dance
Tool topic/s	Body contact, active listening, body expression, free movement and dance, improvisation.
Aim	To give participants a time to explore what it has been done during the CI sessions and to enjoy a free improvising dance with others. To explore physical and emotional boundaries through contact and movement.
Material needed	Music (and materials used during the sessions: balloons and threads)
Duration	10/15 minutes
Description	<p>The participants are invited to explore and mix all the range of exercises done and techniques worked during the session (and the previous one) including changing levels and the contact with the ground (trainers repeat what it has been done showing it fastly).</p> <p>A music to open and accompany a free dance starts and trainers invite participants to enjoy a contact jam and a time for free expression, exploring improvisation with different partners and feeling connection</p>

	with the whole group. Participants can also use the balloons and the threads.
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Tuesday 22nd APRIL 2014 – 7th DAY

INTERACTION WITH THE LOCAL COMMUNITY

Treasure Hunt

Tool details:

Title	Treasure Hunt
Tool type	Work in little group – team building
Tool topic/s	Good practices and projects in the field of inclusion and active citizenship, intercultural connection
Aim	To create a possible interaction between participants and local inhabitant, discover the local area
Material needed	paper, balloon, markers and one map of the area
Duration	From 2 hours to 4
Description	<p>This activity is conceived to create integration within the group of participants through the division in little international groups. The trainer have to find a good way to divide the big group in little groups.</p> <p>Then each group receive a different colour. Each group has to follow the instruction until the end of the activities.</p> <p>The trainer give the first assignment to each group with the first information (paper 1)</p> <p>NOTE: the trainer, with the support of co-trainer and facilitators have to prepare in advance, with the support of one map, the different meeting points where each group can find the next info paper with assignment explaining how to arrive to the next meeting point.</p> <p>* You have to decide what is good put on info paper (example: find an egg, meet local young and share a song.....). Important is to write clear and simple.</p> <p>* You have to calculate to join each meeting point, approximately 20-30 minutes.</p> <p>*The activity can be close at the end sharing within the group the result of the work done (e.g. showing the video realized during the treasure hunt or showing the songs and dances learn).</p>

