

WAVES

*NFE Tools and Body Awareness
for Inclusive Youth Projects*

TOOLKIT OF THE
TRAINING COURSE

22ND - 28TH MARCH 2019

CASA LABORATORIO IL CERQUOSINO, MORRANO,
ORVIETO ITALY



Erasmus+





Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

WAVES

NFE Tools and Body Awareness for Inclusive Youth Projects

22nd – 28th March 2019

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY



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GENERAL BACKGROUND

In 2013 Lunaria defined and launched a **medium term strategy about disability** to promote inclusion and active participation of people and young people with different abilities and forms of impairments.

The strategy, targeted to young people, youth-social workers, local organizations and NGOs, is grounded on the main idea that the aim is not to “integrate” people with disability. On the contrary, the aim is to give value to the different skills and abilities in order to activate new forms of participation and understanding.

The main **priorities** within this strategy were and are:

- to develop among young people a better understating of what disability is
 - to promote the idea of “different abilities”
 - to enhance the participation of young people within heterogeneous groups
 - to share good practices and to develop new tools for mixed-abilities groups
 - to empower the action of local, international organizations and NGOs in this field
 - to create a civil society network to promote inclusion and participation without borders
-

FOOD FOR THOUGHTS

Key questions

The following key questions have been the main pillars in the work done:

- How do we define disability and what stands behind our way of understanding it?
- Are prejudices or preconceived ideas influencing or affecting our way of acting when we meet people with disabilities?
- How do we use words and definitions?
- Do we use labels and what are the direct or indirect consequences?
- What are the barriers preventing us from a full participation and how to overcome them?
- How to develop tools really based on the target groups' needs and effective to enhance their full participation and involvement, having no one left out?

PROJECT DESCRIPTION

WAVES **aims** to develop tools and methods within the youth work framework to actively promote the participation of young people with intellectual disabilities in mobility activities and the interaction within heterogeneous, mixed-abilities groups.

WAVES is a pilot project, within the Erasmus+ programs, including four actions:

TRAINING COURSE

22nd – 28th
March 2019

ADVANCED PLANNING VISIT

22nd – 23rd June
2019

YOUTH EXCHANGE 1

20th – 27th
August 2019

YOUTH EXCHANGE 2

8th – 15th
October 2019



Aim:

TO DEVELOP TOOLS AND METHODS TO PROMOTE THE PARTICIPATION OF YOUNG PEOPLE WITH INTELLECTUAL DISABILITY AND THE INTERACTION OF HETEROGENOUS GROUP OF PEOPLE WITH DIFFERENT ABILITIES.

Tc

22nd - 28th MARCH

o TO CREATE A COMMON GROUND OF KNOWLEDGE FOR WHAT CONCERN INTELLECTUAL DISABILITY

o TO EXPLORE AND TEST HORIZONTAL AND PARTICIPATIVE APPROACHES BASED ON THE COMBINATION OF BODY MOVEMENT & NFE

o TO DEVELOP TOOLS AND METHODS TO PROMOTE THE EXCHANGE AND INTERACTION OF HETEROGENOUS GROUPS

APV

21st - 23rd JUNE

o TO GATHER THE FUTURE GROUP LEADERS OF THE YOUTH EXCHANGES TO PLAN & PREPARE THE UPCOMING ACTIVITIES



YE 1

20th - 27th AUGUST

o TO GATHER YOUNG PEOPLE WITH DIFFERENT ABILITIES AND FROM DIFFERENT COUNTRIES TO FAVOUR THE INTERACTION, THE EXCHANGE AND A BETTER UNDERSTANDING OF INTELLECTUAL DISABILITY

o TO PROMOTE BY USING BODY MOVEMENT AND NFE THE CONCEPT OF "DIFFERENT ABILITIES" AND GIVE VALUE TO DIVERSITY AND UNDERSTANDING

YE 2

08th - 15th OCTOBER

METHODOLOGIES USED

The activities implemented during the training course are set within the **non-formal education context and were mixed with body movement techniques.**

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, ... where young people meet ... to undertake projects together ... Non-formal education should also be:*

- voluntary based
- open and accessible to everyone
- organised learning processes with educational objectives
- participatory
- learner-oriented
- learner centred to acquire life skills and getting prepared for active citizenship
- based on active participation and exchange, both for individual and group
- holistic and process-oriented
- based on experience and action

FOOD FOR THOUGHTS

Body Movement Techniques

The **body** ...
is what all of us,
human being, have in
common

Body movement
is a tool to
**express
ourselves**

Body movement
is a tool to
**communicate
with the others**

Body movement
is a tool to
**overcome the
barriers**

Body movement
is a tool to
**cooperate with
the others**

Don't ask yourself "why" ...

Ask yourself "why not" ...

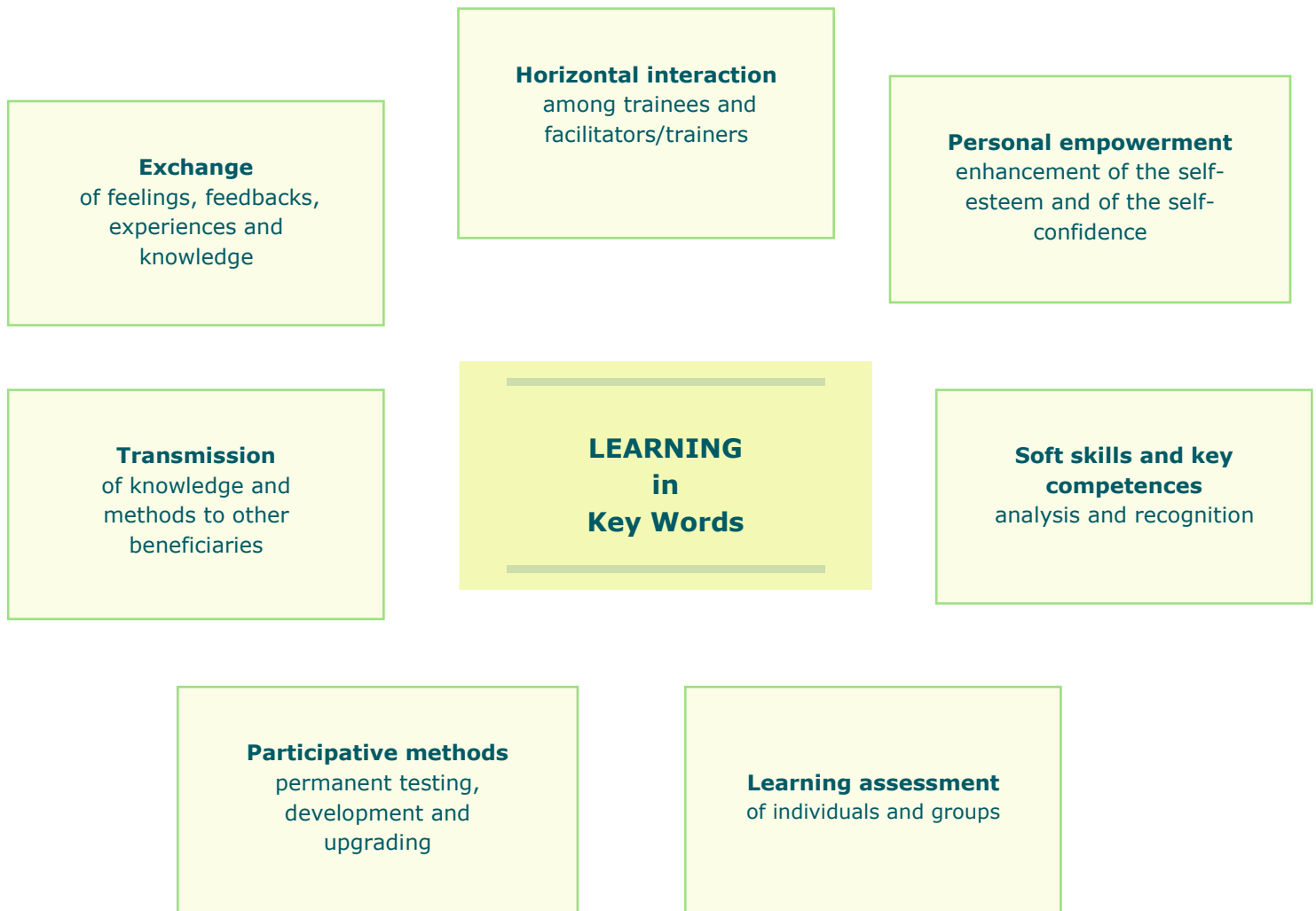
LEARNING

In the Non Formal Education, as well as in the Body Movement Technique we used in the training, **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life-long-learning-LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path:** among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility:** methods have to be re-adapted all along the process, taking into account the learning needs of the participants and of all the involved actors.

FOOD FOR THOUGHTS

Key words



HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in March 2019.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work to promote understanding, intercultural learning and inclusion, using participative methodologies.

OPEN FORMAT: WAVES project and the Toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and in new ones, not directly participating in the project.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING	NAME GAMES Name-movement Alphabetic order GETTING TO KNOW Eye and voice encounter Speed dating EXPECTATIONS Sketch it!	ME AND MY BODY Discovery ME AND THE OTHERS One step forward TARGET GROUP Draw your target	BARRIERS 1 Cross it! BARRIERS 2 Through my body BARRIERS 3 Tell it with a photo BARRIERS 4 Different types	POWER 1 My body-my voice POWER 2 Me, you, around	APPROACHES Moving debate FACILITATION Act it out	WiA - WAVES in ACTION 2 Workshop 1 Workshop 2	LEARNING WiA evaluation MORE IN DEPTH Open space
AFTERNOON	TEAM BUILDING Spider net DISABILITY Snowball BODY MOVEMENT Warm up	DIAGNOSTIC Cafeteria EXCLUSION Strip cartoon	CRITICAL THINKING Canadian box NGOs FAIR Gallery	TRUST Some steps in trust COMMUNICATION The Socks	WiA - WAVES in ACTION 1 Preparation	WiA - WAVES in ACTION 2 Workshop 3 Workshop 4	FINAL EVALUATION Stations Circle of words

ACTIVITIES INDEX

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 14, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Intercultural Learning - indicated with: ICL
- Disability - indicated with: DI
- Methodologies Testing and Upgrading - indicated with: WiA

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	ICL	DI	WiA	
Act it out	X			X	61
Alphabetic order	X				18
Cafeteria		X	X		37
Canadian box		X	X		47
Circle of words	X	X	X	X	77
Cross it!	X	X	X		40
Different types			X		45
Discovery			X	X	28
Draw your target		X	X		35
Eye and voice encounter	X				20
Gallery		X	X		50
Me, you, around	X		X	X	53
Moving debate				X	59
My body-my voice				X	51
Name-movement	X				18
One step forward		X	X		30
Open space			X	X	75
Preparation			X	X	63
Sketch it!	X				23
Snowball		X	X		25
Some steps in trust	X		X	X	55
Speed dating	X				20
Spider net	X	X	X		24
Stations	X	X	X	X	76
Strip cartoon		X	X		38
Tell it with a photo		X	X		44
The Socks	X			X	57
Through my body		X	X		42
Warm up	X		X	X	27
WiA evaluation	X		X	X	74
Workshop 1	X	X	X	X	66
Workshop 2	X	X	X	X	68
Workshop 3	X	X	X	X	70
Workshop 4	X	X	X	X	72

TOOLKIT

of the
TRAINING COURSE



NAME GAMES

TITLE	Name-movement
TOPIC/S	Getting to know each other's and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	Participants are standing in circle and the task is the following: one person starts saying their name and adding a movement to represent themselves. Then all the group, in a choral way, repeats the name and the movement. The rotation goes clock-wise so the second person says their name and makes a movement. The group repeats the name and the movement. The activity follows in that way, till everybody has said their name, adding their movement.

