

access

ability

toolkit

Written by:

Cemile Elif Serbest Soscia, Raffaella Palmiero, Aljoša Škaper,
Lorenzo Tassoni, Ronald Keersmaekers, Maarten Vankeerberghen, Miranda
Škaper, Angel Fernandez Marin, Anna Rita De Bonis
and all the participants of the TC.

Logo design:
Media Lab

Lay-out design and illustrations*:
Nien Boots

*Illustrations based on words in ASL hand movement and Braille dots.

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Hand pointing

INTRODUCTION

AccessAbility Toolkit was created with the aim of spreading a message of both hope and realism. The realism comes from the experience that it is indeed possible to organize youth activities that are accessible to young people with different abilities or those facing challenges. The hope is to reach youth workers, especially those from local communities, and inspire them to use this toolkit as a resource for their professional growth and for building a more inclusive society.

The international team that implemented the KA2 project “Paths to Inclusion” contributed to the creation of this product, the intellectual output **02 AccessAbility Toolkit**, drawing on a wealth of diverse experiences and expertise. Many contributions also came from the participants of the Training Course (implemented under the project Paths to Inclusion), who shared valuable insights during the sessions dedicated to the content of the toolkit.

Created to promote inclusive youth work, the toolkit provides essential resources for collaborating with young people with disabilities and special needs in the local community. It supports youth inclusion processes based on non-formal education methodologies. It contains practical tools for youth workers who want to organize activities for young people with mixed abilities. It can be used in local institutions, such as schools, scouts, or summer camps, as well as in the context of international mobility through Erasmus+.

The first section of the toolkit offers theoretical content on welcoming people with disabilities and using inclusive tools, while the second section presents a collection of non-formal methods for working with mixed-ability groups.

The methods included in the toolkit were proposed by all team members, and three of the methods, “**Skipper, Can I Cross the River?**” “**Pacman**” and “**EuroKEY – I Have to Pee**”, were developed during a methodology developing activity by the participants in the training course.



Image: Inclusion
Inclusion

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1.1 Concept of Disability

Disability was been defined by a medical approach up until recently. This approach was dominantly based on pity and charity towards people with disabilities, which should be “cured” or “fixed” in order to fit in society. Disability movement has worked actively to overcome this medical model and to spread a notion of disability based on a social approach. While the medical model is based on the persons “lack of ability” due to their “impairment”, the social model focuses on “disability” due to surrounding barriers, imposed by society itself. Misconceptions, stigmas and stereotypes about disability as well as inaccessible environments create barriers for people with disabilities from attaining their right to full and equal participation in society.

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) states that “disability is an evolving concept and results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”. UNCRPD entered into force on 3 May 2008- also defines “persons with disabilities” as persons including those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”. Therefore, the notion of “disability”

is not fixed and can alter, depending on the prevailing environment from society to society. Disability is not considered as a medical condition, but rather as a result of the interaction between negative attitudes or an unwelcoming environment with the condition of particular persons. Examples of these can be seen everywhere from stairs into buildings, reading materials in inaccessible formats, and prevailing negative attitudes towards persons with disabilities. The more barriers, the less likely persons with disabilities are able to participate in society. By removing attitudinal and environmental barriers – as opposed to treating persons with disabilities as problems to be fixed – those persons can participate as active members of society and enjoy the full range of their rights.

The Convention does not restrict coverage to particular persons; rather, the Convention identifies persons with long-term physical, mental, intellectual and sensory disabilities as beneficiaries under the Convention. The reference to “includes” assures that this need not restrict the application of the Convention and States parties could also ensure protection to others, for example, persons with short-term disabilities or who are perceived to be part of such groups.

People with disabilities are considered the world’s largest minority. WHO (World Health Organization) estimates that over one billion people, about 15% of the world’s population, have some form of disability in the world today. Increasingly vocal and well organised disability movements changed the paradigm from viewing disability as a personal tragedy towards viewing

disability as a human rights issue. The work of such disability movements led to a “Nothing about us, without us!” approach to the issue, and to a policy shift from the medical model to the social and human rights based models: from the “patient” to the citizen with the following key principles; inclusion, participation, accessibility, non-discrimination, respect for difference and diversity, equality of opportunities and respect for inherent dignity. Persons with disabilities are part of human diversity and being human has a broad spectrum of possibilities including many ways of walking, seeing, thinking, communicating, interacting, etc. Despite all the differences, persons with and without disabilities are part of the same society and have the same rights and obligations.

Food for thought:

What are the human rights of persons with disabilities?

1.2 Ableism

Ableism is the social prejudice against people with disabilities and discrimination based on the belief that typical abilities are superior and disabled people are inferior. It mostly shows itself in the forms of obvious oppressive, abusive behaviours however it does not only refer to consciously discriminatory behaviours but also to the way that people unconsciously relate to people with disabilities. The unconscious part of discriminatory

attitudes is much harder to tackle than conscious acts of discrimination, but both need to be equally targeted in the struggle for human rights. For example discriminatory approach in hiring/not hiring people with disabilities is an ableist act but failing to incorporate accessibility into building design plans or talking to a person with a disability like they are a child are also ableist actions.

Some other examples of ableism:

- ▶ The assumption that people with disabilities want or need to be ‘fixed’
- ▶ Choosing an inaccessible venue for a meeting or event, therefore excluding some participants
- ▶ Mocking people with disabilities
- ▶ Questioning if someone is “actually” disabled, or “how much” they are disabled
- ▶ Framing disability as either tragic or inspirational in news stories, movies, and other popular forms of media
- ▶ Using the accessible bathroom when being able to use the non-accessible one
- ▶ The eugenics movement of the early 1900s
- ▶ The extermination of people with disabilities in Nazi Germany

Food for thought:

What other ableist behaviours or attitudes do you recognize?

1.3 Types of Disability

Disability types include various impairments that can reduce a person's ability to carry out their day-to-day activities. These impairments can be termed as disability of the person to do his/her day-to-day activities. Disability can be broken down into a number of broad sub-categories, which include the following types of disability:

Mobility/Physical disabilities: Disability in mobility can be either an in-born or acquired with age. It could also be the effect of a disease. People who have a broken bone also fall into this category of disability. This category of disability includes people with varying types of physical disabilities, including; upper or lower limb(s) disability, manual dexterity impairment.

Spinal Cord Injuries: This kind of injury mostly occurs due to severe accidents. The injury can be either complete or incomplete. In an incomplete injury, the messages conveyed by the spinal cord are not completely lost. Whereas a complete injury results in a total dysfunctioning of the sensory organs. In some cases, spinal cord disability can be a birth defect.

Head/Brain Injuries: A disability in the brain occurs due to a head/brain injury. The magnitude of the brain injury can range from mild, moderate and severe. There are two types of brain injuries; Acquired Brain Injury (ABI) and Traumatic Brain Injury (TBI).

Visual impairment: Visual impairment is defined as a decreased or totally lost ability to see to a degree that causes problems not fixable by usual means, such as glasses or medication. Visual impairment can be due to disease, trauma, brain and nerve disorders, congenital or degenerative conditions. Terms mostly used to describe people with visual impairments are “partially sighted”, “low vision” and “totally blind”. Eye disorders which can lead to visual impairments can include retinal degeneration, albinism, cataracts, glaucoma, muscular concerns that result in visual disturbances, corneal disorders, diabetic retinopathy, congenital disorders, and infection.

Hearing impairment: Hearing loss, deafness, hard of hearing or hearing impairment, is defined as a partial or total inability to hear. Hearing loss is caused by many factors, including genetics, age, exposure to noise, illness, chemicals and physical trauma. People who are partially deaf can often use hearing aids to assist their hearing. Deaf people use sign language as a means of communication. There are a wide variety of hearing disabilities, ranging from people that can hear when they use assistive equipment (hearing aids, cochlear implants. Etc), to people who do not hear anything. People that were deaf at birth have learned to communicate in visual ways (e.g. sign language has its own grammar, lexicon and idioms). Speaking or writing a verbal (foreign) language is often a second or third language for them. Some deaf or hard-of-hearing people can

lip-read and some use sign language. There are a number of deaf people who have a speech impairment but others speak fluently. Deaf does not mean mute and mute does not mean deaf.

Speech impairment: A speech disorder refers to any condition that affects a person's ability to produce sounds that create words. Speech disorders affect a person's ability to form the sounds that allow them to communicate with other people. They are not the same as language disorders. Speech disorders can affect people of all ages. Some types of speech disorder include stuttering, apraxia, and dysarthria.

Cognitive/Learning: Learning or intellectual disabilities are defined by diminished cognitive and adaptive development. Some cognitive disabilities have a base in physiological or biological processes within the individual, such as a genetic disorder or a traumatic brain injury. Other cognitive disabilities may be based in the chemistry or structure of the person's brain. Persons with more profound cognitive disabilities often require assistance with aspects of daily living. Persons with minor learning disabilities might be able to function adequately despite their disability, maybe to the point where their disability is never diagnosed or noticed. (e.g: Down Syndrome, Autism spectrum, Dyslexia, Dyscalculia, Dementia, ADHD)

Psychosocial disorders: A psychosocial disability arises when someone with a mental health condition interacts with a social environment that presents barriers to their equality with others. Psychosocial disability may restrict a person's ability to be in certain types of environments, concentrate, and have enough stamina to complete tasks. Some examples of psychosocial disabilities include mood disorders; such as depression and bipolar disorder, schizoid disorders; such as schizophrenia and schizoaffective disorder, anxiety disorders; such as anxiety disorder, obsessive-compulsive disorder, and post-traumatic stress disorder.

Short Stature/Dwarfism: Dwarfism is short stature (abnormal skeletal growth) which can be caused by over 300 genetic or medical conditions. Children with dwarfism may experience a delay in developing motor skills, however, dwarfism does not have a link to any intellectual disability.

Persons with Tourette Syndrome: Persons with Tourette Syndrome may make vocalisations or gestures such as tics that they cannot control. A small percentage of people with Tourette Syndrome involuntarily say ethnic slurs or obscene words.

Cerebral Palsy: Cerebral palsy is an impairment that makes it difficult for the person to control their muscles, which has an effect on their movements and sometimes speech (in varying degrees). But this doesn't mean that they have limited intellectual capacities or a cognitive disability. Therefore, it's

better to start interaction assuming the highest possible level of intellectual skills and simplify if this person with cerebral palsy also has cognitive disability.

Persons who look different: Some people may not be limited in their life activities, but they are treated as if they have a disability due to their appearance. People with facial differences, such as cleft lip or palate, cranio-facial disfigurement, or a skin condition; people who are above or below the average height or weight; people who may display visible effects of medication, such as a tremor—in short, people who look different—have the frequent experience of finding people staring at them, looking away or looking through them as if they are invisible.

Invisible disabilities: Not all disabilities are visible. An invisible disability is a physical, mental or neurological condition that is not visible from the outside, yet can limit or challenge a person's movements, senses, or activities. Unfortunately, they can lead to misunderstandings, false perceptions, and judgments. Invisible disabilities are such symptoms as debilitating fatigue, pain, cognitive dysfunctions and mental disorders, chronic illnesses, as well as some kind of hearing and eyesight impairments.

Food for thought:

- ▶ Have you ever met people with any of the above types of disabilities?
- ▶ Do you have any friends, family members, colleagues or participants with disabilities?
- ▶ When you meet persons with disabilities, do you generally find yourself focusing on their disabilities or abilities?

1.4 Concept of inclusion

Social inclusion means improving participation for all in society through enhancing opportunities, equal access to resources, having a voice and respect for everybody's rights. It requires the distribution of opportunities and resources in a way that minimises disadvantage and marginalisation. Inclusion is a human right. The UN Convention on the Rights of Persons with Disabilities recognises the right to equality in education and participation of people with disabilities.

Inclusion is about:

- ▶ encouraging the intercultural encounters to consider diversity as a richness, not a danger
- ▶ enabling ALL young people of all backgrounds, especially those more excluded/vulnerable and/or with fewer opportunities:
- ▶ to have the same opportunity and co-create the framework with respect to all needs and backgrounds, especially with respect to learning/education, and access to youth work and the labour market in general,
 - to be listened, heard and given the safe space to express themselves, as well as taking part in their communities and in decision making processes
 - to take part in youth action and have their say to influence at the end of the day the shaping of the evolving-Europe
- to provide access for everyone to empowering resources and processes
- ▶ taking into account the needs of young people and youth organisations
- ▶ and engaging in general all the professional multi-level experiences (educators, youth workers, social workers, psychologist, sociologists), volunteers forces and stakeholders involved in the youth policies development, as well as in sustainable development policies in general

So, it is about enhancing the participation of all young people and deepening their participation in terms of reach and impact of the participation process, as well as, to some extent, including all the stakeholders.

Food for thought:

- ▶ students.wustl.edu/glossary-bias-terms/
- ▶ epi.washington.edu/sites/default/files/website_documents/DEI%20Glossary_Formatted_20190711.pdf
- ▶ seramount.com/research-insights/glossary-diversity-equity-and-inclusion/



Image: Mixed
Ability
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2.1 Concept of mixed-ability groups

Young people with disabilities do not always have an opportunity to take part in youth activities together with their peers without disabilities due to inaccessibility and/or psychosocial barriers. Therefore, a relatively smaller group of active youngsters with disabilities tend to be organised in disability networks or youth branches of DPOs (disabled people's organisations) where there is always a considerable risk of being part of a closed, disability-based community. On the other hand, some of the youth organisations are running local, national or international "disability themed projects" where young people with disabilities are excluded from interacting with their peers without disabilities. While most of the youth organisations still avoid or hesitate involving young people with disabilities, the ones involving "only" young people with disabilities in their projects are also failing to ensure the inclusiveness of the international learning mobility activities.