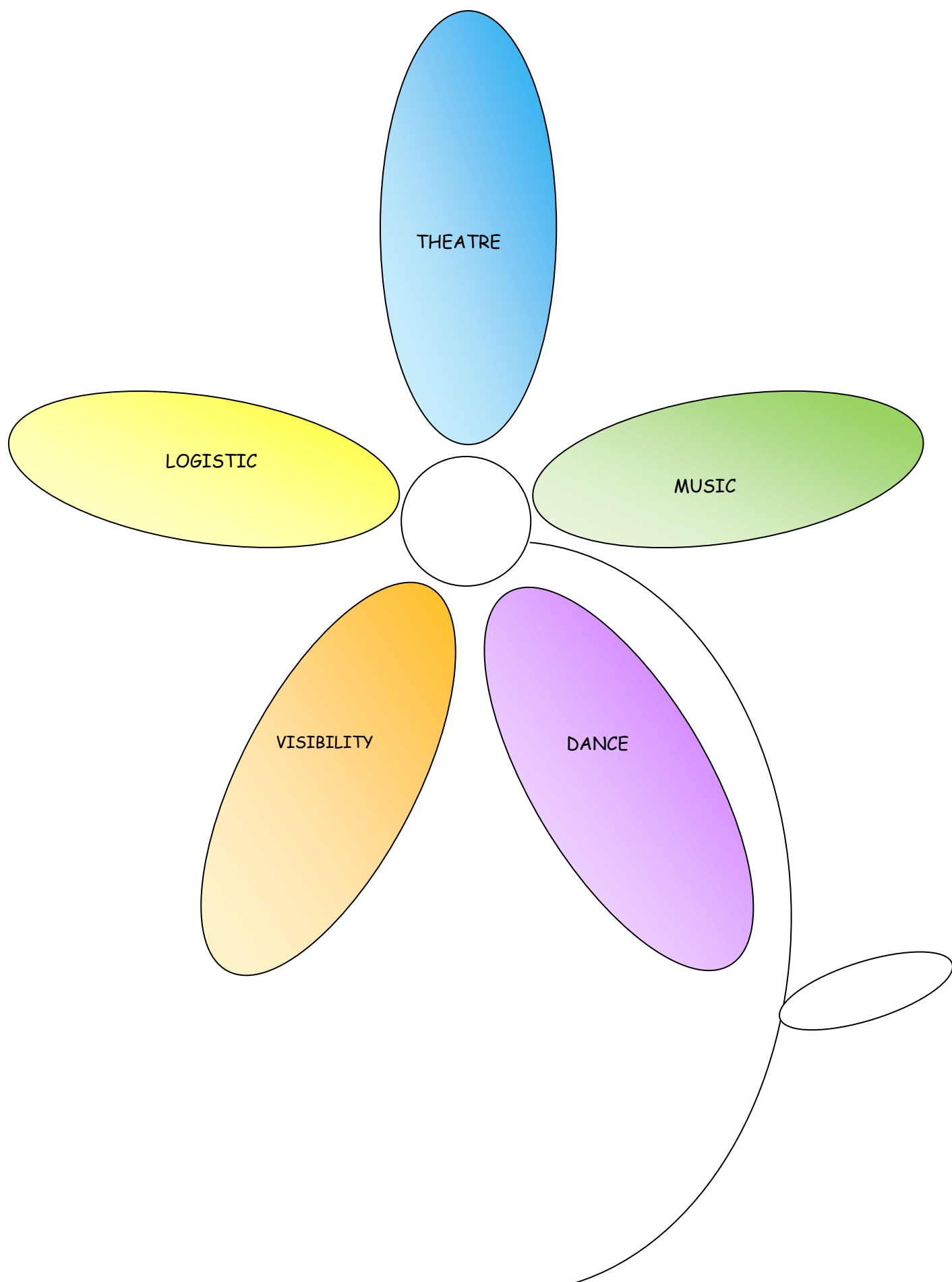
Wednesday 23rd APRIL 2014 – 8th DAY

COMPETENCES DEVELOPMENT

Group division

Tool details:

Title	Group division
Tool type	Group division
Tool topic/s	Preparation of the final event
Aim	To divide participants according to their field of interest
Material needed	A long rope
Duration	45 minutes
Description	<p>One of the trainers explains that now the preparation of the final event is starting and that there will be the possibility to merge and combine all the things learnt and experimented.</p> <p>Participants will have the chance to join the group they are mostly interested in working in. The groups are: theatre, dance, music, visibility and logistic.</p> <p>Setting: in the ground is draw with the rope a big flower, each petal representing one of the groups. The stem of the flower is representing the final performance title: "Crossing Barriers".</p> <p>Participants are invited to take position and to decide in which group they want to work.</p>



Activity implementation and sharing in plenary

Tool details:

Title	Activity implementation and sharing in plenary
Tool type	Work in groups
Tool topic/s	Preparation of the final event
Aim	To develop the work of the different groups and to merge it
Material needed	/
Duration	180 minutes
Description	<p><u>Step 1</u>: each group will develop its work: theatre, dance, music, visibility and logistic;</p> <p><u>Step 2</u>: the groups should start to interact, to check what they need from the other groups (e.g. the dance a rhythm from the music group, the theatre some movements from the dance group or the theatre something from the logistic group ...);</p> <p><u>Step 3</u>: the groups meet in plenary and it's foreseen the sharing of the work done;</p> <p><u>Step 4</u>: merging of the work done by the different groups to create the final performance.</p>

FINAL EVALUATION

Tool details:

Title	Final Evaluation
Tool type	Group Work - Evaluation through positioning in the space
Tool topic/s	Final evaluation of the project
Aim	To evaluate the entire project with participants
Material needed	One long rope
Duration	45-60 minutes
Description	<p>A long rope is put on the ground so to create one long line. Participants are asked to join the rope and to be on line touching the rope with their feet.</p> <p>Rules for the evaluation: every time a different question will be launched a participants can take position in the space: the space on the right side of the rope is the negative, while the space on the left side of the rope is the positive. More they liked or dislike something and more extreme could be their positions.</p> <p>Different questions:</p> <ol style="list-style-type: none"> 1. How was the food and lodgement? 2. How did you perceive the group dynamic? (in term of communication and cooperation) 3. How was the level of exchange between participants? 4. How were the activities? <p>NOTE: at the end of the evaluation is also delivered a questionnaire with some key-questions. The model with the questions is at the end of this page.</p>

HAND OF THE QUESTIONNAIRE WITH THE KEY QUESTIONS

WE WOULD LIKE TO ASK YOU FEW QUESTIONS TO IMPROVE OUR FUTURE PROJECTS. YOUR CONTRIBUTION IS VERY IMPORTANT FOR US.