TITLE	Alphabetic order
TOPIC/S	Getting to know each other's and group creation
AIM	To remember the names and to facilitate the participants' interaction
TOOL TYPE	Ice breaker/Name game
DURATION	15 minutes
MATERIAL	Adhesive tape or rope

DESCRIPTION	<p>Setting: a long line done with adhesive tape or rope is stuck on the floor, participants are asked to create a line and to touch it with their feet. 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 leave the strip with their feet.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants have to create the alphabetic order of the team' names, from A to Z. When the group think to have finished, has to raise the arms. The facilitator will pass among the line and will check the alphabetic order, declaring if the task was accomplished or if there are mistakes.</p> <p>Step 2. The second task is to create the birthday order (day/month) of the team from the 1st of January to the 31st of December. When the group think to have finished, has to raise the arms. The facilitator will then pass among the line and will check the birth's date order, declaring if the task was accomplished or if there are mistakes.</p> <p>NOTE: you can play the same activity as a competition and divide participants in 2 groups, every group representing a team. Also, apart from the alphabetic and date of birth order, you can add extra elements if there is still time at disposal (e.g. eye colour).</p>
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GETTING TO KNOW

TITLE	Eye and voice encounter
TOPIC/S	Getting to know each other's and group creation
AIM	To break the ice and to facilitate the participants' interaction
TOOL TYPE	Ice breaker
DURATION	20 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are welcomed, one by one, in the workshop room. In the entrance, when they enter, one facilitator explains that they have to walk in the space. When everybody is in, the facilitator gives the second task. While walking, when they meet someone, they have to keep the eye contact with the person. In this moment they can keep standing on the same position or moving in the space. When the couple who met and who kept the eye contact, feel that the meeting it's over, they can disconnect the eye contact and keep walking in the space.</p> <p>Step 2. Participants are still walking in the space and the facilitator gives the second task. While walking, when they meet someone, they have to stop, one in front of the other person and use their voice to meet the person. When they feel that the voice contact it's over, both the couple members disconnect the contact and keep walking in the space.</p> <p>NOTE: the facilitator has to find, accordingly to the energy and the participation of the group, a nice and sot way to guide the group to the next activity, the Speed dating.</p>

TITLE	Speed dating
TOPIC/S	Getting to know each other's

AIM	To have getting in touch in an interactive way
TOOL TYPE	Getting to know each other's
DURATION	Printed copies with the Handout, pens, clock
MATERIAL	45 minutes – the duration depends on the number of appointments fixed
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are receiving an A4 paper and a pen. They are asked to draw on the paper a clock with 12 hours, corresponding to the 12 questions of the Handout below. It's possible to include how many questions as we prefer. Participants are asked to take, for each hour, one appointment with another person (no more people in the same meeting are allowed).</p> <p>Step 2. When the facilitator says, for example: "it's 1" all the participants should search for the partner in the appointment scheduled for 1 o'clock. During the appointment with the other person both the couple members have to answer the question. They can take key words or small notes on the clock' hours, corresponding to the question. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called and so on till the end of the appointments.</p> <p>See Handout below.</p>

HANDOUT_SPEED DATING

1.	WHY ARE YOU HERE?
2.	WHAT'S YOUR FAVOURITE SONG? SING IT TO ME
3.	WHAT DOES YOUR HAND SAYS ABOUT YOU?
4	HOW DO YOU LIKE TO SPEND YOUR FREE TIME?
5.	YOUR BAD HABIT. TELL ME ABOUT IT
6.	SHARE WITH YOUR PARTNER A QUOTE THAT MOVES YOU
7.	WHEN WAS THE LAST TIME YOU DID SOMETHING FOR THE FIRST TIME?
8.	WHAT'S YOUR OPINION OF WHAT IS GOOD AND WHAT IS BAD?
9.	WHICH IS YOUR TOTEMIC ANIMAL?
10.	WHAT IS THE SUPER POWER YOU WOULD LIKE TO HAVE?
11.	GIVE ME A HUG – Buddy System

EXPECTATIONS

TITLE	Sketch it!
TOPIC/S	Expectations and contributions sharing
AIM	To share within the group the expectations toward the training and the contributions, in terms of knowledge, know-how and skills, that participants are thinking to bring
TOOL TYPE	Getting to know each other's and group creation
DURATION	40 minutes
MATERIAL	A big flipchart on the floor, many coloured markers and everything that can be used to draw and paint. A soft music as background.
DESCRIPTION	<p>Setting: in the middle of the workshop room there is a very long flipchart, with colours, markers and everything that can be used to draw. On the background soft music. Participants are entering the workshop room and are invited to sit around the flipchart.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are asked to choose one key word representing their expectations toward the training and to write on the flipchart in front of them.</p> <p>Step 2. Participants are asked to think about what they need to achieve their expectations and then to draw it on the left side of the key word.</p> <p>Step 3. Participants are asked to think about how they can contribute to achieve their expectations and then to draw it on the right side of the key word.</p> <p>Step 4. Participants are asked to present with one sentence, one by one, their expectation toward the training.</p>

TEAM BUILDING

TITLE	Spider net
TOPIC/S	Team building and group interaction
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group and the importance of communication and cooperation
TOOL TYPE	Team building - Outdoor Activity
DURATION	40 minutes
MATERIAL	Ropes
DESCRIPTION	<p>Setting: two spider nets in rope are built outside. In each spider net there should be enough holes for all the group members. The net can also have one hole more than the number of the participants in each group, to give the group "a choice" to avoid the very difficult hole.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Two groups are created and are assigned two facilitators each. Participants of each group are informed that they have to cross the spider net, passing through the holes. After a participant crossed, by passing through one hole, it's not possible for the other participants to use it any more. No other equipments are allowed during the activity. Each group receives "3 bonus" and each time they touch the rope they lose one. In the case that the "3 bonus" are used, the whole group should start again to cross the spider net. In each group, some members receive an impairment, as e.g. they cannot use one hand, they cannot use their legs, they cannot talk, they cannot see. NOTE: facilitators have to underline that, if someone does not feel comfortable to be touched or to cross the net, can also say it and avoid to be involved, but should help his/her group and the other members to cross. Moreover it should be underlined the importance of safety and protection and of taking care of the other group's members.</p> <p>Step 2. Back in plenary, it has to be run a debriefing. In this case, we suggest to divide it in three steps:</p> <ul style="list-style-type: none"> • FACTS: what did you observe? • FEELINGS: what did you feel seeing people with impairment and people without? • REFLECTION/INTERPRETATION: why we did this activity?

DISABILITY

TITLE	Snowball
TOPIC/S	Disability
AIM	Definition of what "Disability" is for us
TOOL TYPE	To share ideas and point of views and to define what "Disability" is for us
DURATION	Work in groups and presentation in plenary
MATERIAL	60 minutes
DESCRIPTION	Post-it, paper, pens, flipcharts and markers
	<p>Each participant receives a post-it and a pen.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Each participant has to write alone, on the post-it what "Disability" is. There are five minutes at disposal.</p> <p>Step 2. Groups of two participants are created. They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have seven minutes at disposal.</p> <p>Step 3. Groups of four participants are created (a group of two is mixed with another group of two). They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have ten minutes at disposal.</p> <p>Step 4. Groups of eight participants are created (a groups of four is mixed with another group of four). They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have fifteen minutes at disposal.</p> <p>Step 5. In plenary the three groups present their definition and if there is still some time at disposal, it's possible to ask the following key questions for the debriefing:</p>

	<ul style="list-style-type: none">• How was the process?• Did you cooperate within the group?• Did everybody participate?• Was it hard to find common definitions?• Accordingly to what factors did you set up your definition?
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BODY MOVEMENT

ITLE	Warm up
TOPIC/S	Self-awareness, body self-perception and active listening through dance and body movement
AIM	To run the first step in body movement and body awareness
TOOL TYPE	Contemporary dance technique, dance improvisation and contact improvisation (working in pairs/small or big groups)
DURATION	40 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>This session is conceived as the first step in the work to be done within the body movement part and thus it has to be structured as a warm up where participants should get more aware of:</p> <ul style="list-style-type: none"> • the different parts of their body • their posture • their rhythm • the space where they work • the bodies of the other people • the other people in the space. <p>This session is thus linked to the upcoming one "Discovery".</p>