SALTO-YOUTH Inclusion defines "a mixed-ability group" as one that provides "positive experiences of working, playing and simply being together, when breaking down barriers and taking on challenges". An inclusive mixed-ability group reflects diversity in society. It means creating and maintaining a space where everyone's needs are met so that all young people, not just those with disabilities, can take part. It is about making sure that all participants have a sense of belonging to the

group and that they feel included in the process, respected and valued. However respect is not enough, action is needed as well.

A mixed-ability approach recognises that all young people have different abilities and may need support so they can be fully included. A key aspect of inclusiveness is that not everybody has to do the same thing to contribute, it is also fine to do things in different ways to achieve the desired outcomes. Inclusion happens when we are aware of each other's needs and adapt to the changing situations. Inclusion is mostly about attitude and willingness rather than expertise because there is no such thing as a single approach for inclusion.

Building an inclusive mixed-ability group requires comprehensive planning and a good deal of preparation. You simply can not call your activity inclusive if you just invite young people with disabilities to join an existing group of young people without disabilities without acknowledging the individual needs of all participants, not only of the ones with disabilities, but all. In the following sections of this toolkit we will be providing you with some guidelines to create and manage an inclusive mixed-ability group.

Food for thought:

Do you think it is possible to create a fully inclusive mixed-ability group?

2.2 Barriers to participation of young people with disabilities

“And what about young people with disabilities? They are here, somewhere pending between the two movements: the youth and the disability. Searching their place, because none of them are yet inclusive enough. The youth one limits them often with the age limit, because by the time young people with disabilities reach out there, it is time to pass to something else, too old, always asking for derogations to participate and that is embarrassing, annoying and time consuming. And the disability movement? Finds young people too young, not experienced enough, etc.”

-Loredana Dicsi – Membership, Internal Communication and Youth Officer, European Disability Forum

Young people with disabilities can experience a range of barriers to inclusion and can be excluded from important community activities, resources and services that promote decision making, citizenship, leadership and influence. All youth organisations need to ensure their inclusion strategies and activities are appropriate for youth with disabilities.

Some of the barriers to participation of young people with disabilities in youth projects can be listed as follows:

- ▶ Lack of information about existing opportunities
- ▶ Low self-esteem, and confidence in their own skills and abilities

- ▶ Lack of family and community support, discouraging approaches instead
- ▶ Having supportive but overprotective families
- ▶ Lack of information about programme accessibility, or fear of inaccessibility
- ▶ Limited English language skills
- ▶ Lack of voice and visibility
- ▶ Lack of social skills and knowledge of one's rights to participate
- ▶ Lack of facilities, access, skills and knowledge related to working with young people with disabilities
- ▶ Reluctance of the youth organisations to work with or for young people with disabilities, since it is considered “challenging”
- ▶ Fear of the extra efforts and costs; misconception that organising mixed-ability projects are too expensive
- ▶ Lack of projects by and with young people with disabilities - most projects are done for them
- ▶ Assumptions based on no evidence about the actual potential and capacity of young people with disabilities
- ▶ Differing visibility of disabilities (“being minority within a minority”) – for example, the needs of young people with intellectual or psychosocial disabilities or hard-of-hearing participants are more easily overlooked.

Food for thought:

What kind of assumptions do I / does my organisation have regarding disability?

2.3 Ways to better reach out and involve young people with disabilities

In order to organise mixed ability group youth projects it is initially needed to reach out to the target group. Due to the barriers identified in the previous section, this could be the most tricky part. Because literally when there are no participants with disabilities, there are no mixed ability groups. Reaching out to the young people with disabilities means using appropriate communication strategies directly addressing them. But making contact with the youngsters is not enough; we need to inform and engage their families as well. In that sense organising an accessible info session could be very helpful. Former participants with and without disabilities with positive experiences of inclusive youth activities could be invited to share good practices. Inviting family members of both groups could be helpful to share their concerns or fears regarding their children interacting with each other.

On the other hand, communication materials should address all young people you want to reach. Mentioning in your call for participants that you are openly inviting applications from young people with disabilities can make a big difference, as it opens people's minds to the fact that these opportunities are theirs to pursue, and their participation is welcome. However do this only if you are ready to adapt the activity according to the needs of these potential participants with disabilities. Do

not welcome anyone for the sake of welcoming. Without the necessary preparation this would bring no good to anyone.

Adding clear information on the physical accessibility of the activity venue, the availability of sign language interpreters, information on personal assistants, readable materials, accessible transfer, content and daily programme, details on the application/selection process and deadlines etc. could be very helpful and encouraging to apply. In addition to using mainstream online and offline channels, it's worth reaching out to places where young people with disabilities study (universities, high schools, life long learning centers..etc.), socialise (community centers, youth centers) and work, self-advocacy groups and disability organisations etc. Cooperate with relevant partners such as DPOs who already have a connection with these young people.

It is not always easy to fill in an application form and not everybody is good at expressing themselves in written format. Therefore it's better to adjust your application process, be flexible with deadlines (give enough time), simplify the questions, avoid long forms, leave spaces for extra comments. Actually not only people with disabilities but also everybody would benefit from these small adjustments. Alternative means of application could also be helpful for some people who may have difficulties in explaining things on paper but better express themselves face to face or on a video call (e.g. Sign language user deaf youngsters).

It's also important to formulate the questions accordingly to get adequate information on the disability situation and particular needs of the person. That is to say, it is recommended to avoid asking "Do you have any special needs?" but instead you can ask;

- ▶ "Do you consider yourself to have a disability/difficulty that the organisers should be aware of in order to accommodate the activity for your needs?"
- ▶ "Will you be accompanied by a personal assistant?"
- ▶ "Do you require an adapted room?"
- ▶ "Do you need adapted transport?"
- ▶ "Do you use a mobility aid such as a wheelchair, walker or cane?"
- ▶ "Do you need a palantypist or sign language interpretation?"
- ▶ "Do you use assistive technologies?"
- ▶ "Do you need alternative materials in a certain format?"
- ▶ "Do you have any dietary needs?"
- ▶ "Do you have a chronic illness that you think organisers should be aware of?"

Food for thought:

What other possible ways do you think would be useful to reach young people with disabilities?



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3.1 How to prepare the participants for a mixed ability group activity?

Preparing young people for the experience of a mixed ability group project is very important, so that their expectations are met. For some young people with disabilities, such as people with anxiety disorders or autism, having an orientation period and clarification of what will happen might be useful and prevent many possible issues from arising. An early and well developed preparation process supports the development of ownership in the project, a sense of belonging and quality of engagement.

In a mixed ability group experience some of the participants will meet their peers whom they may have not been in contact with earlier. Therefore it's important to prepare them for the topic of disability in youth activities. There can be a lot of insecurities in the room. Young people with disabilities who experience discrimination and exclusion in everyday life may worry that this will also happen during the project. Some young people with disabilities may lack knowledge or understanding of the needs of people with disabilities different from their own. Young people without disabilities on the other hand may be afraid that they can easily do something wrong due to the images of people with disabilities they have in their minds. It may help to think about short getting to know activities before the actual project in national teams that they can do

together where they get to know each other, experience new things together, build trust and confidence and slowly adjust to the group setting starting from this small and comfortable group. It's also essential to work on right attitudes towards people with disabilities and raise awareness of exclusive and discriminatory behaviours before the project.

It is very helpful for the group to set ground rules they discuss and agree on, based on mutual respect. These rules should not necessarily be disability related, on the contrary they should cover the needs and sensitivities of all. Make it visible that, as the facilitators or the organisers, you are also signatory of these ground rules decided. It is generally nice to ask the participants to put an actual symbolic signature on the agreement. Following guiding questions might help to start the discussions and set the common rules;

- ▶ What do you need to feel comfortable in this group?
- ▶ What situations would you like to avoid?
- ▶ What do you expect others to be respectful of?

Food for thought:

Do you remember your first experience with a mixed ability group? What were your expectations and concerns?

3.2 Co-creating an inclusive learning environment

In mixed ability group activities, young people with disabilities have different starting levels, different participational and learning needs. This means that to achieve inclusion within such a group, an equitable approach should be followed. When preparing and/or running an activity with a mixed-ability group, it is important to pay attention to the participants' individual access, participation and learning needs. For example, while a visually impaired participant may need written materials in Braille printed format, another visually impaired participant may request written materials in digital and readable format and a partially sighted participant may need handouts printed with larger size. Here are three different examples of the possible needs of a disability group of "visual impairment". On the other hand, while hard-of-hearing participants may need palantypist/text-on-screen support and text handouts, Deaf participants may need sign language interpretation. Don't forget, assumptions are dangerous because needs are individual! Even within a group of people with the same "impairment", individual persons' inclusion and access needs vary a lot. Organisers should be aware of these in advance of the activity, having collected this information in a sensitive way beforehand. For example a participant in a wheelchair may need shorter session times and longer breaks to be able to go and lay down to rest during the day. Sitting for a long

time may be too tiring and even harmful for their health. So providing a ramp to the meeting room might not be enough for the meaningful inclusion of the wheelchair user participants.

Young people with disabilities should be seen as the experts and go-to persons when it comes to what kind of support and accessibility arrangements they need. Therefore the facilitators/organisers should share the draft flow of the programme, request their opinions and directly ask them what kind of support and adaptations they need to become part of the group and be fully included.

When developing a new project or an activity involving a mixed ability group, it is important to remember to create a diverse and inclusive team of youth workers/facilitators/trainers, meaning a team formed by trainers both with and without disabilities. This is a strategic decision that can lead to learning more about youth work in relation to disability issues making participants with disabilities more comfortable during the activity offering participants positive "role models" to identify with gaining better insights into the various accessibility and educational needs of participants with disabilities.

Food for thought:

Could you imagine other situations where assumption could be risky!

3.3 Guiding tips for better including and engaging young people with disabilities

3.3.1 Deaf and hard of hearing young people



- 👉 **It's better to** find out which assistive equipment or methods they use for communication via application forms or early communication with your participants.
- 👉 If you prepare an application form for your activity to be filled in by Deaf participants, **it's better** to use uncomplicated, clear, simple and short questions. You may also prepare application forms as videos and receive the answers in sign language as well.
- 👉 Instead of shouting louder at hard of hearing persons when they don't understand, **it's better to** repeat more clearly what you said before, use other words and gestures or try other ways of communication (writing, etc.)
- 👉 If the Deaf or hard-of-hearing people can lip-read, **it's better to** speak face to face with them, keep eye contact, so they can see your lips, pronounce words clearly and articulately but without exaggerating.
- 👉 **It's better to** provide enough time for each activity, task or the assignment and make sure everything is clearly understood by everyone before starting. In case it's needed, **it's always better to** repeat the clarifications, using visual instructions, written questions..etc., because not everybody is processing the information at the same time, in the same way.
- 👉 People with hearing impairments need to concentrate on the gestures, expressions and lips of others so well planned sufficient and indirect lighting and distance is necessary. **It's better to** make sure the background of the speaker is not distracting.
- 👉 If you have a group consisting of 10-30 participants, in the big group sessions **it's better to** sit/stand in circle shape, therefore everyone can see each other.
- 👉 Sign language interpreters ideally work in teams of two or three and they must be able to see any sign language users in the room and the users must be able to see them as well. The active interpreter stands next to the facilitator or the speaker. If you choose to work with a sign language interpreter **it's better to** make sure that they are well positioned, you leave enough time for interpreting and possible questions after that. **It's also better to** speak in coherent blocks, take a pause and when the signing is finished ask your questions to which participants can react.
- 👉 **It's always better to** speak directly to the person, not the interpreter.

- 👉 **It's better to** ask regularly if the interpreter has enough time and ask pro-actively if the participant has a question or something to add. You could learn the basic sign language for “do you understand?” or “is it clear?” and use this regularly.
- 👉 Either in small working groups or in the big group circle, during the discussions **it's better to** facilitate the session in a way that always one participant speaks at a time, they don't cut each other off and speak one by one after being allowed by the facilitator. In case the participants find it necessary, it is also favourable that the person speaking stands up so that the other participants visually can follow who is currently speaking.
- 👉 Note that sign language is different in different countries! So Deaf participants from different countries need their own sign language interpreters. In any case sign language is their natural language and a significant element of the Deaf Culture. Therefore **it's better to** include games, activities and/or positive messages promoting sign language into your programme. Sincere appreciation of their language and culture motivates them, facilitates their learning process, increases their emotional engagement and sense of belonging.
- 👉 **It's better to** gain Deaf people's attention before starting to say something - i.e. tapping the person gently on the shoulder or arm, waiting till the person turns to you, making a visible gesture or flashing the lights of the working room.
- 👉 **It's better to** to agree with the group on visual ways to start and end a session or activity, e.g. after a break, rounding off working groups - you could switch the lights on & off, use different colour lights, etc. it is important is to keep Deaf people within visual distance, so that it is easier for you to attract their attention, e.g. for rounding off an exercise and for calling them back from small working groups.
- 👉 **It's better to** give active responsibilities to the Deaf participants, however better to let them volunteer for that responsibility rather than delegating without asking, such as leading, moderating a small group work, presenting the group work results, taking pictures or videos, keeping the meeting room tidy, etc.
- 👉 **It's better to** write or visualise everything you say (e.g. provide handouts, write on the board or flipcharts...). Speaking of writing it's better to keep the written material as simple and clear as possible.
- 👉 To make yourself understood, **it's better to** provide an example, make a demonstration, show a video in sign language or with closed captioning (cc) to clarify (e.g. of energisers, games, expected flipcharts coming from group work)
- 👉 When having group discussions, **it's better to** agree on a sign for the Deaf participants which they can use to indicate they want to contribute. Some Deaf or hard-of-hearing persons have speech disorders which can make it difficult to understand them.