- 1. What did you expect to learn in this experience and what have you actually learn?**
- 2. How your perception of disability has changed after this experience?**
- 3. How your autonomy and self confidence have grown after this experience?**

HAND OUT ABOUT METHODS

HAND OUT ABOUT NON FORMAL EDUCATION, SHORT SKETCHES, THEATRE AND DISABILITY

Non-formal education is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum, it's flexible, learner-centred, contextualized and based on the promotion of participatory approaches.

The basic idea is that there are not teachers who are delivering the information to students who are receiving them, but facilitators and experts that create a **shared learning path**, encouraging the exchange of knowledge with and among the learners/trainees. This approach facilitates the self-esteem raising, the development of the self confidence and ensure the personal empowerment.

Non formal education is based on the "**learning by doing approach**", where specific aims are well fixed and clearly defined in each activity proposed so to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing and that we all learn different things in different moments and in different spheres of our life. For this reason is important to propose a **life-long-learning approach**, able to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.

Non formal education is a powerful tool to make the young people interact, to break down barriers, to build up trust, develop the cooperation within the group and enhance the interaction in heterogeneous groups, with youngsters with and without disabilities.

Through the non formal education working methods is possible to create an horizontal interaction among young people and encourage the exchange of feelings, feed backs, experiences and knowledge. It's possible to give value to the different competences know how and to explore the idea that each person has different abilities that have to be appraised.

Youth exchanges are an important stage for the young people personal development, being based on the exchange, in a peer perspective, of knowledge and skills. The aim is to ensure the individual and group learning experience and to facilitate the creation of a common path based on the promotion of intercultural learning.

Under this perspective, "The Perfect Match" was grounded on the idea that participants, group leaders and experts were mutually learning from each others and that the active participation was the "key" word in the entire process.

In this perspective, during the project, the swap of technical knowledge and tools has been steadily encouraged and the different learning approaches constantly stimulated and evaluated. A specific attention has been also dedicated to the different learning processes, to the individual learning styles and to the specificity of the individual skills.

The interactive methodologies that we proposed come from the combination of non formal education, theatre and short sketches, music and contact improvisation dance: all of them foresee the active involvement of participants in each stage of the process and promote the horizontal exchange of competences.

We decided to combine non formal education, theatrical techniques, short sketches and improvisation to approach the issues of disability, because of their expressive power and to their capability to touch, as a direct channel, different target groups, coming from different backgrounds and life' experiences. These methods can be also used to raise awareness, to exchange pass positive messages, actively promoting the value of differences and creating new forms of participation in society.

HAND OUT ABOUT MUSIC AND DISABILITY

Music is a pre-verbal language that uses sounds and rhythms to express feelings in a fast and effective way and amplifying emotional states. Music thus corresponds to the language of emotions and therefore is able to translate moods that could not be expressed verbally.

It is **accessible to all** and facilitates the opening of communication channels as a flexible instrument that is transformed and adapted to the needs that arise from moment to moment.

The "Perfect Match" project has therefore made use of this tool in order to give voice and sound to the stories of participants, to create contexts of sharing and participation among groups of people from different countries, and to reduce the distances between youngsters with visual impairment and youngsters without them. It is as if the music indirectly widens communication skills enabling the individual to easily overcome language, cultural, gender barriers since it is based on a universal code which is one of the emotions (the rhythms of human emotions or biological ones such as heart or breathing are common to all human beings!).

Participants with visual impairment could also share their refined listening skills and vocal production, which they have strongly developed in their lives. So they met participants with different perceptual characteristics, and they have exchanged, through the experiences and activities proposed, their strengths. In the same time music have been a powerful tool to also express feelings of discomfort and difficulties related to the contact and relationship with the disability experienced and perceived. For both the reasons music is a suitable path adapted to the promotion of **education for diversity**, encouraging the development of the different and individual perceptions and imageries and enhancing the description of the different life experiences.

Even in informal moments the music is a background or backdrop for the everyday life, because describes the bonds between individuals during the period of time in which they are sharing the same spaces and places, of their stories and experiences, unique and unrepeatable.