ME AND MY BODY

TITLE	Discovery
TOPIC/S	Self-awareness, body self-perception and active listening through dance and body movement
AIM	<p>To develop the body awareness of participants, and specifically:</p> <ul style="list-style-type: none"> • Expanding the multitasking abilities, developing mind flexibility, confidence and the multidimensional capacity to communicate with others • Providing a physical practice frame which is playful and informal, in order to empower the individual skills, the personal confidence, autonomy and the capacity to be active and focused • Reflecting on differences and similarities between other personalities, and developing the capacity to actively work in a team
TOOL TYPE	Contemporary dance technique, dance improvisation and contact improvisation (working in pairs/small or big groups)
DURATION	90 minutes
MATERIAL	Any kind of sound equipment which connects with other devices such as mp3 and phone. (USB or AUX input). A large workshop room, preferably with a proper floor to work barefoot
DESCRIPTION	<p>GENERAL REMARK: this workshop is focused on how every person can empower their body awareness, combining creativity with movement practice and learning how to keep the focus during multitasking challenges. The whole procedure is divided in three parts. The "Individual" (Step 1.) and the "Being part of a team" (Step 2.) and the "Conclusion" (Step 3.).</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Individual work Explanation: the facilitator starts with a short introduction, explaining that in the individual work part we learn our own codes and language in order to manage the movement experience. It is a work to empower the personal adaptation, the inner dialogue and to get aware of the people surrounding us. Thus it has to be considered a physical practice for the body expression and awareness.</p> <p>Individual work: in this session each participant works similar elements at the same time. There is a facilitator in the middle of the workshop room giving instructions and suggesting the movements to follow. Each instruction the facilitator gives to change the movement and the dynamics has to be considered as a different layer which can be added or removed at any time or with any speed, accordingly to the group needs. This contribute to make the group expanding their multi-tasking abilities, unlocking the awareness of their own body.</p>

	<p>45 minutes are allocated for this part.</p> <p>Step 2. Being part of a team The whole group will work together, as a team, to explore the space following the facilitators' instructions. While the tasks are performed, each person is also asked to observe the impact of their movements/actions on the group and how the others group' members could be influenced. 30 minutes are allocated for this part.</p> <p>Step 3. Conclusion After the activity, participants sit back in circle in plenary and they are asked (only who wants and feels) to share what they felt and/or feedbacks and comments about the work done. 15 minutes are allocated for this part.</p> <p>NOTE: both the parts can be extended accordingly to group needs and reactions.</p>
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ME AND THE OTHERS

TITLE	One step forward
TOPIC/S	Stereotypes and prejudices
AIM	To reflect on who we are, how we do behave and we do perceive and interact with the other people
TOOL TYPE	Role play game
DURATION	90 minutes
MATERIAL	A big space, soft music and printed copies with the Handout characters
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are standing on a long line. Trainers hand out a role card to each participant, each person has to carefully read the role card, take their own time and try to think and act as the person described. Thus before to start the activity, facilitators need to create all the different characters, in a very well structured and effective way to have the activity working well!!!</p> <p>NOTE: the activity is centred on the role play game method. For this reason, it's important to create a soft atmosphere to enforce the concentration and the action of wearing the shoes of someone else. To facilitate the process a set of key questions should be asked, these questions should not be answered since are just "food for thoughts" to facilitate the process of "entering the shoes" of the character. The questions should be about the daily life of the character, what they can do or not, they use to do, the social relations and the environment where they live.</p> <p>Step 2. Participants are explained that they have to take one step forward for each situation they feel their character could manage easily. They have to stay frozen in the same position if it is not possible for the character to do the action. A set of different statements is read and participants should move forward or stay still. At the end of the activity participants are then asked to keep standing in their final position and to look at the others' positions in the space. Then a trainer passes through the group and when touches the shoulder of a person, he/she has to reveal, with a clear voice, the character.</p> <p>Step 3. Back in plenary, it's run the analysis of the activity.</p>

	<p>Key questions for the analysis:</p> <ul style="list-style-type: none"> • How did you build your character? • How did you feel (for those not stepping forward)? • How did you feel (for those stepping forward)? <p>It follows a debriefing about stereotypes and prejudices in general and specifically about the stereotypes and prejudices related to disability. Moreover during the conclusion of the activity, facilitators should put the accent on the following elements:</p> <ul style="list-style-type: none"> • Feeling of privilege – why? • Feeling of exclusion – why? • Who is including who and how? • What is our responsibility and contribution during the process??? <p>See Handouts below.</p>
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HANDOUT_ONE STEP FORWARD_QUESTIONS TO “ENTER THE SHOES” OF THE CHARACTER

1.	WHAT DOES MY DAY LOOK LIKE? DO I WORK OR STUDY?
2.	WHAT IS MY GENERAL STATE OF MIND? STRESSED? BORED? HAPPY?
3.	WHO ARE THE PEOPLE I MEET IN MY EVERYDAY LIFE?
4	WHAT IS MY ECONOMICAL SITUATION?
5.	WHAT IS MY ROMANTIC SITUATION?
6.	WHAT IS MY RELATIONSHIP WITH MY FAMILY?
7.	WHAT DO I LOOK LIKE?
8.	WHERE DO I LIVE? WITH WHOM?

HANDOUT_ONE STEP FORWARD_CHARACTERS

NGO COORDINATOR, WOMAN, 47 YEARS OLD FROM SERBIA	DAUGHTER OF A BANK MANAGER, 18 YEARS OLD, STUDYING ECONOMY AT THE UNIVERSITY	NGO COORDINATOR, WOMAN, 47 YEARS OLD FROM SERBIA
ARABIC GIRL, 21 YEARS OLD, LIVING IN SWEDEN, ACTIVE VOLUNTEER	SUMMER CAMP ANIMATOR FOR CHILDREN WITH DISABILITIES, 19 YEARS OLD, FRANCE	PSYCHOLOGY STUDENT FROM SPAIN, 26 YEARS OLD
YOUNG MAN, 19 YEARS OLD, IN WHEELCHAIR, FROM CONGO	38 YEARS OLD, ARCHITECT IN WHEELCHAIR, FROM SWEDEN	17 YEARS OLD, ROMA GIRL, FROM BULGARIA, ACTIVIST
STREET ARTIST, 29 YEARS OLD, FROM GERMANY	22 YEARS OLD BISEXUAL WOMAN, WITH INTELLECTUAL DISABILITY	22 YEARS OLD WOMAN WITH DOWN SYNDROME
19 YEARS OLD DEAF MAN FROM FRANCE LOOKING FOR A JOB	55 YEARS OLD, UNEMPLOYED WOMAN, WITH AUTISM	NEUROSCIENCE TEACHER FROM UNIVERSITY, 62 YEARS OLD, FROM PORTUGAL
GRADUATE IN SOCIAL EDUCATION, 24 YEARS OLD, IN FINLAND	12 YEAR OLD CHILD WITH INTELLECTUAL DISABILITIES IN FOSTER CARE IN BELGIUM	FOSTER PARENT OF 12 YEAR OLD CHILD WITH INTELLECTUAL DISABILITIES IN BELGIUM
FOSTER PARENT OF 12 YEAR OLD CHILD WITH INTELLECTUAL DISABILITIES IN BELGIUM	21 YEARS OLD FROM ROMANIA, SISTER OF A PERSON WITH DISABILITY	BLIND HOMELESS WOMAN, 43 YEARS OLD, LIVING IN CZECH REPUBLIC
21 YEARS OLD FROM ROMANIA, SISTER OF A PERSON WITH DISABILITY	31 YEAR OLD WORKING AT A CARE HOME FOR ADULTS WITH DISABILITIES	ARAB GIRL, 21 YEARS OLD, LIVING IN SWEDEN, ACTIVE VOLUNTEER