- 👉 **It's better to** either install an 'induction loop system' for the benefit of people with hearing aids in the meeting room or search for a meeting room that already has the system installed. With this system the sound is transmitted as a magnetic field, and those with hearing aids designed to receive induction loop sounds can, a bit like a TV aerial.
- 👉 Hearing aids are the best all-around solution for people with hearing loss, but other assistive listening devices (ALD) can help them navigate specific communication demands. A frequency-modulated (FM) system is an ALD that makes it easier for people with hearing loss to hear what others are saying in noisy environments, like a theatre, school, church, museum or other public places. If your hard of hearing participants require an assistive listening device and it is not possible to have a meeting room with an induction loop system, **it's better to** provide an FM system.
- 👉 Most Deaf and hard of hearing people cannot hear fire alarms. It's better to make sure you know exactly where they are located in the building in case of emergency and what to do. You could also make an emergency division of tasks for all participants.
- 👉 **It's better to** create a backup communication and visual based sharing system via Facebook groups, SMS, Whatsapp or any other instant messaging system.
- 👉 **It's important to** create a fair, diverse, equal, respectful, open-minded, positive, constructive and collaborative -instead of competitive- learning atmosphere by making

learning a meaningful, pleasant journey shared with their peers.

- 👉 Last but not least, as a youth worker, leader, facilitator or trainer, **it's always better** to learn sign language and communicate with them by yourself directly. Because even with a quality sign language interpretation, some of the information is lost during the interpretation.



- 👉 **It's better not to** presume that one particular way of communication is applicable for all Deaf.
- 👉 **It's better not to** use abstract concepts while preparing your activity or training content.
- 👉 In order to avoid misunderstandings **it's better not to** speak too fast and not to hesitate asking or approaching directly to them in case you need to.
- 👉 **It's better not to** obscure your lip movements with your hands, chewing gum, a cigarette, etc.
- 👉 **It's better not to** interrupt the interpreter while working.

- 👉 **It's better not to** feel embarrassed to ask them to repeat. If you don't understand them, say so, and revert to alternative ways of communication (writing, sign language with translation).
- 👉 The Deaf people can party and dance, they can feel the beat (add a bit of extra bass) or dance to the light show based on the music (according to rhythm). **It's better not to** avoid using these fun tools in your sessions.

3.3.2 Young people with visual impairments



- 👉 **It's better to** find out which assistive equipment or methods they use for communication via application forms or early communication with your participants.
- 👉 For a partially sighted or blind person, communication in some space can be hard because of no eye contact. **It's better to** make sure they understand that you are speaking with them. Because especially in crowded places in which a lot of noise exists, they might not understand you are speaking with them.

- 👉 **It's better to** provide enough time, sometimes more than usual for each activity, task or the assignment and make sure everything is clearly understood by everyone before starting. In case of need, it's always better to repeat the clarifications, and double check with the participants if everything is clear and if it needs some practical adjustment to the activities.
- 👉 If you have partially/low-sighted participants, **it might be useful** to ask before the activity whether they would prefer written materials printed in larger size point type or not?
- 👉 To make yourself understood, **it's better to** double check and double explain some aspects and clarify (e.g. energisers, games) in case it is needed. It is important to explain once more what will happen so that the people are prepared for what is going on and what will happen.
- 👉 If you have visually impaired participants in the group, **it's better to** prepare your activities not only depending on visual tools. Anyway it's important to describe properly every time you are using visual tools or materials.
- 👉 If you need/want to show a video (without audio description), **you have to** ask someone to sit next to a blind or partially sighted person, to describe the visual elements of the video.
- 👉 A personal assistant can be useful but it depends a lot on the individuals. **It's better to** ask it in the application form if the participant needs an accompanying person. Alternatively, it's also good to ask and involve the whole

group in supporting each other.

- 👉 Especially when you explain practical activities, when you describe visual things, **it's better to** ask: “do you understand?” or “is it clear?”. Because there are some particular instructions that a sighted person is much faster to get.
- 👉 Especially at the beginning of your activity and within a big group of people who don't know each other, **it's always better** that each time a person speaks, start speaking by saying his/her name so that a visually impaired participant can easily follow who is speaking and start to get familiar with the voice of the group members.
- 👉 The welcoming in the venue, a good orientation on the space is very important for participants with visual impairments. **It is better** if you prepare yourself and dedicate some time to explain exactly where they are, how large is the venue, where the rooms and the activity room are located, where the restaurant and toilets are, how to reach the restaurant from the rooms and/or from the activity room, how to reach the smoking area etc
- 👉 In case of emergency a blind can have difficulties evacuating the building alone. **It's better to** make sure you know exactly where they are located in the building in case of emergency and what to do. You could also make an emergency division of tasks for all participants.
- 👉 **It's better to** create a communication and sharing system via Facebook groups, SMS, Whatsapp or any other instant

messaging system. Will also be good to add working documents or digital content that you printed out for the other participants.

- 👉 Last but not least, as a youth worker, leader, facilitator or trainer, **it's always better to** learn about common needs of visually impaired persons, what to do or not to do..



- 👉 **It's better not to** use abstract concepts while preparing your activity or training content.
- 👉 In order to avoid misunderstandings **it's better not to** speak too fast and not give space information like over there, here etc... or use personal pronouns like he, she, them...
- 👉 Either in small working groups or in the big group circle, during the debates **it's better not to** leave that the group speak one over the others, and facilitate the session in a way that always one participant speaks at a time.
- 👉 When you finish the activities **it's better not to** leave chaos

in the common areas and re-setup the room as usual so that the “space references” of the blind participants are kept.

👉 **It's better not to** move or remove their personal stuff without informing your participants with visual impairments. It's also important not to change the setting of the meeting room without informing them.

👉 **It's better not to** violate personal privacy of your participants with visual impairments by touching them without asking their consent even with a good intention and with the purpose of helping.

3.3.3 Young people with physical impairments



👉 **It's better to** find out which exact circumstances/illness/injury they have via application forms or early communication with your participants.

👉 **Find out** if they are using wheelchair all the time (can't walk), use it just sometimes, walk with a walker, use a scooter, walk but hardly,...

👉 **Find out** what kind of a wheelchair they use (manual or electric); maybe even ask them for measures of the wheelchair, via application forms or early communication with your participants.

👉 **Find out** not just their diagnosis, but more of their abilities and disabilities. For example, 2 paraplegics with the same broken vertebrae have completely different abilities and needs, no injury or state is the same!

👉 **Find out** their travelling needs and requirements via application forms or early communication with your participants. Coordinate with them the whole trip – from their home to the airport, bus station etc., when they arrive to the location, transport to the venue. Make sure all public transport is accessible. Not just buses and trains, also the way to get there!

👉 **Check** with them their room needs prior they come to the venue. Be especially focused on room size, bedroom and bed size (also height), bathroom size (if the person is on an electric wheelchair, it needs to be quite big)

👉 Be in contact with the venue before they come. **Better** yet, choose the venue once you know exactly which participants are coming, and what are their needs. You will have to double-check everything with them, maybe even ask for photos. Except for the accessibility of the room check all of the accessibility – do they have experience with someone on a wheelchair? Moving around the venue, conference room, public toilets, restaurant, surroundings of the venue,...

- 👉 **Check** with the participant their exact needs and accessibility musts (Transport, accommodation, working special medical condition,...).
- 👉 **Check** with them their »working capabilities and abilities« prior they come. Meaning – can they be present the whole day at the workshops, or they need to rest, lay down, in between, etc.
- 👉 **Check** with them the timetable prior the sessions begin. Do they need extra time in the morning, extra breaks, extra time after lunch,... ?
- 👉 **Make sure** that the conference room and the restrooms are accessible and wheelchair adapted before you start. And not just arriving to the conference room, also the room itself – should be barrier free, not packed with tables or chairs for example,... Also make sure people sitting on wheelchairs will see everything (people standing might see the blackboard, sitting no).
- 👉 Make coffee-breaks and self-served food in a way that also wheelchair users can reach the beverages.
- 👉 Plan outside activities together with participants. Maybe for you it's accessible, but you can easily overlook some holes in the roads, bumps, slopes, so check everything prior starting. Ask also the participant, if she/he has some issues with the environment.
- 👉 Provide **enough time** for each activity, task or the assignment. Always plan some extra time (for restrooms, for setting everything up, etc.)
- 👉 Give active responsibilities to the physical disabled participants, however **better to** let them volunteer for that responsibility rather than delegating without asking, such as leading, moderating a small group work, presenting the group work results, taking pictures or videos, keeping the meeting room tidy, etc.
- 👉 Keep in mind all the places someone on a wheelchair will be moving, and **make sure** they are accessible (no chairs or other gadgets in the way, etc.). Every day, all meetings should be accessible for all.
- 👉 **It's important** to create a fair, diverse, equal, respectful, open-minded, positive, constructive and collaborative -instead of competitive- learning atmosphere by making learning a meaningful, pleasant journey shared with their peers.



- 👉 **It's better not to** assume all the people with physical impairments use a wheelchair, or use it all the time.
- 👉 **It's better not to** assume all wheelchair users have the same abilities and disabilities

- 👉 **It's better not to** think about accessibility as it is a black or white certainty. Some place, transport, room, can be accessible to one person with physical impairments, and not to someone else.
- 👉 **It's better not to** believe the venue when they say they are accessible. OK, they really might be, but check in details, and check specifically for your participants and their needs. You can also ask for photos, which you then share with participants.
- 👉 **It's better not to** assume someone with a physical impairment will »figure it out« how to arrive to the venue.
- 👉 **It's better not to** book a venue or meeting room that has some barriers. It's not pleasant (and inclusive!) for someone on a wheelchair to always ask and wait for help just for getting around.
- 👉 **It's better not to** just start pushing someone on a wheelchair. Always ask first!
- 👉 **It's better not to** force someone on a wheelchair into doing activities they aren't comfortable first – check before doing it.
- 👉 **It's better not to** force someone on a wheelchair to leave it, go sit on a chair, even if it is for an activity. Always ask first, if the person is comfortable with it.

3.4 Tips for the facilitators/trainers/youth workers, focusing on YW with special needs (including psycho-social preparation)

Youth workers have the responsibility of providing guidance and support to young people. Youth with special needs have unique needs that require particular attention and care. In order to effectively work with them, it is critical for youth workers to understand the complexities of their needs and have the skills necessary to support them. This part provides tips for youth workers to consider when working with youth with special needs, including psycho-social preparation.

1. Understand the Needs of Youth with Special Needs:

It is important for youth workers to understand the needs of youth with special needs. This includes recognizing the various types of special needs and being aware of the challenges these youth face. Understanding the specific needs of the youth and the resources available will help you better tailor approaches and activities to meet their individual needs.

Questions you can ask yourself are:

- ▶ What types of physical and/or mental disabilities do these young people have?
- ▶ What are the psychological, social, and emotional needs of these young people?
- ▶ What type of support do they need?

- ▶ What type of environment is best suited for their individual needs?
- ▶ What types of therapies, treatments, or interventions are needed to ensure their health and well-being?
- ▶ How can I create a safe and supportive atmosphere for everybody?
- ▶ What types of activities can I provide that will help them to develop their skills and abilities?
- ▶ Are there any special accommodations or modifications that need to be made?
- ▶ What type of resources, supports, or services are available for them?
- ▶ What strategies can I use to ensure that everyone has a voice and feels heard?
- ▶ How can I ensure that all members of the group are given opportunities to participate?
- ▶ What are some ways I can ensure that everyone feels included and valued in the group?
- ▶ How can I create an environment that encourages and celebrates diversity?
- ▶ What can I do to ensure everyone's needs are taken into account?
- ▶ How can I foster an environment of understanding and empathy?

2. Create a Positive and Inclusive Environment

It is essential to create an environment that is both positive and inclusive. This includes recognizing the strengths and abilities of youth with disabilities and providing support for them to reach their full potential. It is also important to be aware of the challenges they face and provide the necessary resources and services to address them. Additionally, youth workers should strive to create an environment that is free from stigma and discrimination.

Questions you can ask yourself are:

- ▶ What can I do to make sure everyone feels accepted and respected in this group?
- ▶ How can I create a safe, welcoming space for all members of the group?

3. Develop Appropriate Support Strategies

Which kind of questions can you ask yourself how to Develop Appropriate Support Strategies in working with young people with disabilities?

Youth workers should strive to develop appropriate support strategies to meet the individual needs of youth with disabilities. This includes understanding how to best communicate with these youth and providing appropriate guidance and support. Additionally, youth workers should be aware of the available resources and be able to provide appropriate referrals.

Questions you can ask yourself are:

- ▶ What strategies can I use to help the youth with disabilities develop their skills and abilities?
- ▶ How can I best support youth with disabilities while they adjust to their new environment?
- ▶ What methods can I use to ensure that the youth with disabilities feel comfortable and safe in the setting?
- ▶ How can I best incorporate positive reinforcement into my support strategies?
- ▶ How can I best communicate with the youth with disabilities to ensure understanding?
- ▶ How can I best support the youth with disabilities in making decisions that are in their best interests?
- ▶ What strategies can I use to help the youth with disabilities develop their self-confidence?
- ▶ How can I best ensure that the youth with disabilities receive the appropriate services and support they require?
- ▶ How can I best support the youth with disabilities in developing their social skills?
- ▶ What strategies can I use to help the youth with disabilities develop their problem-solving skills?