The music was inherently **cathartic** for its ability to cause dis-inhibition, leading to the discovery of individual and group **creativity**, or induced states of relaxation. All of these factors help to create a pleasant atmosphere of exchange and trust. Music is a privileged instrument for **team building** activities, where groups of people, who have the aim to create a composition, coordinate themselves establishing and accepting constraints and rules. Where one participant becomes a support for the individual expression of the other (as Harmony does with Melody!) gaining the ability to give and receive trust, which is essential for civil and peaceful coexistence in a small group or a community that experiences the emotion of sharing and joy.

HAND OUT ABOUT CONTACT IMPROVISATION DANCE AND DISABILITY

Contact Improvisation is a dance in which points of physical contact between two or more people provide the starting point for exploration through movement improvisation.

It's a "social dance" and a partnering language based on touch, feeling and senses. Its central characteristic is a focus on bodily awareness and mutual listening and connection rather than sense of sight and consciously controlled movements. This fact suggests that it may be a particularly easy and apt form of dance for an international group formed by sighted, unsighted and visually impaired young people experiencing non formal education and artistic methodologies to tackle disability.

Why Contact Improvisation (CI)?

- * To explore physical, mental and emotional barriers culturally imprinting the way to move, feel and interact. Within a path of sharing skills to experiment and face boundaries, CI aims to improve non verbal communication making participants able to manage with their possible fears and shame related to contact, touch and body expression.
- * To expand senses and bodily awareness in a creative, partnering, collective way. Not being based on the sense of sight but on mutual feeling, CI aims to improve bodily exchange and free movement also for unsighted people which have often tendency to make defensive, repetitive and minimal gestures and to stay in a constant light muscular tension and readiness to withdraw from accidental bumping and contact into things and people.
- * To improve integration: body/mind integration at individual level and group integration through the creation of a sensible space of sharing and empathy focused on body experience (passing from proprioception to partnering and group activities).
- * To explore physically and emotionally the experience of to "give" and "receive", "offer" and "welcome", "act" and "react", "initiate" and "follow", "trust" and "listening". CI sessions are a space of intercultural and interpersonal exchange and learning through body language.
- * To acquire basic skills of practice to enjoy improvising dance with a partner or more people and go beyond the idea of being able/not able to dance, exploring the responsibility for "self" and "other" and playing with bodily cooperation, mutuality and reciprocity.
- * To offer the possibility to learn through the body and expressive movement and to acquire skills useful to manage barriers and relations in daily life.

Premise

- * Work with a group of participants who have already spent several time together and have shared no formal activities. The previous ones focused on music, movement and body expression are the preparatory ground to start the exploration in CI.

For a group which is not used to dance and physical contact it's very important to create the right ease to enter gradually into the contact and prevent any kind of "trauma". That's the why it's good to dedicate a large part of the session to relaxation and warm up and it's advisable to arrive to the direct physical contact by using previously some materials, as balloons, to interact in couples. Anyway it's necessary to adapt CI sessions to the group target and managing the response of participants.

* Work in a space that the group already knows and have lived. Unsighted people can orientate their selves easily.

Requirements

A space quite silent and warm. Comfortable clothing allowing a full range of motion. Participants preferably barefoot.

Pc with speakers.

Structure

Each session includes:

* Guided Relaxation/Warm up

* Work with fundamentals and technique (floor work, weight sharing, rolling, falling, supporting, off and counter balance, inner listening, trusting, improvising), mostly in couples.

* Exploration of skills acquired and free dance improvisation

* Closure: stretching and sharing

NOTE for trainers (valid for the all CI activities):

During CI sessions it's useful to show the exercises proposed during, doing them in couples and it's important always have a general view on the group passing among people to suggest, help and take care that everybody, according to their possibility, are following the activity. It's also advisable for the trainers remark that:

* there's not a right way to move, but a respectful one, according to the own body's and the other one's comfort and possibilities, without forcing neither performing.

* we don't have a judgment attitude and we don't have to demonstrate nothing. The session is a space of personal and common exploration and expression.

* if someone is feeling not comfortable during some contact activity, feel free to tell that to the partner or the trainers to manage it during or after the session.