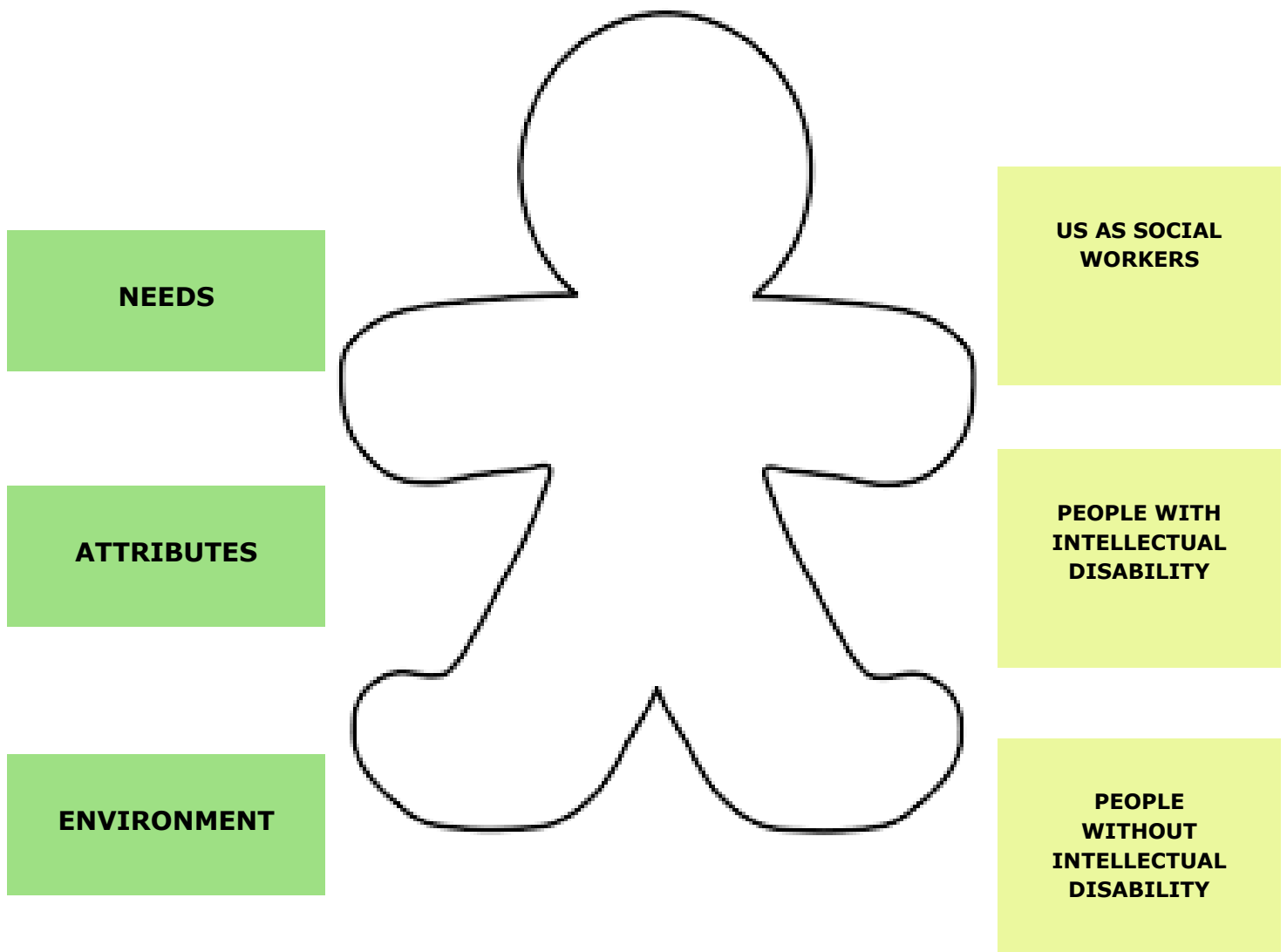
HANDOUT_ONE STEP FORWARD_STATEMENTS

1.	YOU CONSIDER YOURSELF INDEPENDENT
2.	YOU FEEL CONFIDENT WHEN YOU GO OUT AT NIGHT FROM YOUR HOUSE
3.	YOU EARN YOUR OWN MONEY
4	YOU ARE OPTIMISTIC ABOUT YOUR FUTURE
5.	YOU CONSIDER YOU HAVE GOOD WORKING OPPORTUNITIES
6.	YOU HAVE A GROUP OF FRIENDS YOU CAN HANGOUT WITH
7.	YOU HAVE THE OPPORTUNITY TO BE PART OF THE POLITICAL ACTIVITIES OF YOUR CITY
8.	YOU DON'T FEEL LIMITED IN YOUR SEXUALITY
9.	YOU CAN EXPRESS YOURSELF IN THE WAY YOU WANT
10.	YOU HAVE NEVER BEEN VICTIM OF VIOLENCE
11.	YOU FEEL RESPECTED BY OTHERS
12.	YOU KNOW WHERE TO ASK FOR SUPPORT IF YOU NEED IT
13.	YOU'RE NOT AFRAID TO INTERACT WITH OTHERS
14.	YOU FEEL HELPFUL TO OTHERS
15.	YOU DON'T FEEL DISCRIMINATED FOR WHO YOU ARE

TARGET GROUP

TITLE	Draw your target
TOPIC/S	Target groups we work with
AIM	To better identify and share the target group/s we work with, specifying their needs, attributes and the information about their environment
TOOL TYPE	Work in group and plenary presentation
DURATION	60 minutes
MATERIAL	A4 paper, markers, pen, post-it, 3 drawings (as Handout below)
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in three groups, each receiving a flipchart where there is drawn the shape of a human being. The group members have to discuss (and share information on the target group/s they work with) the following aspects:</p> <ul style="list-style-type: none"> • us as social workers • people with intellectual disability • people without intellectual disability <p>The discussion has to take into account also:</p> <ul style="list-style-type: none"> • needs • attributes • environment <p>For each aspect, they have to fix on the shape, the main highlights of the discussion.</p> <p>Step 2. Back in plenary, the groups present the main highlights of the discussion. Then extra minutes are allocated for final questions and comments.</p> <p>See Handout below.</p>

HANDOUT_TARGET GROUP



DIAGNOSTIC

TITLE	Cafeteria
TOPIC/S	Disability within different spheres: family/community, free time/leisure time, education, employment
AIM	To share what is happening in the different countries, for what concerns disability, in the following spheres: family/community, free time/leisure time, education, employment
TOOL TYPE	Work in small groups
DURATION	100 minutes (20 minutes for each table * 4 tables + 20 minutes for the final restitution)
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are four tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size per each table. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table.</p> <p>While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p>NOTE: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Below the different spheres/topics to discuss:</p> <ul style="list-style-type: none"> • family/community • free time/leisure time • education • employment <p>At the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.</p>

EXCLUSION

TITLE	Strip cartoon
TOPIC/S	Social exclusion
AIM	To make participants run the detailed analysis of “exclusion”, improving their capacity to detect the actors, causes and effects
TOOL TYPE	Work in group, plenary representation and analysis
DURATION	100 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in four groups: each receives a different story (previously prepared by the facilitator). Participants are left some time in group to be back on the story and to run the analysis of the following aspects:</p> <ul style="list-style-type: none"> • identification of the actors • identification of the causes • identification of the effects <p>Step 2. Participants are called back in plenary and it's provided a brief explanation of what living pictures are and how the representation through strip cartoons works. The technique consists in the use of the living pictures (participants are representing an action/emotion, keep standing in a frozen position in the space, as a statue), adding more frames in the representation (as it is in the strip cartoons). Normally we recommend to use three frames in total (one for the beginning of the story, one for the middle of the story and one for the final climax of the story), but it's possible also to us up till five (no more frames, otherwise it risks to be confusing for the understanding and the upcoming analysis).</p> <p>NOTE: for a clearer understanding of the technique, it's better to draw it on a flipchart.</p> <p>Step 3. Back in groups, participants are left some minutes to prepare the representation using the technique presented.</p> <p>Step 4. One by one each group goes on the stage and represents the three frames.</p>

	<p>After each representation the actors remain on the stage sitting on the ground and start the analysis of the representation with the following questions to the audience:</p> <ul style="list-style-type: none"> • What did they represent? • What were the actors? • What are the causes you understood? • What could be the effects of the story? <p>Extra time is then left to the actors to add comments and reflection to what has been said by the audience.</p>
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BARRIERS 1

TITLE	Cross it!
TOPIC/S	Interaction and communication with the other
AIM	<p>To run the first step in experimenting barriers, and specifically:</p> <ul style="list-style-type: none"> • Reflecting on active "listening" • Reflecting on trust toward our partner • Stimulating the use of our imagination • Getting out of our comfort zone and get exposed
TOOL TYPE	Combination of eye contact, non-verbal communication, improvisation, debriefing in plenary
DURATION	30 minutes
MATERIAL	Adhesive tape to separate the workshop room in two parts of equal size
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The facilitator separates the group in two sub-groups and ask them to form two lines, one group facing someone from the opposite group. Thus, we have two rows of people separated by a line put in the middle and each person has a partner from the opposite team. The two groups are asked to take some distance in between them.</p> <p>Step 2. The persons from row A are asked to find a way to make their partner on the other side of the line to cross the line and join them. The persons from row A are not allowed to cross the line and are not allowed to have physical contact with the person in the row B unless they are asked to by their partner. It is preferable to use only non-verbal communication in between them.</p> <p>GENERAL REMARK: the aim here, is to practically experiment physical barriers, as well as challenges in the communication, active listening and physical impairment.</p> <p>NOTE: according to the activity description and the information presented in the explanation above, there are variations that could be used, depending on the group needs and the time available.</p> <ul style="list-style-type: none"> • All together: it could work as an ice-breaker if done simultaneously by all the participants in a row and their partners on the opposite row. Then it's possible to go deeper and to try it one by one, having the rest of the people watching what it's happening. • Smaller groups: if there is a short time for the workshop, it's possible to run it in smaller groups. The group should be separated in

	<p>three smaller groups and each one of the three then divided in two rows. Thus, three pairs work simultaneously, one in each of the three smaller groups and the rest can observe until their turn comes.</p> <ul style="list-style-type: none"> • Time limit: at some point, it is important to set a time limit for each pair, it could be between 1-3 minutes depending on the group. • No miming: cutting off verbal communication usually leads people to miming. After the activity has been tried at least once with our group, it's possible to ask them to avoid miming as well. • Establishing the eye contact: before starting the activity and after setting the rules, each pair can be asked to spend one minute in mere eye contact. That usually helps people to relax and be focused on their partner instead of themselves and on what they are supposed to do. • Repeat!: it is one of the activities that can be repeated with our group because it gets deeper and deeper. Especially when the group is working together for a long time it can get very interesting and stimulate their imagination. • Play with the line: the line can be also formed in a way the people could experiment with it. For instance, ending the line some centimetres before it meets the wall. Or making it an interrupted line (_ _ _). Breaking the rules is good sometimes ☺ • Auto-evaluation: instead of a normal debriefing in the end (if forecasted), participants could be asked (not in the first time they do it) to guess what their partner was thinking, if they allowed themselves to trust their feeling or let their mind delay their instinctive reactions instead.
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BARRIERS 2

TITLE	Through my body
TOPIC/S	Practical experimentation of barriers
AIM	<p>To have the participants practically experimenting different types of barriers:</p> <ul style="list-style-type: none"> • Space-related barriers • Closed social environment barriers • Enlarged social environment barriers • Overcoming barriers
TOOL TYPE	Work in couple, in small groups and plenary
DURATION	60 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in couples. In each couple there is a person who will "cut the space" using their hands, arms, trunk and legs, while the other person should try "to avoid the cut", moving into a limited space and avoiding to be touched by the other member of the couple. After a while, the roles in the couple are changed and who was "cutting the space" becomes the one "avoiding to be cut" and vice versa.</p> <p>GENERAL REMARK: the step 1 symbolize the Space-related barriers (e.g. how do we move in the space, how do we use our body, how do we interact with the other people)</p> <p>Step 2. The same couples are kept, now with the following task: both the couples members are one in front of the other. Both should convince the other person to come in their direction. They can use words, physical contact, gestures.</p> <p>GENERAL REMARK: the step 2 symbolize the Closed social environment barriers (e.g. family, teachers, social workers ... that, moved by the best intentions, want to bring the other person in a specific direction ... even though the person themselves wants to go in another direction).</p> <p>Step 3. The same couples are kept, now with the following task: one of the couple' members want to go in a direction and the other person has to block them. They can use words, physical contact, gestures.</p>

	<p>After a while, the roles in the couple are changed and who was “blocked” becomes the one “blocking” and vice versa.</p> <p>GENERAL REMARK: the step 3 symbolize the Enlarged social environment barriers (e.g. society at large that sometimes forces the person to be different than they would like to be and to move in a direction that is the opposite they would like to go).</p> <p>Step 4. Now four groups are created merging the previous couples. Four lines are set on the workshop room’s floor using scotch tape (also ropes are fine). Each group has to create “human moving barriers”, using different parts of the person’ bodies and moving in the space within the line. While moving in the space they have to keep a physical contact between their bodies. One person of the group, starting in the beginning of the line, should try to pass through and overcome the “human moving barriers”, arriving at the end of the line. When the person finishes, another one is chosen to pass through the “human moving barriers”. The activity continues this way till all the group members have passed through.</p> <p>GENERAL REMARK: the step 4 symbolize the Overcoming barriers (e.g. how we can use our body and mind to overcome the barriers we face and to learn from our actions).</p> <p>Step 5. Back in plenary, it follows a debriefing analysing each activity run (one by one), asking the following questions:</p> <ul style="list-style-type: none"> • What did you observe? – FACTS • What did you feel? – EMOTIONS • What this activity was meaning/symbolizing? - INTERPRETATION
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BARRIERS 3