Examples of appropriate strategies could be :

- ▶ Develop positive relationships with the youth and their family.
- ▶ Encourage independence and self-advocacy.
- ▶ Offer clear and concise expectations.

- ▶ Provide frequent positive reinforcement.
- ▶ Use visuals to explain tasks and expectations.
- ▶ Break tasks into smaller, achievable steps.
- ▶ Connect the youth with community resources.

4. Ensure Psycho-Social Preparation

Youth workers should ensure that youth with disabilities have adequate psycho-social preparation when engaging in activities. This includes helping the youth develop appropriate social skills and self-management strategies. It is also important to ensure that the youth are provided with adequate support and resources to ensure their safety and well-being. Additionally, youth workers should strive to create an environment that is both supportive and empowering.

Ways to support this are:

- ▶ Establish reasonable expectations for all youth. Make sure to be flexible with those expectations based on individual needs.
- ▶ Provide an environment that is both physical and emotionally safe for all youth. Ensure that all youth feel supported and respected.
- ▶ Utilise positive reinforcement and provide immediate feedback for both successes and challenges.
- ▶ Establish open lines of communication between you, staff and the youth that is participating (and parents if needed).
- ▶ Connect youth to appropriate resources and support systems that can help them succeed.

- ▶ Provide positive role models and mentors who can help youth learn and grow.
- ▶ Allow youth to make their own decisions and decisions that are in their best interests.
- ▶ Foster a culture of acceptance, understanding, and respect for all youth.
- ▶ Encourage youth to take risks and make mistakes in a safe and supportive environment.
- ▶ Celebrate the successes of all youth and recognize the accomplishments of each individual.

Tips how to take psycho-social preparation into account when you set up activities with young people with disabilities are:

- ▶ Establish trust and build rapport. Create an atmosphere of acceptance and understanding by engaging in active listening and offering affirmative responses.
- ▶ Respect the individual's personal boundaries, preferences, and individual pace.
- ▶ Provide clear expectations and structure to the activity, including a plan for positive reinforcement and consequences for inappropriate behaviour.
- ▶ Adjust activities to the individual's abilities and provide guidance and support throughout the activity.
- ▶ Offer a variety of activities, including physical, creative, and cognitive-based activities, to foster social and emotional development.
- ▶ Utilise strategies to reduce anxiety and promote relaxation,

such as mindfulness activities and deep breathing techniques.

- ▶ Encourage positive communication and social interactions.
- ▶ Foster independence by gradually introducing more challenges and opportunities for self-advocacy.
- ▶ Provide guidance on how to handle emotions and problem-solving.
- ▶ Monitor the individual's physical and emotional well-being and provide support as needed.

5. Foster Independence and Self-Advocacy

Youth workers should strive to foster independence and self-advocacy in youth with disabilities. This includes providing opportunities for them to develop and practise their skills, as well as encouraging them to take ownership of their own decisions. Additionally, youth workers should provide guidance and support to help the youth understand their rights and responsibilities.

Following these tips, youth workers can better serve youth with disabilities. It is important to recognize the complexity of the needs and develop strategies to address them. Additionally, youth workers should strive to create a positive and inclusive environment and ensure adequate psycho-social preparation. Lastly, youth workers should strive to foster independence and self-advocacy in youth with disabilities. By following these tips, youth workers can better serve the individual needs of this population.

3.5 How to develop or adapt the non formal education tools according to the needs of the group

As a youth worker what we always do is to adapt our methods to new contexts, timeframes, durations, learning spaces, different group profiles, group needs and changing situations all the time. We need to be creative and be prepared for a lot of unexpected situations when working with youth groups. We generally add or change small elements in the method to work more efficiently with the specific group. The approach is the same for developing inclusive methods. We still can keep using our favourite games and exercises with mixed ability groups only considering that we may require more creativity, adaptability and simplifications. Here we have compiled some practical tips and tricks for when you need to adapt existing games/exercises or when you want to develop a new game for your mixed ability group of young people. As a note these tips are not only beneficial for mixed ability groups but could be useful for all group activities.

Be aware of disabilities but focus on diverse senses & abilities within the group

Adapting a game for mixed ability groups requires thinking about methods that appeal to different senses and abilities. Some people may be more visual learners, while others may be more auditory learners. Additionally, some people may need

to be able to touch or manipulate objects in order to learn or play. Know your group well, learn as much as possible the capabilities and limitations of your participants before the activity. Don't stick with the inabilities. Tailoring methods in a way that allows young people with disabilities to recognize their strengths and abilities, boosts self-confidence and self appreciation rather than limitations. Additionally, it helps to increase motivation and engagement, and can lead to better outcomes.

Don't leave anyone behind/out!

In mixed ability group settings it is crucial not to leave anyone behind or out because everyone should have the opportunity to participate and have fun. Everyone should be included and respected regardless of their disabilities, and games can be adapted to ensure that everyone can join in and have a good time. Leaving someone out would be unfair and would not create a safe and welcoming environment for all.

There are multiple ways to achieve a goal, offer diverse possibilities

Offering multiple ways to achieve a goal in a game is beneficial for a variety of reasons. First, it allows all participants to have a more personalised experience, as they can choose which approach works best for them. This can lead to a greater sense of engagement and satisfaction, as they feel they have greater control over the game. Second, in inclusive settings everybody

doesn't have to do things in the same way. By offering diverse possibilities (e.g. writing, drawing, singing), young people can reach specific goals in ways most appropriate for themselves. Being able to choose independently how you want to reach the goal has an empowering force. If diverse activities are offered, consider giving the space to try them out instead of explaining them. This is necessary because not everybody can visualise activities. By trying them out, young people get a better impression of the activity and the rules.

Offer activities in smaller & bigger groups

There are many benefits to offering activities and games to youth with disabilities in both small and larger groups. Firstly, activities and games can help to foster a sense of community and belonging among the youth, which is especially important for those with disabilities who may feel isolated or misunderstood. In larger groups, youth with special needs may be exposed to different ideas and perspectives, as well as socialise with peers who have similar experiences.

Smaller groups on the other hand can provide a more intimate and supportive setting where youth may feel more comfortable participating, while larger groups can provide more opportunities for youth to practise communication and collaboration skills.

Keep instructions simple, give space to try!

Ensure that the rules of the game you selected are not complicated to play but also to explain and make sure they are clearly communicated to all participants prior to the start of the game. When introducing a new exercise or game, it is important to introduce it slowly and gradually increase the speed. This will give the group time to become familiar with the activity and understand the rules better. In any case ask yourself whether the explanation of the rules need to be simplified? If you require, use supporting visual aids to clarify the concept of the game. Don't start the game without all participants confirmed they understood the purpose and the rules of the game. You can also have a practice run of the game. This helps you check if everybody is on the same page about how the game is played. If the activity is complex, break it down into smaller, simpler steps. Allow each step to be practised at a slower pace before increasing the tempo. If necessary, repeat the instructions step by step till everybody understands the game. Don't be afraid to ask for some peers of the group to help you out in explaining the game.

Change the rules if needed. BUT maintain the integrity of the tasks!

Some modifications might be necessary while adapting the games if you think some participants may not be able to participate. However, maintaining the integrity of the tasks in a game is very important because it allows everybody in the

group to have an equal chance at achieving their goals. It also ensures that the game is fair and that players are not taking advantage of any loopholes or exploits. If the rules of a game are changed too obviously, and rules are made too easy, it can create an imbalance in the game and lead to frustration among participants. Additionally, it can create an environment of distrust, as participants with disabilities may feel that they are not seen equal as their peers. Making games too easy can also lead to boredom and disinterest in the activity. It can also prevent youth with disabilities from challenging themselves, which can be an important part of developing their skills and confidence. Additionally, games that are too easy can limit social interaction between the person and others, which can be a valuable part of the activity.

Don't rely only and too much on the personal assistants

Depending on the type of disability and the specific condition of the person, personal assistants are providing support to the people with disabilities in their daily life activities. There might be trained professional assistants within your group or young people with disabilities might bring their family members or friends as their personal assistants to the activity. So relying too heavily on them may not be the best choice. It's more convenient not to transfer all the responsibility of the tasks on to the assistants, instead try to adapt methodologies so that the young person with a disability can be involved as independently as possible.

Safety first!

Under all circumstances, the safety of all your participants is always the priority! This might include ensuring that the game does not involve any dangerous physical contact or risky equipment. Adjust the methods in a way that there's no risk of anyone getting hurt during a game. In order to reduce the risks, try to simulate the game before you apply it, double check the safety conditions considering the profile of your group.

Change the space and setting for variety and stimulation

Think about where you are playing the game or doing the activity. Do you need more space? Do all participants need to sit on chairs or can the use of the space be more varied? By changing the environment, you can modify a game towards a new cool activity (e.g. instead of playing the game in the meeting room, move the group to the garden or a seaside close by and do the activity there, considering the accessibility conditions).

Don't make it too fast or too slow

Everybody in a mixed ability group has a different pace of doing things. Different paces may create frustrations within the group if it is not managed well. Some participants may finish quickly while some others still continue. You should prevent the misconception of "fast is better". Being aware of this may help you find an optimum rhythm by observing them over a few sessions.

Equipment – Don't force everybody to use the same materials. Provide options.

You can change the equipment or the materials used in an activity? You can use bigger targets, soft balls or equipment that makes a noise. In some particular situations if a participant needs different equipment for a craft or activity due to his/her disability, it may make him/her feel less self-conscious if all the others are given this equipment rather than singling him/her out. It's better considering the young person's physical and cognitive abilities when selecting the right equipment. If you are not sure, don't hesitate to consult with professionals (e.g. physical, occupational and speech therapists) to get their advice on the best equipment for the individual. If the equipment needed is expensive, check out resources and available funding to cover the cost of the equipment.

Involve them in decision making

To ensure that young people are involved in the development of a new game or adaptation of an existing one, it is important to create an open dialogue between you and the youth which you're going to play with. This could include surveys, focus groups, and other forms of direct feedback. By involving young people in the decision-making process, you and your team can ensure that the final product is tailored to their preferences and expectations.

Don't forget about the needs of participants without disabilities.

One reason why this may be happening is because the focus tends to be on making the game accessible for those with disabilities. This can often mean that the attention paid to those without disabilities is not as great as it could/should be. However, organising mixed ability group activities does not mean only taking the needs of the ones with disabilities into account, but the needs of all. Either with a disability or not every young person has their own participational needs. Additionally, when adapting a game to include young people with disabilities, sometimes it can be difficult to balance the game so that everyone has an enjoyable experience. This can sometimes mean that the game is not as enjoyable for those without disabilities. The game should be inclusive but still fun and enjoyable for everyone. Don't forget this!

Always keep in your mind that it's just an exercise/game. Don't be afraid to make mistakes.

When adapting a game, we should do our best as much as possible. That doesn't guarantee that it will be fully inclusive for everybody. Failing is quite ok. When something does not go well or any mistake happens, sit down and ask the group for their feedback on how they experience the game and how they would modify the game from their own perspectives. Use this new knowledge to adjust for the future and try again! Failure is natural and part of the learning process.

3.6. Risk management

When setting up activities with mixed ability groups of young people, risk management is an important consideration. It is important to ensure that all participants are safe and that any potential risks are identified and managed appropriately.

The first step in managing risk is to identify the specific types of participants who will be taking part in the activity. This includes considering the age, physical and cognitive abilities, and any medical or mental health issues that may come into play. It is also important to consider the type of activity that you are setting up, as well as the potential hazards which might be present.

Once the potential risks have been identified, it is important to create a plan to reduce or eliminate them. This might include providing appropriate supervision, setting clear expectations and rules, and providing any necessary equipment or medical supplies. It is also important to ensure that all participants are aware of any risks and are prepared to follow any safety protocols that have been put in place. The next step is to create a plan to respond to potential risks if they occur. This includes having a clear plan of action for any emergency situations, as well as ensuring that all participants are aware of the necessary safety protocols and know who to contact in the event of an emergency.

Finally, it is important to monitor the activity and make any necessary adjustments to ensure that the risk management plan is effective. This includes regularly assessing the activity and making any necessary changes or adjustments based on the feedback of the participants.

Risk management is an important consideration when setting up activities with mixed ability groups of young people and those with special needs. By taking the necessary steps to identify, reduce, and respond to potential risks, we can ensure that all participants are safe and that the activity is a positive experience for everyone involved.

Step 1: Identify the specific types of participants who will be taking part in the activity.

When setting up activities with mixed ability groups of young people, it is important to identify the specific profile of participants who will be taking part in the activity. Not only will this help ensure that everyone is comfortable and their needs are met, but it will also help make the activity run as smoothly and effectively as possible. There are several key considerations to take into account when identifying the types of participants in a mixed ability group activity.

First, it is important to consider the overall goals of the activity. What do you want to focus on with your activity? Is the goal to foster collaboration and teamwork? Or is the goal to create an

enjoyable and safe environment? It could be that depending on the goals of your activity, different types of participants may be joined or needed. For example, if the goal is to foster collaboration and teamwork, participants who are capable of working together in a positive manner should be selected. If the goal is to create an enjoyable and safe environment, participants who are able to understand and respect each other's boundaries should be chosen.