TIPS FOR FUTURE PROJECTS

- identify since the beginning reliable partners: be sure that each one will be able to be involved in each phase of the project and that will follow all the required steps;
- identify a specific type of disability and be focus on that: read informative material, tool kits and above all, meet people with disability and ask them;
- include an expert in the Pool of Trainers - PoT: it's fundamental to have an expert in the type of disability you want to explore, this will facilitate the definition of more targeted activities and will ensure the active participation of every body (with and without disability);
- organize the Advance Planning Visit - APV: in the case of youth exchanges, is extremely important to organize the APV, it will help a lot to Exchange among the group leaders and the team the aims, objectives, working methods and expected results;
- organize a logistic check: for all the projects make a logistic check before the beginning of the activities so to be sure that you well know the place, its' facilities and if it's needed to adapt the agenda to specific logistic issues;
- ensure a coherent work of the PoT: the Pool of trainer has to work together since the very beginning of the project. Trainers, facilitators and experts should actively participate in each phase of the activity (preparation-implementation-evaluation);
- define the agenda and the working methods: the Pool of Trainers - PoTs should dedicate the proper time to define the agenda and to structure the different activities. It's important to exchange information, publications, material and tool kits as also to detailed discussed about the working methods we want to apply in each phase of the project;
- ensure a correct group preparation before the project: the different groups (in the case of youth exchanges) before the beginning of the project, should be well informed and motivated to participate. Different meetings should be run among the sending organization, the group leader and participants so to fulfil the tasks of the preparation phase and to enhance interest and engagement;
- identify in detail the participants' profile: the profile should include experiences, motivation and specific needs. This will facilitate the preparation of the activities and will give the possibility to adapt them to the different needs;
- ask the sending organizations to provide specific details on the type of disability: in each type of disability there are different levels and shades, that imply also different levels of autonomy;
- organize the orienteering on the arrival day: it's fundamental to ensure the every body independence for the entire duration of the project. Each group leader, together with the group accompanying person, should support their participants to get acquainted with the surroundings (activity space, logging space,...). Each group is free to choose the

ways/techniques that its participants estimate more appropriate in order to make them comfortable in the space;

- organize a double check for special needs and language issues on the arrival day: it will help a lot to understand the level of English of participants and their level of independence. It will facilitate also the adaptation of the different activities, that were already planned, to the participants needs;
- be ready to adapt the activities: in case of scarce or poor level of English, be ready to adapt the activities, using simultaneous translations and non verbal communication;
- be flexible: a project is composed by people! For this reason it's fundamental to work with them and to be ready to listen at the different needs and to adapt the agenda or some working methods. The final aim is not to keep a "frozen" agenda but to make everybody in condition to actively participate and take benefit from the experience;
- be supportive, not overprotecting: when we meet for the first time young people with disabilities, we might act, in an unconscious way, in an overprotective way. For this reason is important to know the specific profiles and types of disability. In any case treat people as human beings and if you are not sure of something, just ask!

COMMENTS FROM PARTICIPANTS

I didn't know what I will discover. I'm satisfied. I learnt a lot of things about myself, about my emotions, my reactions, my barriers with the disability, about the stereotypes. Through the dance and the sing I expressed a lot of things. I learnt to share simply moments with the others, to broke the barriers and enjoy the moments life.

I didn't know it's possible to live emotions with artistic activities, I'd like to bring what I have learnt in these experiences into my life. These activities gave me a positive feeling. I have discovered myself, for example during the dance activity I felt my body and it's been very good, I didn't know that my body existed ... I have grown a lot after this experience.

Actually, being Visually Impaired myself I didn't SEE anything new. But this time I took part in activities that I'm not particularly good at all, and I liked them. This is how I discovered something new about my visual problem.

I got new respect for those people. The blindfolds and the dinner in the dark made it possible to be aware of the problems blind people have to face everyday.

My physical autonomy increased, as well as my non verbal language skills. Since I didn't meet big prejudices in the other people, I could express myself freely.

Now I see disability, and especially visual disability, like something more "normal" because blind people improve their other senses and they manage to do a lot of "normal" things and in this way they overcome their limits.

I expected to meet new people and learn new ways of communication verbal and not verbal. Thanks to this project I learned how to manage some of my problems related to my capacity of communication with others.

This project has been really a great idea, sharing everyday life is perfect to understand blind people's world and needs, being literally in their shoes. I have participated to several projects and that was the most useful one. Great job.

I'm impressed from the disable people cause they have limits in their common day but they overcome it. I have to learn from the fighting person. I want to thank the camp leaders their job because they work hard every day.

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