TITLE	Tell it with a photo
TOPIC/S	Barriers for us
AIM	To encourage participants to reflect on their own definition of "barriers"
TOOL TYPE	Visual activity (photos) and plenary
DURATION	60 minutes
MATERIAL	Many photos (approximately 90 for a group of 30 people), that could represent and/or evoke conflicts.
DESCRIPTION	<p>Setting: music on the background (the music should not be very strong but it should evoke conflict). On the ground there are many photos.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are waiting outside the workshop room where the task is presented: each person should enter the room, walk in the space, take their time and choose the photo most representative of barriers for them.</p> <p>Step 2. Once everybody chose the photo, is created a circle of chairs and who want, can take the flow and explain:</p> <ul style="list-style-type: none"> • What the photo is representing • Why the photo is evoking barriers • What "barriers" means to them <p>Step 3. It follows an open discussion in plenary about the different definitions of barriers</p> <p>Possible topics to explore during this part:</p> <ul style="list-style-type: none"> • Different ways to define barriers • Why we do define barriers in that way • Different types of barriers • How to overcome barriers

BARRIERS

TITLE	Different types
TOPIC/S	Different types of barriers
AIM	<p>To encourage participants to reflect on different types of barriers, and specifically on:</p> <ul style="list-style-type: none"> • Physical • Emotional • Mental • Society-related
TOOL TYPE	Work in group and plenary
DURATION	120 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in different groups, each receiving a different type of barriers, list below:</p> <ul style="list-style-type: none"> • Physical • Emotional • Mental • Society-related <p>Step 2. The task of each group is to discuss the following aspects, within the type of barrier they received:</p> <ul style="list-style-type: none"> • What does it means? • Different sub-specificities • Personal/professional experiences • Extra space for comments <p>Step 3. Each group will have at disposal 5 minutes to represent their barrier using the theatre machine technique.</p> <p>GENERAL REMARK ON THE TECHNIQUE: the theatre machine technique aims to represent with simple movements and sound, a collective image, based on the combination of different individual ones. How to perform: participants enter the space one by one, making a sound and a movement and repeating them till all the group members are inside. The activity ends when all the group members are part, with their sounds and movements, of</p>

	<p>the theatre machine).</p> <p>Step 4. It follows the debriefing in plenary, where each group, presents in brief the main elements of the discussion referred to the type of barrier they received. At the end of each presentation is left time for questions, comments and feedbacks.</p>
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CRITICAL THINKING

TITLE	Canadian box
TOPIC/S	Thinking critically about disability
AIM	To encourage participants to develop critical thinking towards the subject
TOOL TYPE	Work in group/debate
DURATION	60 minutes
MATERIAL	Handout with questions
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative).</p> <p>Step 2. To each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other.</p> <p>Step 3. The first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and different arguments that can be expressed.</p> <p>Step 4. Back on line, other 180 seconds are allocated to defend or contrast the statement. One person is taking the floor from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on (one per group).</p> <p>NOTE: the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members is never taking the floor. In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express.</p>

Step 5.

The activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing.

NOTE: possible rules to bring in each statement:

- No ping pong
- Ball of speech – you take the floor and you speak
- Those who did not speak yet, now speak
- 20 seconds to express yourself
- You speak making a step forward and standing in front of the others
- Free style

See Handout below.

HANDOUT_CANADIAN BOX

1.	WE HAVE TO INCLUDE EVERY ONE
2.	EQUALITY IS UNFAIR
3.	EVERYONE HAS TO BE AUTHONOMOUS AND INDIPENDENT
4	PEOPLE WITH INTELLECTUAL DISABILITY DESERVE SEXUAL ASSISTANCE
5.	THE TERM "PEOPLE WITH DISABILITIES" CREATES EXCLUSION
6.	MINORITIES HAVE TO ADJUST THEMSELVES TO MAJORITY
7.	WE ARE RESPONSIBLE FOR OUR OWN INCLUSION
8.	AS SOCIAL WORKERS WE HAVE TO FULFILL ALL THE NEEDS OF THE BENEFICIARIES

NGOs FAIR

TITLE	Gallery
TOPIC/S	Projects and actions implemented by the participating NGOs
AIM	To share good practices and project
TOOL TYPE	Visual presentation, group discussion
DURATION	90 minutes
MATERIAL	A4 paper, flipcharts, markers, pen, post-it
DESCRIPTION	<p>Setting: to run this activity we need a big space with walls, because participants have to prepare their visual presentation and they will then put it on the wall, as in a gallery.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants, divided in national groups are left some time to prepare and organize their visual presentation.</p> <p>Step 2. The presentation starts, having the workshop room decorated as a gallery, with different spots (at least one for each organization present in the project). In each spot has to remain at least one participant of the group to present the activities/projects run by the organization. The others can mingle around visiting the other spots/presentations and asking questions.</p> <p>NOTE: it has to be foreseen a rotation of the person standing on the spot, so that everybody, within each national group, can both present their projects as well as discover the ones run by the other organizations.</p>

POWER 1

TITLE	My body-my voice
TOPIC/S	Body and voice
AIM	To get more aware of the way we use our body and voice (preparatory part for the Waves in Action and the work as facilitator)
TOOL TYPE	Work with the body and the voice
DURATION	90 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. – puppet and master Participants are divided in couple. One person guides the movement and the other follows the movement (different parts of the body can be used). Then the one who was following guides the movement and the one who was guiding the movement, follows. The last round is based on the technique of the mirror, where no-one guides or follows but both the persons try to move simultaneously, having their movements synchronised.</p> <p>Step 2.– yes/no Two lines, A and B, are created, with a little space between them. The activity proceeds with the same couple, having the members standing in two lines and one in front of the other.</p> <ul style="list-style-type: none"> • The persons standing in the line A, using their voice, have to say “yes” to their partner, standing on the line B. In the same time, the persons standing in the line B, using their voice, have to say “no” to their partner, standing on the line A. • The persons standing in the line A, using their body, have to say “yes” to their partner, standing on the line B. In the same time, the persons standing in the line B, using their body, has to say “no” to their partner, standing on the line A. • The persons standing in the line A, using their voice and body, have to say “yes” to their partner, standing on the line B. In the same time, the persons standing in the line B, using their voice and body, have to say “no” to their partner, standing on the line A. <p>Step 3.– cross the line</p> <ul style="list-style-type: none"> • The persons standing in the line A, using their voice, have to convince their partner, standing on the line B, to cross the line. Then the persons standing in the line B, using their voice, have to convince

	<p>their partner, standing on the line A, to cross the line.</p> <ul style="list-style-type: none"> • The persons standing in the line A, using their body, have to convince their partner, standing on the line B, to cross the line. Then the persons standing in the line B, using their body, have to convince their partner, standing on the line A, to cross the line. • The persons standing in the line A, using their voice and body, have to convince their partner, standing on the line B, to cross the line. Then the persons standing in the line B, using their voice and body, have to convince their partner, standing on the line A, to cross the line. • Participants are asked to sit on the opposites walls of the workshop room (still having their partner in front). A couple of volunteer every time is asked to repeat the exercise in front of the other people sitting (still the goal is to convince their partner to cross the line). These are some of the possible variations that can be added (we can add many more): <ul style="list-style-type: none"> • Use the body • Use the voice • Use only the face • Use "yes" and "no" plus the body • Use body plus voice • Back to back, using only voices <p>Step 4. – plenary</p> <p>It follows a debriefing in plenary at the end of the activity. Participants sit in circle are asked one word and one body position to describe their feelings. Then, if time is available, it can start a more technical debriefing where participants are asked to make a recap of the three steps of the activity and for each one they should analyze the technique used.</p>
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POWER 2

TITLE	Me, you, around
TOPIC/S	Power
AIM	To make participants reflect on how they use, in a conscious or unconscious way, their power
TOOL TYPE	Competition/Reflection/Cooperation Activity
DURATION	90 minutes
MATERIAL	Chairs (one for each participant), sticks (around 20 per participant), markers, flipcharts
DESCRIPTION	<p>Setting: on the wall there is a flipchart with a table drawn, where one facilitator will write the results of each round, in each phase. Participants sit on chairs in circle, with their back to the inner part and looking outside the circle (not inside). The activity is played in 4 phases, and each phase has several rounds (for example 4 or 5).</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. instruction: Participants are told these instructions: "Each of you is a country, please tell the name of the country you are (the name can be of an existing country or be invented). Your responsibility is to survive. You will close your eyes and we will throw these sticks to the floor, and when we say "now!" you can open your eyes and you have to go as fast as possible and take the sticks you need to survive. When we say "stop!" you won't be allowed to take any more sticks. You need 4 sticks to survive! If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".</p> <p>NOTE: participants can take more than 4 sticks if they want. Trainers don't encourage nor discourage participants to do so... and are not given more instructions than the given ones. Despite this, the trainer will adopt the tone of a contest, to stimulate their attitude.</p> <p>Step 2. country names: When the participants tell the country they represent, the facilitator writes it on the flipchart table.</p> <p>Step 3. phase 1 – game: once instructions are told and sticks (around 20per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them. When the trainer says</p>

"stop!", it will be then time to count the results. One facilitator will write the results(sticks collected). Those participants who have less than 4 sticks are eliminated, and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration ("wow! They took that many!!" But it's never said that it is good or bad).

Step 4. phase 2 – game:

After the results are communicated to the groups, all the sticks they have collected are taken (participants did not know it in advance). Only the sticks still on the floor remain. The new round, using only the sticks remained on the floor starts with the same rules of the previous one. After the trainer says "stops" it's counted how many countries have survived and how many died and it's taken note on the flipchart, as it was done before.

Step 5. phase 3 – game: the next phase starts, again with all the participants. It's explained that those taking more than 4, now will have an advantage: the trainer will say a first "now!", and only they will go for the resources. Then, after few seconds, a second "now!" is said and the ones who only survived with 4 to the previous round, will go as well for the resources. Different rounds are played and after the "stop!" is said, it's counted how many countries survived, how many died. It's taken note on the flipchart.

Step 6. phase 4 – game: the next phase starts, again with all participants. The rules will be the same of the PHASE 3, but after each round the trainer will throw again on the floor half of the sticks the participants took. Different rounds are played and after the "stop!" is said, it's counted how many countries survived, how many died. It's taken note on the flipchart.

Step 7. analysis: it's then run in circle the analysis of the activity. Below some key questions that can be used as a general track for the analysis.