Second, it is important to consider the abilities and needs of the participants. Are there any special needs, physical or mental, that must be taken into account? It is important to ensure that all participants are capable of participating in the activity and that their needs are met. If there are any participants with special needs (that you know before, or mentioned in the application form), it is important to identify their needs and make sure that a support system is in place to ensure their safety and well-being.

Third, it is sometimes important to consider the ages of the participants. Are there any age restrictions or requirements for the activity? If so, it is important to choose/select participants who fall within the specified age range. It is also important to consider the maturity level of the participants in some cases. If the activity is intended for younger participants, it is important to choose/select participants who are able to handle the activity responsibly and respectfully.

Finally, it is also important to consider the cultural backgrounds of the participants. Are there any cultural considerations that must be taken into account? Especially when you would like to set up mixed ability group activities with a multicultural group. It is important to ensure that all participants feel comfortable and respected and that the activity is not offensive or insensitive to any of the participants.

Step 2: Create a plan to reduce or eliminate potential risks that are identified.

Having activities that involve mixed ability groups of young people can be a great way to foster inclusion and acceptance. However, it's important to be aware of any potential risks that could arise from your activity. By creating a plan to reduce or eliminate any identified risks, you can ensure that everyone involved in the activity is safe and that the activity runs as smoothly as possible.

1. **Identify Potential Risks:** Before you can create a plan to reduce or eliminate any potential risks, you need to identify them. This involves taking into account both the physical environment of the activity and the people involved. Think about any potential hazards that could arise in the environment, such as stairs or slippery floors, and any potential risks to the participants, such as bullying or physical injury.
2. **Consider the Needs of All Involved:** When creating a plan to reduce or eliminate potential risks, it's important to

consider the needs of everyone involved in the activity. This includes any special requirements that those with special needs may have. Think about how you can best accommodate their needs and ensure everyone's safety.

3. Create a Risk Assessment: Once you've identified potential risks, create a risk assessment to determine how to reduce or eliminate them. This should include a detailed plan for dealing with any potential risks, as well as how to respond if something does occur.
4. Develop an Emergency Plan: In addition to the risk assessment, create an emergency plan in case something does happen. This should include a list of people who can be contacted in the event of an emergency and a plan for how to respond appropriately. Collect the necessary telephone numbers of the nearest emergency unit, hospital, doctors in case of.
5. Provide Training and Support: Finally, provide training and support for all involved. This should include teaching those with special needs any necessary safety protocols and providing them with any resources they may need to participate in the activity.

Step 3: Create a plan to respond to potential risks when they occur.

Creating a plan to respond to potential risks when working with mixed groups of young people and those with special needs is an important step in ensuring the safety and success of the project. When working with this type of group, there are a few factors to consider when preparing the plan.

1. Assess the Risks: It is important to assess the potential risks that can arise when working with a mixed group. Identify what activities will take place, who will be present, and how the risks can be managed. This will help determine the necessary steps to take to minimise any potential risks.
2. Establish Guidelines: Establish clear guidelines for behaviour and communication with the group. This can include setting expectations for language, presenting boundaries, and discussing appropriate topics. Having these guidelines in place will ensure everyone is on the same page.
3. Create Safety Protocols: Develop safety protocols for any activity that the group will be participating in. This may include having a designated person to monitor the group, having a plan to respond in case of an emergency, and having a plan for how to handle any potential conflicts that may arise.
4. Provide Training: Provide training to all participants on how to handle situations that may arise. This can include how to respond to potential risks, how to recognize warning signs, and how to address any conflicts that may arise.

5. Monitor the Group: It is important to monitor the group during activities to ensure that everyone is behaving appropriately, that people feel safe and that any potential risks are being addressed.
6. Plan for the Unexpected: Prepare for the unexpected by having a backup plan in case of any situation that may arise. This could include having contact information for all participants, having a plan for how to respond to any emergency, and having a plan for how to handle any potential conflicts.

Step 4: Monitor the activity and make any necessary adjustments to ensure that the risk management plan is effective.

Keep your eyes open during the activity. Whenever you face an emergency, and you handle it accordingly, take time afterwards to learn from your mistakes. Maybe you need to adjust your emergency plan? Write down the changes, and take them with you the next time you organise a similar activity! You can be sure that you will be better prepared than ever before!



Do!

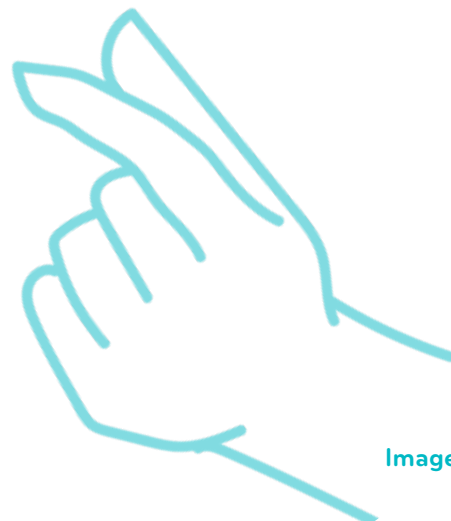


Image: Do



Don't!

Image: Don't

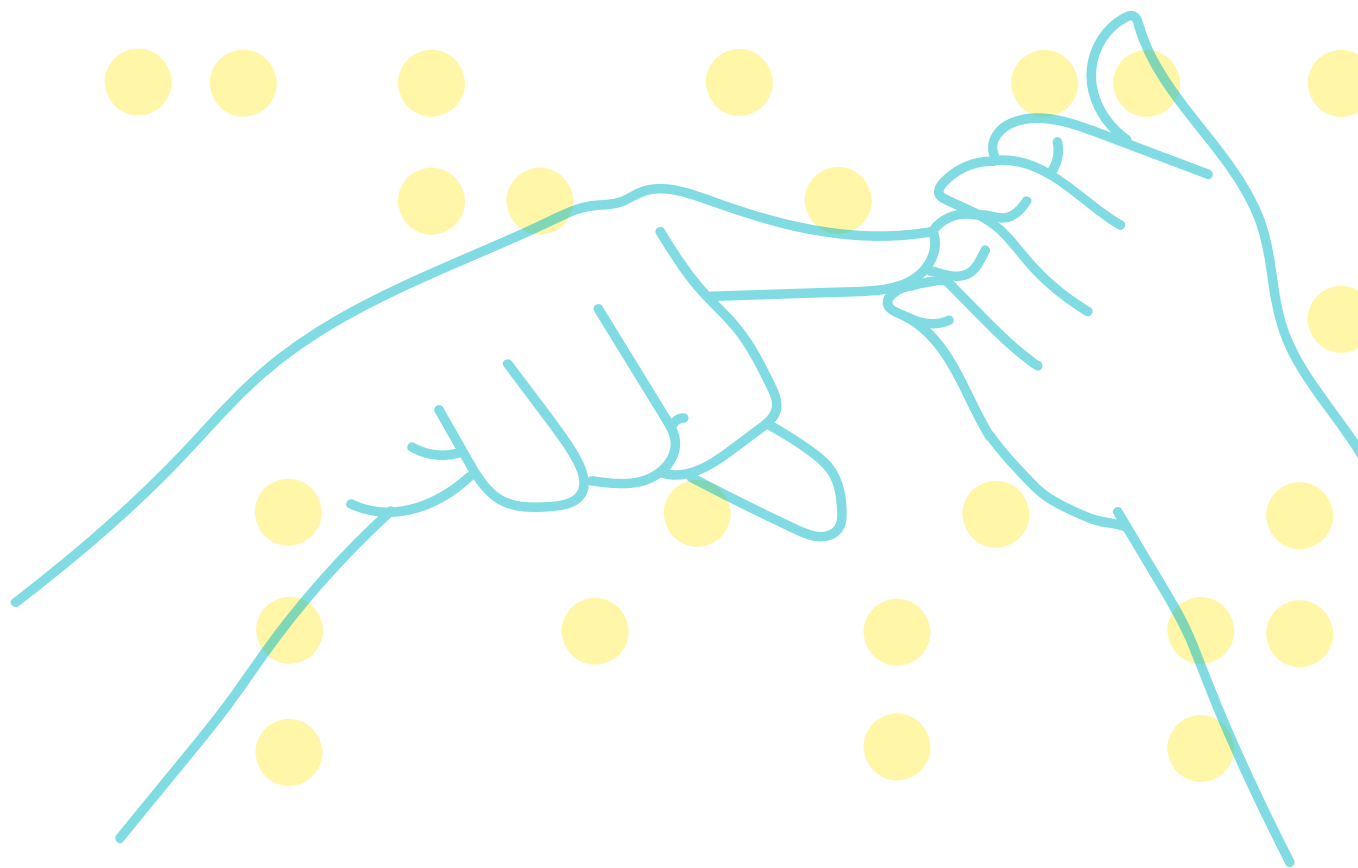


Image: Check
Checklist

4 check lists

4.1 Self assessment as an organiser/facilitator

- ☐ Have I involved and consulted young people with disabilities, youth workers, experts with disabilities to develop the activity materials/resources and training/learning methods?
- ☐ Am I prepared enough?
- ☐ Have I clarified my objectives before the activity?
- ☐ Am I well informed about the target group composition, profile and their specific needs?
- ☐ Am I also aware of the needs of the young people without disabilities in the group?
- ☐ Have I chosen the proper content/methodologies for my objectives and my target group's profile?
- ☐ Do I have enough time, space, commitment, skills, and personal resources to ensure inclusion?
- ☐ Who am I including and excluding by my decisions, actions? Am I aware of this?
- ☐ Am I personally ready to experience and learn about inclusion?
- ☐ Am I aware of my own misconceptions, stereotypes and limits? How can I work on them?
- ☐ Am I aware that everyone can experience barriers to learning and participation?
- ☐ Am I flexible enough to adapt to unexpected situations? Do I have a plan B, C, D....?
- ☐ Do I have a risk mitigation plan?
- ☐ Do I have a team to back-up and support me through this experience? Are they well prepared?
- ☐ Am I trusting and enjoying the process?



4.2 Checklist for logistic and practical preparations:

- | | | | |
|---|--|--|--|
| • Have you designed the application process and the form in an accessible and inclusive way? | <input type="checkbox"/> YES <input type="checkbox"/> NO | • Have you checked the facilities (e.g. restaurant, leisure time spaces) with regard to accessibility-including vertical and horizontal mobility- and made necessary adjustments? | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| • Have you conducted the recruitment process in a transparent and fair way? | <input type="checkbox"/> YES <input type="checkbox"/> NO | • Do the entrances, accommodation and bathroom facilities meet the accessibility needs of the participants? | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| • Have you checked all possible travel options and chosen the most convenient for the participants with different needs? | <input type="checkbox"/> YES <input type="checkbox"/> NO | • Are the bedrooms of the participants with disabilities close or easy to reach the meeting room by themselves? | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| • Have you checked whether accessible transportation between the airport/train-bus station and the project venue is available? If not, have you organised accessible transfers accordingly? | <input type="checkbox"/> YES <input type="checkbox"/> NO | • Is there braille signalisation or raised signs and symbols in places where the blind participant would go? | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| • Have you picked the venue that meets the accessibility needs of the participants? Have you considered going on a prospect visit before the activity, preferably with a wheelchair user young person in your team? | <input type="checkbox"/> YES <input type="checkbox"/> NO | • Is the lighting in the meeting room convenient for the needs of the participants? (e.g. should be not too dark for low sighted participants, not too bright for the persons with albinism) | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| | | • Are there enough accessible rooms for the group? | <input type="checkbox"/> YES <input type="checkbox"/> NO |

- Are there accessible toilets close to the meeting rooms and the restaurants in order to avoid going all the way to the accessible bedroom every time for the toilet?

☐ YES ☐ NO

- Are the dietary needs and preferences of the participants considered?

☐ YES ☐ NO

- Have you prepared information in an accessible format on the practicalities that participants need to consider before and during the project/activity?

☐ YES ☐ NO

- Have you searched and made a list of the companies that hire/sell/repair assistive equipment (wheelchairs, batteries, hoists, walking canes, hearing aids, etc.) in case it's needed?

☐ YES ☐ NO

- Do participants need any kind of assistance to participate? Did they request a personal assistant? Did you ask for this information in the application form?

☐ YES ☐ NO

- Have you checked whether your participants have any medical conditions that may require urgent attention during the activities such as epilepsy, diabetes or allergies? If yes, what medication do they need?

☐ YES ☐ NO

- Have you made a list of emergency contact numbers of people who are familiar with the needs of participants with disabilities and how to deal with them (parents, caregivers, doctors)?

☐ YES ☐ NO

- Have you checked if any of the participants require a guided orientation tour inside and around the venue upon arrival?

☐ YES ☐ NO

- Have you checked if any of the participants require a hearing induction loop?

☐ YES ☐ NO

- Have you checked if any of the participants require sign language interpretation?

☐ YES ☐ NO

- Have you checked if any of the participants require a palantypist?

☐ YES ☐ NO

- Have you checked if any of the participants require a guide dog? If yes have you checked are guide dogs allowed in your venue?

☐ YES ☐ NO

- Have you checked if any of the participants with visual impairments require assistive software, hardware equipment?

☐ YES ☐ NO

- Have you considered planning sufficient free time needed by participants with disabilities in between sessions?

☐ YES ☐ NO

- Have you carefully planned the activity programme considering the group's needs and expectations?

YES NO

- Have you adapted the methods, approaches and activities to be accessible and inclusive for everyone in the group?

YES NO

- Have you placed the materials within reach (e.g. pens, markers, papers, sticky tapes) and not in inaccessible places?

YES NO

- Have you placed flipcharts to write on at a lower level, within reach of people in wheelchairs?

YES NO

- Have you removed materials/cables/ decoration/sharp objects lying around on the floor which might create danger or obstacle for blind participants and/or wheelchair users?

YES NO

- Have you placed the coffee break items (coffee machine, cups, refreshments, plates.. etc.) easy to be reached by all the participants independently?

YES NO

- Have you checked/double checked safety procedures and arrangements for the location of the project/activity? Are there any adapted alarms or what could be done to adapt emergency procedures for your group's needs?

YES NO

- Is there anyone in your team having first aid qualification?

YES NO

- Have you considered creating a backup communication system via whatsapp, messenger or SMS?

YES NO

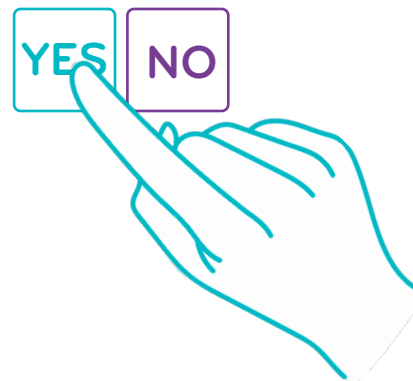




Image: Tool box
Tool box

5

tool

box

1 5.1 Getting to know games

What's my name?
My BFF
2 Truths and 1 Lie

P. 54
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P. 58

2 5.2 Energizers/icebreakers

Pulse Race
Roller Coaster
Mazinga
Horses

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3 5.3 Team building activities

Mission is Possible!
1 Hour Game
Potato Rally
Pacman
EuroKEY – I Have To Pee

P. 72
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4 5.4 Role-playing

Oops I Did It Again!
Power Walk

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5 5.5 Small group work

My imaginary Island
Crushing Stereotypes

P. 94
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6 5.6 Debates/discussions

Rabbit's Rights
The Court

P. 104
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7 5.7 Outdoor activities

Skipper, can I cross the river?
Tree Hugging
Electric Fence

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5.1 Getting to know games

Getting-to-know games or introduction games help participants to start conversations, become more acquainted with each other, their names, interests, experiences, memories, and so on. They help participants to be more alert and active. Besides they help facilitators to create a positive and interactive learning environment, the results are often humorous, interesting and fascinating.



Image: Name
Name

1 What's my name?

TYPE OF THE METHOD: Name game

MATERIALS NEEDED: None

SPACE NEEDED: A large room where all participants can stand in a circle.

TIMING: 30-50 min, depending on the number of the participants.

TARGET GROUP PROFILE: It can be implemented with any national or international groups on the first day of the project or activity, with a group not knowing each other before the activity.

GROUP SIZE: 10-30 pax, if the group is bigger it's better to split up into two groups to play the game.

OBJECTIVES:

- to introduce participants to each other and help them learn each other's names
- to relax and start to get to know each other
- to create a positive and comfortable atmosphere
- to boost the attention and concentration of the participants
- to practice quick learning skills
- to prepare the participants for their upcoming learning process

STEP BY STEP IMPLEMENTATION:

The whole group stays in a circle and they say their names one by one, marking it with an expression/movement. The next person has to say the name and to replicate the movement of the person/people before them and introduce themselves and their movement afterwards. The exercise finishes when the last person of the circle repeats all the names and moves and introduces her/himself.

NOTE TO FACILITATOR:

It's always more engaging and encouraging if the facilitator picks a funny movement for herself/himself while explaining the game

ADAPTATION:

Mixed ability groups with Deaf and hearing participants

When there are Deaf participants in the group it's always good to acknowledge and value their sign language from the very beginning. Accordingly, probably the most commonly used name game in youth projects can be adapted as follows;

Facilitator asks everyone to stand in a circle and after telling about the rules and ensuring that all participants are on the same page. Facilitator starts the game first by teaching the Sign Language Alphabet to the group. In the first part speaking is allowed. Then everybody has to keep silent and only use their hands. First facilitator signs her/his name by using the sign language letters of the name. When the first person is done, the entire group signs the name themselves. Then, the second person introduces him/herself by signing his/her name.

The entire group repeats it. This continues until each person has signed their name and the group has repeated everyone's name in sign language.

To make the game more fun, at the end you may ask the group if anyone remembers and would like to try to sign at least 10 person's name in the group. There will be always volunteers to do that.

NOTE TO FACILITATOR:

- It's recommended to run this activity together with a Deaf participant, for instance giving the responsibility of teaching the sign language alphabet to the group and helping the facilitator to check whether everybody's doing the signs right.
- If the group is international it's better to use International Sign. If the group is national, it's better to use the national sign language of the country.
- It is a good opportunity for the hearing participants to learn the basics of sign language.
- Sign language could be very new to most of the hearing participants in the group, therefore not every participant's pace to learn and remember would be the same. It's better to make sure you provide enough time to learn and sign it correctly. In this case receiving support from the Deaf participants would be very useful.

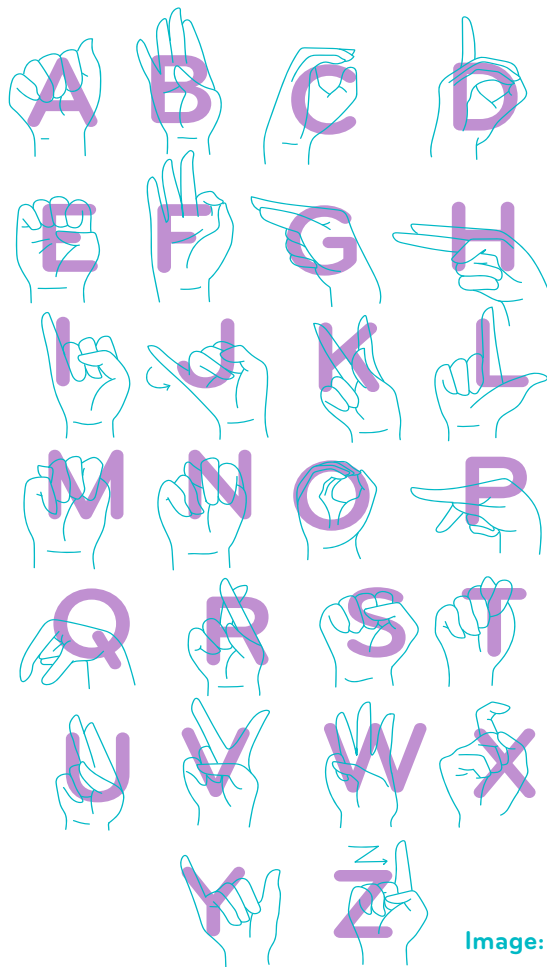


Image: ASL

1 MY BFF (My Best Friend Forever)

TYPE OF THE METHOD: Getting to know, bonding activity

MATERIALS NEEDED: None

SPACE NEEDED: Relatively large space to be able to work in pairs.

TIMING: 30-60 min, depending on the number of the participants.

TARGET GROUP PROFILE: It can be implemented with any national or international groups, preferably with a group not knowing each other well before the activity.

GROUP SIZE: 10-30 pax

OBJECTIVES:

- Getting to know each other better
- Create bonding, solidarity, safe and friendly atmosphere from the first day (especially in mixed ability groups it helps to create instant warm connections between participants and help them feel more involved)
- To exercise being more aware of each other's needs

STEP BY STEP IMPLEMENTATION:

After playing a few name games, participants are asked to go around and pair up with a person that they know about least and had little or no contact with since they arrived at the project venue. A short explanation about the context of what it means being BFF throughout the project, starting from the first day, responsibilities (e.g. to be aware of the needs of all pax in the group but their BFF a bit more, and be there for them when needed, assisting them in case of need, cheering them up anytime they feel low..etc).

Then the BFFs are expected to get to know some particular things about each other by mainly asking some guideline questions provided. These questions could be;

- what's your biggest achievement in life
- tell me about a funny/embarrassing moment of yours
- what is one thing that you do much better than everyone?
- do you have a nickname?
- who is the person you made very happy recently?
- what's your biggest dream?
- which superpower do you have/or you would like to have?
- what's your favorite book/movie/song?
- find one commonality with your BFF

In order to use the time wisely, generally 4-5 questions are enough. You can pick the questions according to the profile of your group. You can alternatively ask them to create a hand greeting special to them.

Then all pax are invited to the big group and sit in a circle, preferably next to their BFFs. They are asked to introduce their BFFs to the group.

NOTE TO FACILITATOR:

In case the number of the participants is an odd number (e.g. 17 or 23) the trainer/facilitator may join the game and pair up with a participant.

If the trainer/facilitator does not want to join the game, that's also fine and alternatively one BFF group may be formed with 3 participants. The rules will be the same but in that case each BFF will be responsible for the other 2 in the group, instead of only one.

Some participants may take too long to introduce their BFFs. This can lead the audience to get bored after a couple of presentations. In order to keep the excitement and attention alive and avoid overrunning the time, it is recommended to give max 1 min to each participant to present their BFF. Using a timer could make it more fun for the group, develop their skills to express themselves better in a limited time and help you to finish the activity on time.

ADAPTATION:

Mixed ability groups with participants having visual impairments

In the original version participants are asked to pick their BFF. Asking the participants to pair up at the same time could sometimes be confusing for the blind, since mostly the sighted participants pair up quickly through eye contact with the other sighted participants. And it may be difficult to follow who has been paired up or not. Generally the blind participants are passively selected by the sighted participants and do not get the chance to select. In order to avoid this, you can divide

the group into two and ask them to stay in two lines facing each other. There will be blind and sighted participants in each group and participants will be paired with the ones across them.

Alternatively you can prepare small tactile papers according to the number of the pairs, 2 per each pair. (e.g triangle shape, square, flower..etc) and ask participants to randomly pick one paper and find the other person with the same shape.

NOTE TO FACILITATOR:

This game has the purpose of getting to know each other and start a bonding process on the very first day. In the other versions of this game, it has been used mainly as a getting to know game, pairing up participants only for the session and not continuing throughout the project.

But this version has been adapted specially for the mixed ability groups from the assessed need to have a continuous solidarity element between the participants with and without disabilities to enable them to feel the responsibility for each other's well being and participation. It is not only aiming to provide a friendly support whenever needed (e.g. to find your lost white cane in the meeting room, to wake up in the morning not to be late for the session when you oversleep, to know about your dietary needs and inform the waiter, etc), also a great opportunity for the mixed ability pairs to get to know about the disability directly from a person with a disability. Briefly it is a very multifunctional and resourceful activity.

2 Truths and 1 Lie

TYPE OF THE METHOD: Getting to know, ice breaker game

MATERIALS NEEDED: Coloured sticky papers and markers, optionally a soft background music and refreshments to create a cocktail atmosphere.

SPACE NEEDED: Medium to large space

TIMING: 30-60 min, depending on the number of the participants.

TARGET GROUP PROFILE: It can be implemented with any national or international groups, preferably with a group not knowing each other well before the activity.

GROUP SIZE: 10-30 pax

OBJECTIVES:

- Getting to know each other better
- Create a safe, friendly and fun atmosphere

STEP BY STEP IMPLEMENTATION:

To begin with, each participant is asked to think of three statements about themselves. The trick is; all of the statements won't be true, only two of the statements given should be correct and one should be a lie. These three statements are asked to be written on a sticky note and posted visibly on the chest of the participant. The statements should not be too obvious (e.g. I am a human, I am blonde..etc.). Facilitator can give a few examples such as "I have two cats, I can not ride a bicycle etc.)

After all participants finish to do so, they are asked to go around the room and meet other participants one by one to read and guess which statements are true about each person and which one is made up.

NOTE TO FACILITATOR:

- It is necessary to ask the participants to keep it a bit quiet so as not to be heard by the others while revealing the lie among the statements to keep the game still fun for other participants who did not have the chance to guess yet.
- This game can be played in the welcoming evening of the projects before officially getting to know the names of the participants. This could make the game even more interesting by trying to guess things about other people with a very limited or no prior knowledge.
- A soft music at the background which will not prevent them to hear each other and some treats and refreshments can create a nicer atmosphere to share things about themselves

ADAPTATION:

Mixed ability groups with participants having visual impairments.

In the original version, participants are asked to write down the statements on a sticky note to be also seen by the other participants. In case you have participants with visual impairments you can either skip writing the statements on the post-its and instead ask the participants to tell it aloud when they meet each participant. Alternatively you can ask them to write and tell it loud at the same time.

NOTE TO FACILITATOR:

It's better not to put any background music or if you choose to use music it's better to keep it very low not to distract and prevent participants with visual impairments from hearing and understanding what is being said.