- What were the results on each phase? How many countries have survived until the end? How many survived at least 2 phases? Any phase with all surviving?→here participants shall reflect on the fact that the "death" of one country is already a failure ... and most of them have died.
- Did anybody try to change behaviour? If yes, what happened then? There were at any moment dynamics of cooperation? Do you think each phase has a correspondence with historic phases? Which ones? → here participants shall reflect on the difference between pre-industrial societies where they just used the resources; industrialised societies where those with benefits can invest to create technology and have an advantage; post-industrial societies.
- What is it the factor motivating the death of the countries? →here participants shall reflect on the fact that the point is not the scarcity of resources, but the way to use them, the attitude towards them(excessive consumption, competition against others, ...) and the other countries, that motivated the death.
- What are the power dynamics you did notice in the activity?
- Which alternatives could have arisen? (collaboration-solidarity, sustainable consumption, de-growth, education for sustainability).When do we change our behaviour?

NOTE: according to the participants' answers, it can be added an extra question concerning the subject.

TRUST

TITLE	Some steps in trust
TOPIC/S	Body and voice
AIM	To practically experiment trust
TOOL TYPE	Work with the body, in couple, small groups and big group
DURATION	90 minutes
MATERIAL	/
DESCRIPTION	<p>Setting: for this activity we need a forest or a garden. Then different spots have to be identified because it is an itinerant activity (one sport for a different activity – in total two spots).</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. – walk Participants are gathered and a facilitator introduce them that a walk in the forest is starting. They need to walk in silence till they arrive to the sport of the activity.</p> <p>Step 2. FIRST SPOT – harmonizer Arrived in the first spot for the activity, participants stand in different parts of the space and are asked to close their eyes. When a facilitator pass and softly touch their head they can start to produce a sound and repeat it. They have to keep attention to their sound but also to the sounds of the others. Thus there will be a moment where all the sounds will compose an orchestra. Then when a facilitator is passing back, softly touching the head of someone, the person should stop with the sound.</p> <p>Step 3.– couples small inputs Couples are created, both standing in the space and one in front of the other. One of the couple's member has to close the eyes. When the other touches a different part of his/her body, the person with the eyes closed should receive the input in the part of the body touched and move, accordingly to the intensity of the input. After a while the roles are switched.</p> <p>Step 4. – blind and driver The same couples of the previous activity are kept. One of the couple's member has to close the eyes (also a scarf if fine for the purpose) and has to be gently guided in the exploration of the space by the other. After a while the roles switch. This time the driver has to guide the person in a small path</p>

to arrive to the next sport of the activity.

Step 5. SECOND SPOT – hands flower

Arrived in the next spot, small groups are created (approximately 6 people each, thus three couples are joined). Each group is asked to create a circle, the facilitator gives the explanation but then each facilitator join one of the group. In the middle of the circle stands one of the group member. The person has to close the eyes and when feels ready, ask to the other group members to put their hands on different parts of his/her body. The person with the eyes closed does not know how many hands are put (the other group members can choose of to put zero, one or two). Then the person in the centre has to count the hands and try to guess the number of hands. When it's over, another person joins the centre and the activity proceed in that way.

NOTE: this step has to be performed in the maximum respect of the person in the middle and of their privacy. So the facilitator should strongly underline this point and the fact that if someone is not feeling comfortable can share it or avoid to experiment the activity.

Step 6. – drunken bottle

The same small groups of before are kept. One member of the group is standing in the middle of the circle and the others are around. When the person is feeling comfortable, keeping the eyes closed, starts to fluctuate in the space with the feet in connection with the ground and the others have to take care of him/her, softly accompanying the movement of the person and protecting him/her from falling. After a while the person in the middle of the circle stops and is replaced by another member of the group. The activity continues in this way till everybody finished.

NOTE: more the trust is getting higher and more the person in the centre will move. It's very important that the other group members will take the maximum care of the person in the middle!!!

Step 7. – walk

Participants are gathered and a facilitator tells them that they will be back walking, also this time in silence. Everybody will then gather in the workshop room for the debriefing.

Step 8. – plenary

It follows a debriefing in plenary at the end of the activity. Participants sit in circle are asked the following key questions:

- What did you feel?
- Why we did this activity?
- How can we use it in our work?

COMMUNICATION

TITLE	The Socks
TOPIC/S	Communication
AIM	To practically experiment communication with basic clowning techniques
TOOL TYPE	Work with the body and facial expression
DURATION	90 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The group is divided in three sub-groups and the clowning technique "The socks" is explained. Each group will receive two emotions (normally one positive and one negative). They have to enter the workshop room, in physical contact (one touching the other) and, changing their position (without losing the physical contact), they have to make this emotion growing till its climax, arriving in front of the other groups, that are now spectators. In this moment, they have to stop all together and keep the neutral position. Then, still keeping the physical contact, they have to start the opposite emotion, starting once again, from the smaller intensity and making it growing while moving backwards and still keeping the physical contact.</p> <p>List of possible emotions:</p> <ul style="list-style-type: none"> • Disgust • Desire • Arrogance • Sadness • Happiness • Anger • Admiration • Relief <p>Step 2. If there is still some time left, it's possible to add, as a collective closure, the theatre machine. Here the first person goes to the middle of the workshop room, stops, repeating mechanically the same sound and gesture. Then the second person arrives in the middle of the workshop room, stops closer to the first person, repeating mechanically another sound and gesture. The activity follows in that way till every person is on the stage and it's</p>

	<p>created a big machine with different movements and sounds.</p> <p>Step 3. Debriefing</p> <p>Participants are back in plenary and, starting from the re-cup of all the steps run, it's starts a debriefing with the following key questions:</p> <ul style="list-style-type: none"> • How was the communication in the "Socks" activity? • How was the communication in the "theatre machine" activity? • Coming back to our work as social workers and facilitators: how to adapt communication when we work with mixed-ability groups?
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APPROACHES

TITLE	Moving debate
TOPIC/S	Formal, Non formal and Informal
AIM	To reflect on the differences between formal, non formal and informal and to go in depth on the links and the inter-relation among the three
TOOL TYPE	Group discussion
DURATION	60 minutes
MATERIAL	Scotch tape, paper, marker
DESCRIPTION	<p>Setting: the facilitator has to draw on the floor with the scotch tape a big triangle. In each corner of the triangle it has to be an A4, in one written "Formal", in one "Non formal" and in the last "Informal".</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity starts with participants standing in the middle of the triangle. The facilitator starts reading the first statement (see Handout below) and asks participants to take position in one of the sections of the circle. The facilitator asks to people placed in different position to comment and to explain why they took the position in the space.</p> <p>IMPORTANT RULES:</p> <ul style="list-style-type: none"> • participants cannot remain the middle of the triangle, but have to take a position • they can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement • the facilitator should read the statements as much clearly as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement. Also, it can be useful to have the statements written on paper, to show them to the group. <p>NOTE: the questions in the Handout are intentionally contradictory, indeed the aim is not just to reflect on formal, non formal and informal but to go in depth on the links and the inter-relation among the three.</p> <p>Step 2. at the end of the activity is allocated extra time to answer questions, if there are, and clarify the difference between formal, non formal and informal.</p> <p>See Handout below.</p>

HANDOUT_MOVING DEBATE

1.	I MEET A FRIEND IN THE SWIMMING-POOL AND HE TEACHES ME TO SWIM
2.	I PARTICIPATED TO A WORKSHOP ABOUT SUSTAINABILITY ORGANIZED BY A GROUP OF LOCAL VOLUNTEERS
3.	I ATTEND A LECTURE AT THE UNIVERSITY
4	THE INTERCULTURAL EVENING IS A TOOL OF
5.	IT'S ORGANIZED A WORKSHOP IN A LOCAL COMMUNITY AND THE FACILITATOR IS PRESENTING A POWER POINT
6.	A TEACHER IN A SCHOOL IS RUNNING AN HISTORY LECTURE USING THE KNOWLEDGE AND EXPERIENCE OF PARTICIPANTS

FACILITATION

TITLE	Act it out
TOPIC/S	Facilitator role, does and doesn't
AIM	To reflect on the facilitator role and on what a facilitator should do and what and shouldn't do
TOOL TYPE	Work in group and act it out
DURATION	100 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Facilitators are presenting in plenary different key words, that are possible adjectives/characteristics/roles of a potential facilitator and that can be used to describe the person. They key words are left on the floor.</p> <p>Step 2. Participants are asked to walk in the space, read the different key words and choose the three "best characteristics" and three "bad characteristics" a facilitator should have.</p> <p>Step 3. Once the selection it's done, participants are asked to group themselves in small groups (around 5 people each), to present their key words and try to do a common list of the five best and the five bad characteristics.</p> <p>Step 4. Once the common list it's done, all the groups are asked to create a short sketch (maximum five minute each) to represent their characteristics, using the acting out technique.</p> <p>Step 5. The different groups perform on the stage and a facilitator keeps note of the key words.</p> <p>Step 6. It follows the debriefing in plenary, where the different key words are compared, explained, similarities and differences are analysed and it's left space for extra comments/feedbacks.</p> <p>See Handout below.</p>

HANDOUT_ACT IT OUT_KEY WORDS

TEACHER	GUIDE	COP	GARDENER
HANDYCRAFT	E.T.	SOLDIER	ARTIST
SPY	SPARKLING	IDOL	INVESTIGATOR
SOBSTITUTE OF "FATHER"	SOBSTITUTE OF "MOTHER"	"ARTIFICIAL PARADISE" SELLER	MODELLING PASTE
APPRENTICE	SORCERER	PSYCHOLOGIST	SUPPORTER
COACH	ALLY	MEDIATOR	EXPLORER
PARTNER	INSTIGATOR	HELPER	MISSIONARY
MANIPULATOR	"BIRTH GIVER"	CHILD	SCULPTOR
CHIEF	OUTSIDER	SPIDER	MAGITIAN

WiA – WAVES in ACTION 1

TITLE	Preparation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division Four groups are created and receive the following task: they have to create a workshop 90 minutes long, to promote the concept of "different abilities".</p> <p>IMPORTANT: it should be underlined that the group composition is based on the following aspects:</p> <ul style="list-style-type: none"> • intercultural perspective • different experiences/knowledge • expertise in the subject/ topic • expertise in the methods/tools <p>Step 2. Sub-topic selection Different sub-topics are presented to the groups that will have some minutes to discuss and pick up the topic they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree within the group, but also to be fast to pick up the interested topic. Below the list of the proposed topics:</p> <ul style="list-style-type: none"> • Stereotypes • Inclusion • Sexuality • Positive discrimination • Interculturality • Diversity • Labels <p>Step 3. Preparation Participants, divided in groups will work on the preparation of a workshop of 90 minutes, using non formal education working methods.</p>

To each group will be assigned a facilitator, that will join the group and will give the following tasks to be run in chronological order, during the workshop preparation:

- Internal sharing: who we are
- Internal sharing: how we feel comfortable to work in team
- Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere
- Group discussion: how to cover the subject
- Definition of the workshop specific learning objectives
- Workshop preparation: definition of tools and methods, space identification, tasks and responsibilities division, materials and logistics, rehearsal of the workshop before to deliver it
- Fill in the toolkit (**See Handout below – WAVES in ACTION 2**).