1

ACTIVITY

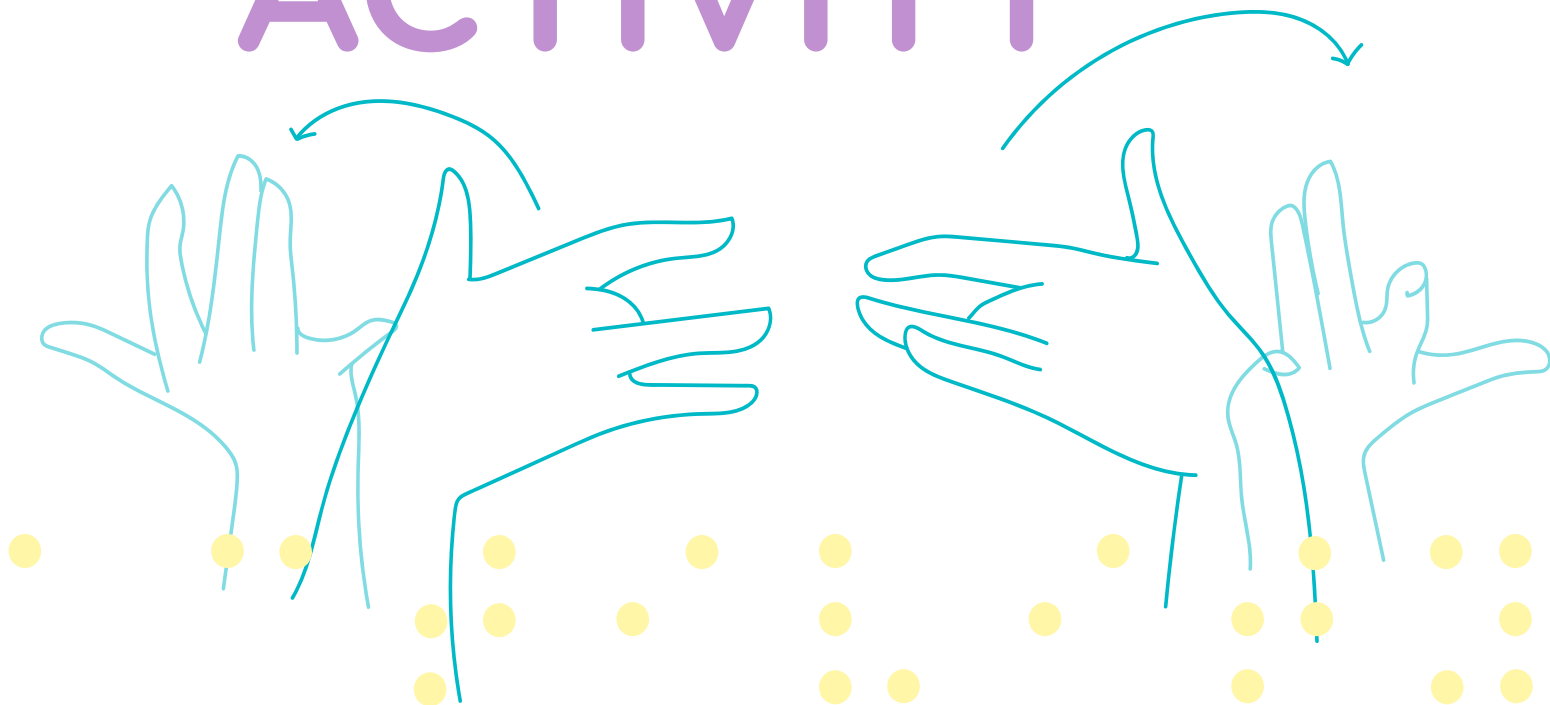


Image: Activity
Activity

5.2 Icebreakers/Energizers

Whether it's due to an early morning start or after a lunch, it's natural for a group to lose steam and for the brain to feel overworked and bored. Energizers are short activities that last between 5-15 minutes that increase the energy level of a group and help the brain access its imaginative side. Depending on the activity programme, it makes sense to plan for an energising activity to start, another after the group returns from any breaks including lunch break, and perhaps a final activity to end on a high note. Additionally, it will be useful to plan a few “back-up” energizers in case the participants may need it at any point. Always better to keep in mind the comfort zone and cultural sensitivities of the group to be sure the energizer won't make anyone uncomfortable.

2

Pulse Race

TYPE OF THE METHOD: Energizer / Team building

MATERIALS NEEDED: Line of chairs, an easy to grab object (a plastic bottle, a ball etc.)

SPACE NEEDED: A medium size meeting room in which participants can stay in line.

TIMING: 10-15 min

TARGET GROUP PROFILE: It can be implemented with any national or international groups, preferably not on the first day of the project.

GROUP SIZE: 20-30 pax

OBJECTIVES:

- help participants to feel more comfortable with each other by sharing an experience and accomplishing together
- experience cooperation and coordination
- boost the good vibes among the group
- create a positive atmosphere

STEP BY STEP IMPLEMENTATION:

The group is divided into two even-numbered teams with one person to be left as the “starter”. Teams sitting on chairs next to each other should be facing the other team. Each participant links/holds hands with the person on either side of them. At one end of the two lines a chair is positioned with an object placed on it. At the other end of the two lines a “starter” who holds the hands of the end team members is positioned.

The starter simultaneously squeezes the hands of the people she/he is in contact with. They then pass the squeeze (signal) along the line until the last member of the team. The last member of the team has to try grabbing the object off the chair before the other team.

Game can be played to a certain score decided by the facilitator according to the timing.

NOTE TO FACILITATOR:

- Since the game requires physical contact, it is important to use this activity with a group that you know well that there is no sensitivity against physical contact such as holding hands.
- Creating a little bit of competitive spirit is useful to boost the synergy within the group and makes everybody enjoy more, however the facilitator should balance it well to avoid possible conflicts or frustrations caused by being too much result oriented instead of enjoying the process.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants.

The game is already applicable with the wheelchair user participants since everybody is required to sit on the chairs. Wheelchair users can be the “starter”, the team member and the grabber.

With the help of a sign language interpreter to explain the instructions, Deaf participants can easily play the game. There is no barrier for them to be the “starter”, the team member and the grabber.

Since the game is about hand contact and feeling the squeeze, participants with visual impairments can easily take part equally with the other participants. There is no barrier for them to be the “starter” and the team member. With a good visual description (describing where exactly the object to grab) they can also be grabbers just like the others.

NOTE TO FACILITATOR:

It is important to have a quick debriefing of the game to let participants share how they have felt and how far the objectives were reached.

Roller Coaster

TYPE OF THE METHOD: Energizer

MATERIALS NEEDED: Line of chairs, an easy to grab object (a plastic bottle, a ball etc.).

SPACE NEEDED: A medium size meeting room in which participants can sit on chairs next to each other in a conference type seating order (3-4 chairs in a row).

TIMING: 5-10 min.

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 20-30 pax

OBJECTIVES:

- to energize the participants before the main activities, which requires less physical actions and more concentration
- to create a positive, comfortable and funny atmosphere
- to break the ices within the group
- to boost the attention and concentration of the participants
- to prepare the participants for their upcoming learning process
- to develop imitation and facial expression skills of the participants
- to have fun

STEP BY STEP IMPLEMENTATION:

The facilitator arranges the room with the chairs in a row just like a roller coaster in an amusement park. In each line there are 3-4 chairs next to each other. Participants are invited to have a seat and asked whether they are ready for a thrilling ride with the roller coaster. They are asked to imagine themselves in an amusement park and getting ready for a crazy ride with the roller coaster.

The main rule is to watch and follow the facilitator carefully during the ride and do exactly whatever he/she does. If the facilitator jumps, they jump, if the facilitator screams they do the same. Whenever the facilitator bends to the left, they bend to the left too.

The facilitator starts the game by buckling up the seatbelt for safety. The group does the same. They slowly start to ride and the facilitator leads the group. During the ride the facilitator has the group experience a lot of movements as described above including the scared faces, happy faces, shocked faces..etc.

The game is finished as soon as the facilitator decides the group is energized enough for the next session.

NOTE TO FACILITATOR:

The facilitator should stimulate the participants' imagination with an entertaining and positive attitude.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants.

- The game is inclusive for the wheelchair user participants since everybody is required to sit on the chairs. However, the facilitator needs to leave empty spaces in different lines, to give the right to choose where to sit like other participants.
- It's better to know the physical conditions and capabilities of the participants with physical disabilities, to what extent they could do the physical movements shown by the facilitator. It's important not to force everyone to do the movements exactly the same even though the purpose of the game is to synchronize as a big group. Everyone should make the movements as they can. If some participants are not able to raise the arms up in the air, alternatively they can move their head a little up.
- With the help of a sign language interpreter standing next to the facilitator to explain the instructions, Deaf participants can also easily join the game.
- For the inclusion of visually impaired participants, the facilitator needs to describe and demonstrate the commands to be given before the game begins in order to make the instructions clear for everyone (e.g shaking, bending to both sides, shouting when it gets faster..etc.)

NOTE TO FACILITATOR:

If there is a sign language interpreter, the facilitator should make sure that the interpreter clearly understands the rules of the game before the game starts.

Mazinga!

TYPE OF THE METHOD: Energizer

MATERIALS NEEDED: None

SPACE NEEDED: A place where people can stand in a circle shoulder to shoulder.

TIMING: 10 min (8 min to explain and practise – 2 min to exercise).

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: Minimum 12 – no maximum number

OBJECTIVE: Create energy within the group before starting a session.

STEP BY STEP IMPLEMENTATION:

Create a nice shaped circle. Come close to each other by taking a step forward, continue this till the group is standing shoulder to shoulder.

Background to tell: *The MAZINGA is a way of asking the gods for energy to come down from the sky within the group. It is a technique coming from the Native Americans who worshipped nature and the gods from nature.*

MAZINGA exists out of 2 parts : **“MA”** and **“ZINGA”**. Those are the words we’re going to yell out.

Step 1:

- The exercises goes one by one. The facilitator starts with the first movement.
- Follows the movement from the person on the right.
- We do the movements clockwise

Step 2:

- First movement started by the facilitator. The first person bends a little bit through his knees. He stretches out his hand with 2 fists, and when he is doing this, he yells very loud **“MA”**. He continues to yell the word **“MAaaaaaaa.....”**. As soon as he/she starts to yell **“MA”**, the person on his left side is doing the same.
- In this way, we go around clockwise.
- You need to practise this, because when you do it for the first time, it can be that after half of the group, the facilitator and the first persons in the group don’t have air anymore and they need to stop yelling **“MA”**.
- When the last person in the line yells **“MA”** (so the facilitator is standing on his left side, on the sign of the facilitator, we do the 2nd movement.
- The 2nd movement is that you put your hands with fists

- towards your body and you yell very loud “ZINGA”.
- IMPORTANT here is to note that the 2nd part (so yelling “ZINGA”) is not one by one, BUT ALL TOGETHER.
- The group has to look carefully to the facilitator when he starts the 2nd move, since everybody has to follow now at once.
- Practice this 2-3 times, louder and louder. FEEL THE ENERGY!

NOTE TO FACILITATOR:

- You need to practise this a few times, so that everybody in the group understands that it has to go fast, and the 2nd part “ZINGA” has to go all together at the same time!
- With some practice, this exercise can be done with more than 150 people!

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants.

- Since the performances are based on visual and audio elements, participants should be reminded to make necessary visual descriptions for the audience before and throughout the performance
- Visual descriptions and clear orientation is also crucial for the blind performers in the groups (e.g. position with bending through the knees a bit, putting hands and fists out, and for the 2nd part, bringing your hands and fists towards your body).
- It is good when the person standing on the left side of a blind person, can use his elbow to touch the blind person as a sign for doing the first movement “MA”.

- If there are Deaf participants in the group, you can show them the word MA ZINGA on a paper and ask language interpreters to communicate the instructions to the group.
- When you have people within the group who are sensitive to loud sounds, you also can do the exercise outside into nature, where sounds are disappearing faster than the noise within a meeting room.

NOTE TO FACILITATOR:

When you have blind persons within your group, you can ask somebody to stand next to the blind person to make a sign (example, touching with his elbow the blind person's elbow) when the first part of the exercise (yelling “MA” is approaching the blind person, so he can follow in the right time..

Horses

TYPE OF THE METHOD: Energizer /Icebreaker

MATERIALS NEEDED: Just music

SPACE NEEDED: Both outdoor and indoor.

TIMING: 5-20 min.

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: Minimum 10 participants

OBJECTIVES:

- Ice-breaking
- Fun and positive vibe sharing
- Cultural traditions sharing

STEP BY STEP IMPLEMENTATION:

Settling of the activity:

1. Participants are standing in a circle or line holding hands.
2. Facilitator chooses two people who make something like an arc (or “gate”) above this circle, holding hands (it’s something like “traps”) under which the circle of participants need to pass.

Activity itself:

3. While everyone is singing a song (or while music is playing), participants run below the arc.
4. When the song ends, the participants doing the arc lower their hands and someone gets into this “trap”.
5. Those participants who get into the trap make another arc, standing next to the first two people.

Dynamic of the activity :

6. So the arc becomes bigger, and the trap grows.
7. The whole game goes to another level of difficulty, because the main goal of the game is not to fall into the trap.

NOTE TO FACILITATOR:

- You need to practise this a few times, so that everybody in the group understands that it has to go fast, and the 2nd part “ZINGA” has to go all together at the same time!
- With some practice, this exercise can be done with more than 150 people!

ADAPTATION:

Mixed ability groups with visually impaired participants:

- Holding hands is very important, and the people from the arc should be singing so the visually impaired people can recognize where they are.

ADAPTATION:

Mixed ability groups with hearing impaired participants:

- An interpreter and some light or visual sign will be needed
- Participants may clap their hands instead of (or while) singing, so there is a precise timing easy to follow. Then when the song finishes they can receive a visual sign such as lights turning off of someone raising a sign.

ADAPTATION:

Mixed ability groups with participants having reduced mobility:

- Some sticks to hold a robe at a comfortable high will be needed so people can pass under the arc.
- The arc can replace the arms of participants from above, so there is more space between each other, and people can pass under it without having to avoid the robe with the head.

NOTE TO FACILITATOR:

When you have blind persons within your group, you can ask somebody to stand next to the blind person to make a sign (example, touching with his elbow the blind person's elbow) when the first part of the exercise (yelling "MA" is approaching the blind person, so he can follow in the right time..