Step 4. Feedbacks

At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized.

The Sandwich model (**See Handout below**) is presented in plenary and participants can ask questions and clarifications.

The main elements that have to be analysed are:

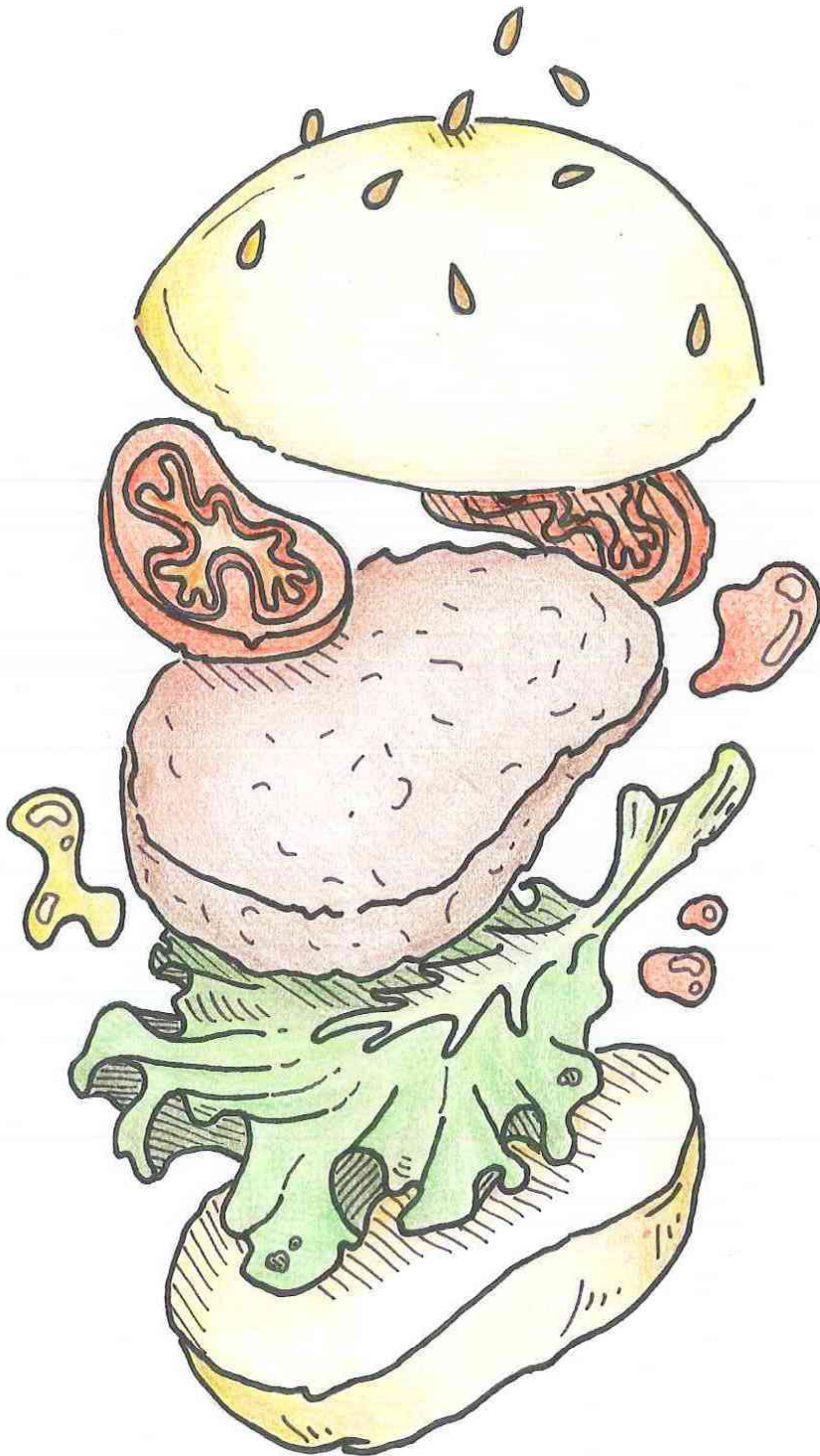
- **your feelings**
- **something to improve**
- **something good.**

At the end of each workshop it will be run the Feedbacks session and the workshop' participants will be asked to write on 3 different post-it the 3 elements to evaluate and then they can also take the floor to comment. All the post-it will be then collected by the group of facilitators because they will be useful for the upcoming session "WiA evaluation".

NOTE: the focus is centred on "giving positive feedback". Facilitators have to underline that there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and encourage them to continue working and trying to improve all the time.

Every time feedbacks are towards the activity, not personal feedbacks to individual participants are given.

HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



WiA – WAVES in ACTION 2

WORKSHOP 1

TARGET GROUP	Young people with different abilities, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To promote the concept of “different abilities”
MACROTOPIC	STEREOTYPES
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To define what stereotypes are for me• To realize that each one of us has stereotypes• To reflect on what could help us to reduce stereotypes
TITLE	THE FIRST IMAGE
DURATION	TOTAL DURATION: 90' minutes
DESCRIPTION	<p>FIRST THOUGHT Participants gather outside the workshop room, they enter one by one and are asked to keep walking in the space. While they are walking one of the facilitators explains the rules.</p> <p>First round: people are still walking in the room, one of the facilitators says a word and participants have to impersonate, silently, the word said.</p> <p>Second round: participants are asked to create pairs. In each pair one person shows to the other what the word has evoked, how they feel and act it out. The other person (the spectator) can put a thumb “up” or “middle” if they think something should be added.</p> <p>Third round: back in plenary, the activity is repeated for some rounds as explained in the “first round” and “second round”.</p> <p>SHOW IT Preparation: the group is divided in four sub-groups. Each group can decide if they want to be “singers” or “advertisers” and accordingly to that they receive the task to create a song or a slogan. In both the cases the</p>

	<p>maximum duration for the presentation is three minutes.</p> <p>Presentation and debriefing: all the groups present in plenary their slogan or song and it follows a debriefing with the following key questions:</p> <ul style="list-style-type: none"> • Why we did this activity? • Did you notice a change in your feelings between the beginning and the end of the workshop? • If yes, which one? • Did something make you reflect about your own stereotypes? • If yes, what?
MATERIALS	Guitar, pens, paper, clock, extra materials to make sounds

WORKSHOP 2

TARGET GROUP	Young people with different abilities, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To promote the concept of "different abilities"
MACROTOPIC	LABELS
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • To recognize labels and to get more aware of their existence • To get aware that is possible to change negative labels into positive ones • To learn that we are free to choose the people we want to be with, basing our choice on connection and not on labels
TITLE	I WANT TO BREAK FREE
DURATION	TOTAL DURATION: 90' minutes
DESCRIPTION	<p>ENERGIZER Participants stand in circle with one person in the centre. The person has to say "change your place if you like" (adding the characteristic of what the person like). All the participants who like the same thing, have to change their place. NOTE: in the beginning the facilitator leaves the participants free to choose the whatever characteristic they want. After some rounds, he/she gives the instruction that the characteristic should be about something physical (this is the first step to make participants aware of labels and categories).</p> <p>MURALES A big flipchart is on the wall and participants are asked to think about a positive characteristic/label they have received from someone else. Then they have to write the positive characteristic/label on the flipchart. Then they have to think about a negative characteristic/label they have received from someone else. Then they have to write the negative characteristic/label on the flipchart. Than all the participants take a step back and should give a look at all the words written on the flipchart and they have to put a cross closer to all the words (positive and negative) they recognized they have received from someone else.</p> <p>NEGATIVE/POSITIVE Participants are asked to pick up a fruit (fruit pictures are left on the four corners of the room), accordingly to their preference. Thus four groups are created. Then each group is asked to pick up a negative characteristic/label from the flipchart and to discuss it for few minutes. After that each groups is asked to transform this negative characteristic/label into a positive one, creating a</p>

	<p>short theatre sketch. Then all the sketches are performed and the audience (participants from the other groups), have to guess what was the negative characteristic/label, that has been transformed.</p> <p>DEBRIEFING Back in plenary it's run a debriefing with the following key questions:</p> <ul style="list-style-type: none"> • How did you feel in the murals activity? • How did you feel in the negative VS positive activity? • What do you think they were about? • How labels are influencing you in the everyday life? <p>At the end facilitators can run a short conclusion, highlighting the fact that we are free to choose the people we want to be with, basing our choice on connection and not on labels.</p>
MATERIALS	Paper, adhesive tape, writing and drawing tools

WORKSHOP 3

TARGET GROUP	Young people with different abilities, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To promote the concept of "different abilities"
MACROTOPIC	SEXUALITY
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • To explore our self-perception and understanding of sexuality • To share what we all have in common regarding sexuality • To explore the reasons that build up the taboos
TITLE	INTERPERSONAL EXPLORATION TO REDISCOVER YOURSELF: EXPRESSION, EXTERNALIZATION AND TABOOS ON SEXUALITY
DURATION	TOTAL DURATION: 90' minutes
DESCRIPTION	<p>X-RAY</p> <p>This is a tool to be connected with ourselves through meditation. Participants enter the room and start to walk in a random way to get more familiar with the space. Then when they feel comfortable have to sit and lay down on their back with the eyes closed.</p> <p>When everybody is laying on the floor, the facilitator gives soft instructions to help to visualize gradually each part of the body in order to keep the focus and feel connected with.</p> <p>SELF-EXPLORATION</p> <p>All the participants are still laying on the floor, and the facilitator asks them to take a comfortable position. A set of questions are then asked by the facilitator, with the purpose to stimulate the self-reflection. After each question, the facilitator should leave some seconds to participants to think about the question. Below the list of questions:</p> <ul style="list-style-type: none"> • Who I am? • Where did I grow up? • What culture I come from? • How sexuality is perceived in my surrounding? • What sexuality means to me? • Do I consider myself attractive (to myself and to the others)? • Do I feel that I can easily express when I am attracted by someone? • Do I feel that I know my body and my pleasure? • Have I ever felt desired by other persons? • Do I feel fulfilled in my own sex-life? <p>When the questions are over, the facilitator should make, slowly and softly, the participants coming back to the sitting position, still keeping the contact with their breathing and being still connected with the different parts of the body.</p>

	<p>ACTIVE POSITIVENESS</p> <p>Participants have to stand up and keep walking in their space maintaining their own rhythm. While they are keep walking the facilitator asks participants to keep the same feelings they had during the self-exploration part and to see if they are having some heavy feelings. If yes, while walking they should try to push them away. While they are walking the facilitator asks participants to keep the good feelings they had during the self-exploration and to show up, if they want, with their body.</p> <p>Now participants are still walking in the space but while they meet someone, their gazes are crossing, they can keep the eye contact with the other person and if both are feeling comfortable, they can also have a soft physical contact. In this moment the facilitator can add extra elements about the rhythms intensity (slower, faster, zero position).</p> <p>VOTING BOOTH</p> <p>Participants are asked to gather in circle and 3 statements are presented (they have to be written on a paper):</p> <ul style="list-style-type: none"> • (My) sexuality is important for me • I feel accepted as a sexual being • I feel comfortable speaking and asking about my sexuality with others. <p>Now participants have to keep walking in the space thinking about these statements (and specifically if they do agree or disagree with the statements). When they take a decision about that, they join the voting booth behind the curtain and vote if they agree or not to the different statements. If a participant agrees on a statement should take a piece of paper and vote, putting it in the bowl in front of the statement, if the answer is no, no pieces of paper should go in the bowl.</p> <p>NOTE: three spots have to be prepared behind the curtain, in a way that if a person is in a spot is not visible by the others. Participants can enter the spot one by one in order to keep the privacy and to have the voting anonymous. After the voting participants are asked to find a comfortable space in the room and to sit there. When everyone has voted a circle is called and the facilitators are bringing in the middle of the circle the three statements and for each one, the bowls with the "yes". The pieces of paper are put closer to each statement so that each person can immediately visually see the number of "yes" for each statement.</p> <p>DEBRIEFING</p> <p>Still in plenary it starts the debriefing with the following key questions:</p> <p>Coming back to the first activity:</p> <ul style="list-style-type: none"> • How was to think about your own sexuality? • How did you feel? <p>Coming back to the last activity:</p> <ul style="list-style-type: none"> • What do you understand from these results? • Does it represents something that you thought? • Did you realize something? • What do you think was the purpose of the activity?
<p>MATERIALS</p>	<p>Relaxing music, 3 boxes, post-it in different colours, flipcharts, statements about sexuality, questions for the self-exploration, body scan meditation technique, big and warm space for relaxation (in case also yoga mattresses are fine), a curtain for the voting system.</p>

WORKSHOP 4

TARGET GROUP	Young people with different abilities, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To promote the concept of "different abilities"
MACROTOPIC	DIVERSITY
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • To investigate and explore our own originality • To value our own originality in relation with the others • To experience diversity through cooperation
TITLE	PUZZLES
DURATION	TOTAL DURATION: 90' minutes
DESCRIPTION	<p>INTRODUCTION</p> <p>Participants enter the workshop room and facilitators give them a sticker with different colours (red, blue, orange and green), so that they are already divided in sub-groups by colours. Then each participant receives a pen and a piece of paper.</p> <p>Then participants are asked to start walking freely in the space and the facilitator says the following sentences/questions:</p> <ul style="list-style-type: none"> • Walk in the space as you want • Walk in the space as you feel • Try to look inside yourself • What do you love? • What do you really love? • When you are ready you can write it on the paper. <p>After participants write it, facilitators collect all the papers and pens.</p> <p>DIANA</p> <p>Now the workshop room is divided by a line where the extremes are representing 0 (the minimum) and 10 (the maximum). In the line there is then a graduation from 0 to 10. Facilitators are now reading the papers filled by the participants, for what concerns the question "What do you love?". Facilitators are not reading all the pieces of papers with the answers but just some. All the time they read one, they ask participants to take a position on the line. If they don't love the same thing they can be on the 0, while if they really love the same thing they can go on the 10. They can also place themselves accordingly to their degree of love (still from 0 to 10). The important is that they are taking position very fast. Then they need to have a look at the position of the others and then the next question is read.</p> <p>WALKING ACTIVITY</p> <p>Now participants are asked to keep walking in the workshop room, taking the</p>

	<p>focus on their way of waking and trying to appreciate their original way of walking. Facilitators gives the following instructions:</p> <ul style="list-style-type: none"> • Be conscious, watch your posture, your torso, your transferring of weight, how do you use the different parts of your body. Try to appreciate your original, unique way of walking. • Keep walking in the space and try to explore different ways to use your body, like: coughing, laughing, taking a particular position, dancing, making funny faces. • While you are experimenting your originality in the different steps, try to take some elements that you consider original from someone else (e.g. a movement, a gesture, a way of smiling ...) • While you are experimenting your originality in the different steps, try to take some elements that you consider original from the dance of someone else. <p>RAINBOW PUZZLE</p> <p>While participants are still dancing and moving in the space, they have to search for their group member (previously divided by colour). Once the group is created, the members in circle, should show to the others they dance movement and teach one movement (within their dance) to the others that have to repeat and learn it. Each group member does the same so that at the end it's created a choreography combining all the movements and rhythms. Once all the groups are ready, they show their choreography to the other groups.</p> <p>DEBRIEFING</p> <p>At the end of the activity it's following a debriefing divided in different steps. If there is some time at disposal it can be nice to close the workshop with a simple relaxation technique, making a small massage to the different parts of the body and having a final, collective closure.</p>
MATERIALS	Big space/workshop room, music, stickers, pens in different colours, pieces of paper, sticks to create the "diana", one basket

LEARNING

TITLE	WiA evaluation
TOPIC/S	Waves in Action outcomes
AIM	To go more in depth on the analysis of the Waves in Action and to highlight specific outcomes that could be used for the upcoming steps
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, post-it, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Read the feedbacks Participants group in the same pool of facilitators of the Waves in Action. They take back the post-it with the feedbacks (your feelings - something to improve - something good) given by the participants of their workshop and they have to carefully read all the elements.</p> <p>Step 2. The hat Each group receive a flipchart containing three different elements to evaluate:</p> <ul style="list-style-type: none"> • Learning • Team work • Adaptation/modification/tips for a future use of the tool <p>Each group, should go point by point, discuss and fill in the flipchart with the main outcomes and elements appeared in their discussion.</p>

MORE IN DEPTH

TITLE	Open space
TOPIC/S	Extra exploration of the subject
AIM	To have extra time to cover sub-subjects related to disability, to share projects and methods used
TOOL TYPE	Work in group
DURATION	90 minutes
MATERIAL	Flipcharts, paper, markers, post-it
DESCRIPTION	<p>In plenary participants are asked if they want to tackle extra sub-subjects not fully covered or if they want to share some projects/actions or methodologies they use. The facilitator takes notes of the different proposals and two different slots of 30 minutes each are created. During the same slot there are different workshops run simultaneously. Participants have the chance to choose the workshop they are interested to join, positioning themselves in the table/slot.</p> <p>GENERAL REMARK ON THE TECHNIQUE:</p> <ul style="list-style-type: none"> • This session is based on the technique of the Open Space, which allows participants to discuss about sensitive topics, to share ideas and proposals about future possible actions and projects. During the Open Space different spaces are organized. • Participants, following the principles of this technique, are free to move from one to another space accordingly to their interest to work on one or more thematic areas. • The facilitator assigned to each slot is the person who proposed it, so has to remain all the time in the workshop space to present it to the participants visiting and/or taking note of the main outcomes. <p>In the Open Space Technique, the main PILLARS are:</p> <ul style="list-style-type: none"> • "It starts when it starts" • "It ends when it ends" • "What happens, happens" • tools have to be proposed by participants → bottom up approach • tables are "self-organized" → the participants themselves are the facilitators of the tables • there is the possibility to move from a table to another table when the participant feels that the discussion is expired or when is interested to listen other topics.

FINAL EVALUATION

TITLE	Stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊</p> <p>Beginning: one of the facilitator makes a short introduction on the activity' tasks, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – food and lodgement <u>Instruction:</u> <i>comment with post-it and messages how the accommodation and food was</i> <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – expectations <u>Instructions:</u> <i>be back in the drawing you did the very first day and add another drawing to comment how much the training has met your initial expectations (you can also leave extra comments and key-words)</i> <u>Methodology:</u> on the floor there is the big flipchart with the drawing of the expectations, done in the first day. Colours and markers are on the floor, close to the drawing</p> <p>Space 3 – methodology <u>Instruction:</u> <i>target it with a dart: more you are satisfied concerning the methodologies used and more you have to put your dart closer to the target's centre. Less you are satisfied and more your dart has to be put in</i></p>

	<p><i>the external part of the target's centre. Please, while placing your dart, you can add comments and feedback on a post-it and put it on your dart.</i></p> <p>Methodology: one big target on a flipchart on the wall. The target is divided in concentric circles, from the more internal part to the more external part</p> <p>Space 4 – learning</p> <p>Instruction: <i>go back to the graphic facilitation on the wall representing the activities run during the training and leave comment, using post-it, on the activities you want, adding on the post-it what you have learnt</i></p> <p>Methodology: a chair under the graphic facilitation, with pens and post-it</p> <p>Space 5 – my participation</p> <p>Instruction: <i>write a letter to yourselves to comment your participation during the training. When you finish, please hung the letter on the rope, using a cloth peg</i></p> <p>Methodology: a rope is in tension between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter</p> <p>Space 6 – pool of trainers</p> <p>Instruction: <i>write a feedback, comment, suggestion you would like to leave to the pool of trainers</i></p> <p>Methodology: post boxes on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 7 – photomaton</p> <p>Instruction: <i>write on the A4 a key word representing the training, take a costume and go behind the curtain.</i></p> <p>Methodology: a small table with the A4 papers and coloured markers. A wardrobe with the costumes. Behind the curtain there is one of the facilitators with the camera taking picture of the participants (one by one), costumed and with their key word</p>
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TITLE	Circle of words
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
MATERIAL	/

DESCRIPTION	<p>Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p>NOTE: if, when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express himself/herself.</p>
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Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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*NFE Tools and Body Awareness
for Inclusive Youth Projects*

TOOLKIT OF THE
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