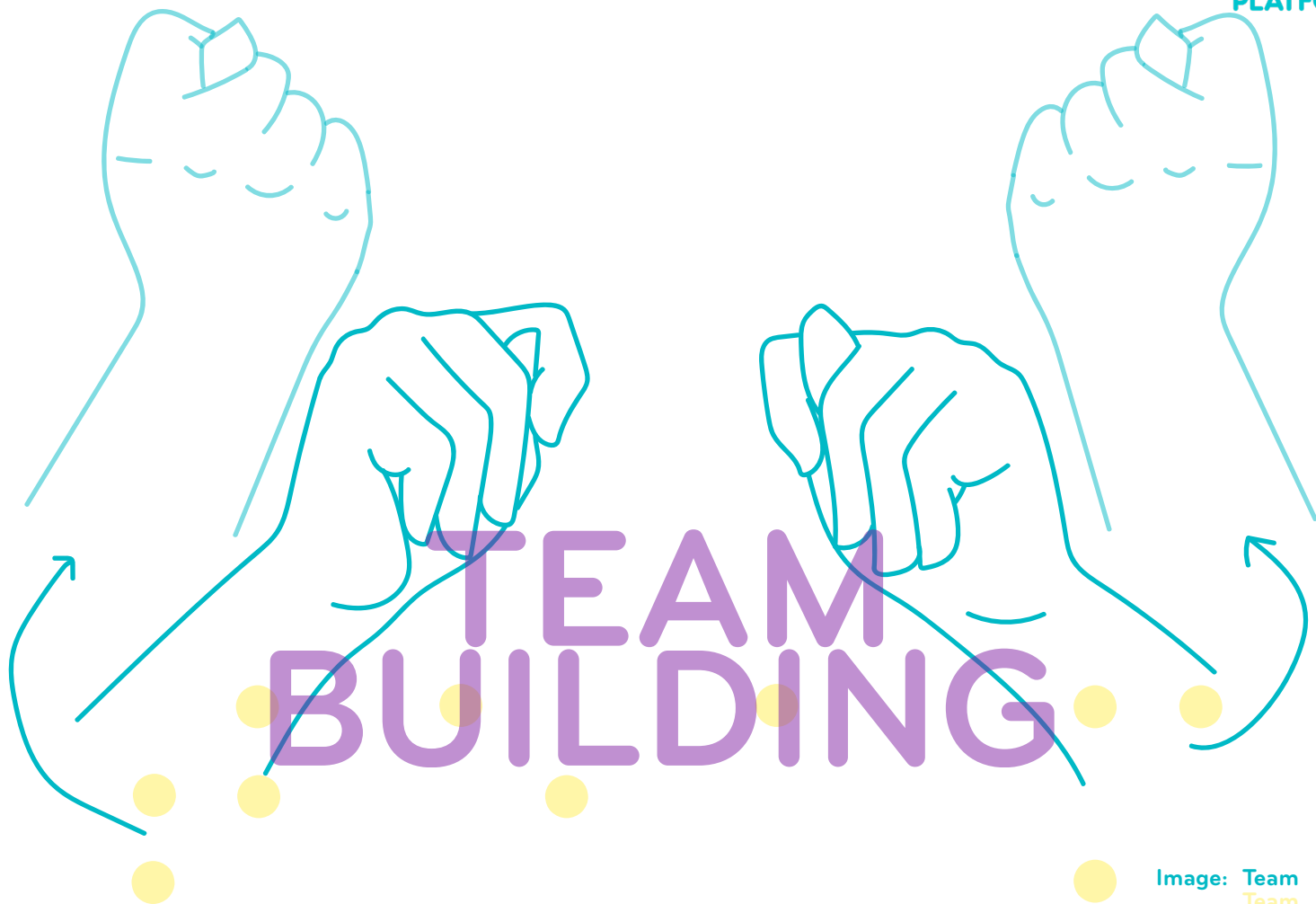


Image: Team
Team

5.3 Team-building games

Team building games are constructive and fun ways to help a group of people to know each other, build trust, communicate comfortably, develop relationships and most importantly, learn to work together to accomplish a goal. Besides team building activities also help participants develop their communication, creativity, motivation, sense of belonging, loyalty, leadership and problem-solving skills. They aim to evoke the best from each participant because combining fun with learning is one of the most effective ways to improve performance, break down barriers, and tap into hidden potential.

Potato Rally

TYPE OF THE METHOD: Team building

MATERIALS NEEDED: A potato per team and a map of the area for each team.

SPACE NEEDED: There is one version to be made outside (with the local community) and one version for inside (only among the participants).

TIMING: 2 hours

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 30 participants. 5 teams of 6 members each

OBJECTIVES:

- Learning to communicate
- Discussing with people
- Creating a social link

STEP BY STEP IMPLEMENTATION:

Version for the outside:

1. Each team receives a potato.
2. The goal is to exchange it with an object that has more value with the local community. Participants can exchange the object as many times they want.
3. They have to find people, visit shops, and ask people if they can exchange their object to another. They can also get to know the city, learn new words, anecdotes and meet local inhabitants.
4. In the end, each team presents its object and the most valuable wins.

Version for the Inside:

1. Each team receives 5 different items. Not every group receives the same 5 different items. But they receive different materials.
2. As for the local community, they need to bargain but this time among the groups.
3. In the end, as for the version made outside, the winning group is the one that got the most valuable result.

Aim of the game: None of the teams can actually win, since the aim is to reflect that there is no parameter that can measure and compare the difference between value imaginary given to objects.

DEBRIEFING AND EVALUATION

- What does value mean for you?
- How can you measure and compare it?
- How did you feel when the objective of the activity turned out to be unreal?
- How did you feel about the value of the items that other people had?
- Has it been easy to agree with the members from your own group about the value of the things you had? And what about the members of the other groups?
- Could you apply this situation to some conflicts in the society you are aware of?
- How was it to ask the people to change the potato?

NOTE TO FACILITATOR:

- The items should be different but with no big economical differences, like: a rubber, a pencil, a scissors, a tape....
- This is a totally inclusive game as long as the facilitator creates really mixed in terms of different abilities.

Mission is Possible!

TYPE OF THE METHOD: Team building

MATERIALS NEEDED: Basic stationary, projector, computer, colored papers, carton-papers, flipcharts, colored pens, tape, stickers, scissors, chronometer, printed out handouts with the list of the tasks, some funny objects.

SPACE NEEDED: A medium to large size space where participants can spread and work on the tasks individually or as a whole group.

TIMING: 60 min (5 min to explain the game and the rules, 40 min for the group work, 15 min for debriefing)

The timing could be changed according to the group size, venue, general flow of the programme and the number of the tasks to be completed.

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 10-30 pax

OBJECTIVES:

- to energize the participants before the main activities, which requires less physical actions and more concentration
- to boost team work, collaboration and effective communication among the group
- to create a working and learning together environment
- to boost patience and tolerance among the participants
- to learn how to manage time
- to realize everyone has different abilities and how to use them efficiently to accomplish any given task

- to create a positive, comfortable and funny atmosphere
- to break the ices within the group, engage rather shy and introvert participants with the others
- to boost the attention and concentration of the participants
- to prepare the participants for their upcoming learning process
- to have fun while learning to work together

STEP BY STEP IMPLEMENTATION:

The facilitator enters the room with a mysterious and suspicious attitude of a secret agent (preferably with black sunglasses) and starts to read the message. The letter is projected on the big screen for participants to follow. The letter starts with introducing a covert mission and delegates the whole group to accomplish the tasks strictly within 50 minutes. The facilitator makes sure the participants understand the purpose of the team building game and they understand the given instructions. This is a mission they as a whole group have to accomplish without the help of the facilitator. The list of the tasks can be printed in 3-4 copies, preferably not more than that. The participants are allowed to have these copies.

The set of tasks given below in this toolkit is a sample. Facilitator is free to change the tasks, remove or add tasks according to the group profile and the venue. Each task has a particular purpose and helps participants to discover their different abilities.

When the given time is up, the facilitator calls back the participants to the big circle and checks each task one by one whether they are accomplished or not. Team building activities are certainly entertaining and interactive, but they only become worthwhile and impactful if they are followed by debriefing questions.

For concluding the activity the facilitator may use the following questions to guide the debriefing:

- How do you feel after the experience?
- Describe your experience, what happened?
- Why were you successful as a team (or not)?

- Did you work as a team during the activity?
- How well do you think the team listened to each other's views and opinions?
- Could you use your time efficiently?
- What is the number one take-away from this experience?
- What did you discover about yourself during the activity?
- Has everyone been equally included during the activity?
- Have you recognized anyone excluded?
- How well do you feel you contributed to the team?
- Who came up with the ideas? Who took the lead?
- What does this activity suggest about our daily actions?
- What would you do differently if you had a chance to play it again?

Instructions and list of tasks:

Good morning special agents,

We got the super confidential information that you are composed of very skillful people full of motivation and willing to work together the whole day.

Your secret mission today as a group – if you choose to accept it – is to accomplish all of the following tasks in 40 minutes.

Feel free to use all the space and human resources. Push your limits, be INCLUSIVE and have fun!

PS: All the videos, documents, pictures, photos should be uploaded on the facebook group before you start presenting them to the facilitator!

TASKS:

1. Create a colorful and artistic welcome poster for the workshop
2. Compose a group anthem for the project.
3. Pretend to be a group of monkeys, chickens and elephants

- for 1 minute as whole group, with the movements
4. List 10 creative & inclusive punishments for the late comers to the sessions
 5. Organize yourself as a whole group in a line according to your birthdays, from left to right, starting from January on the one end and December on the other end. Do it in front of the facilitator
 6. Take at least 3 different photographs of the group, including all participants in your group; in one of them all participants must act as they just saw an alien, in the second one it should be visible that you are in Egypt and on the third one at least 2 people out of the group should be in the photo!
 7. List 10 reasons of why it is better to be here today/this week rather than being at home
 8. Form a human rights statue (sculpture) only using your own bodies, at least with 5 people in the group. This body sculpture must represent human rights, freedom and equality
 9. Take a nap for 3 min in front of the facilitator (at least 8 people in the group).
 10. Find 3 locals outside and teach them to say "I love you", "I want to learn sign language", "Good morning" in sign language. We want videos! :).
 11. Go find 3 hotel staff and give them free hugs - document the process - we want pictures! :)
 12. Go find a local shop and learn the price of 1 bottle of milk, 1 bar of chocolate and a pack of chips. Ask the shop owner to take a picture with you holding these items

If you or any of your group members are caught on mission, C.I.A (Crazy Inclusion Agency) will deny involvement in any covert operations by its agents. This message will not self-destruct in five seconds, but you have only 40 minutes to accomplish all of these tasks to show us how to be a real team.

Good luck agents;)

NOTE TO FACILITATOR:

- It is recommended to create an online group such as a closed Facebook or whatsapp group to share the information, pictures and videos produced during the activity
- It is recommended to implement the activity after providing the participants some time for getting to know each other.
- Participants may address a lot of questions to the facilitator, such as "Will only 50 minutes be enough to finish all of the tasks?", "How are we supposed to do the tasks?", "Are we expected to do all tasks altogether or can we delegate people and share the tasks?", "Who will be delegating the tasks?"..etc. The facilitator should answer all questions before starting the chronometer, but it's better not to over inform the participants and better to avoid directly leading them.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants

- This activity can be implemented with groups with various profiles, including the mixed ability groups. However with all groups, above all with mixed ability groups, it could be too chaotic, if the instructions and the objectives are not clearly provided by the facilitator and the participants could lose the point, get easily bored or frustrated. So it's better not to start the chronometer before everybody understands the general purpose and the task of the game.
- Giving enough time for the sign language interpretation is very important
- While preparing the list of the missions, it's important to pick the tasks doable by all participants. However it's strongly recommended to also put some missions that participants without disabilities would need the support of the participants with disabilities, otherwise they could not accomplish easily. This would boost the collaborative spirit among the group . (e.g. a mission to write the names of all participants with Braille alphabet, decode a secret message written with Braille or teaching the whole group to tell particular sentences in Sign language..etc.)
- Long handwritten or printed texts, in this case the list of the missions, can be hard to follow and remember for blind participants only by listening to, therefore do not hesitate to use digital tools and write the written things on the papers or flipcharts on mobile phone, whatsapp, google documents, SMS, etc. and share it with the blind participants at the same time they are presented to the whole group and give them enough time to read.

NOTE TO FACILITATOR:

- The missions should not be too hard or too easy to accomplish.
- In this game, the facilitators are there just to observe the process and monitor whether they follow the rules of the game or not. They are not supposed to intervene, remind the remaining time or do the tasks for the group even though it's a mixed ability group. As a facilitator, if you find yourself in the need of intervening or assisting the participants with disabilities during the game, you should revise the tasks you have chosen in the first place.
- During the debriefing, it's recommended to put special focus on how inclusive the group was.
- As safety is the priority, it's better not to pick missions that would create any kind of danger for the participants, especially while putting some outdoor missions.

1 Hour Game

TYPE OF THE METHOD: Teambuilding

MATERIALS NEEDED: A clock/chronometer, a music box, whatever material you need to make the exercises.

SPACE NEEDED:

- A big room inside
- A square outside in the shadow

TIMING: 15 min to explain, 1 hour to play exactly when the clock start, 15 minutes to debrief.

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: It can be done with small and large groups. Size doesn't matter!

OBJECTIVES:

Create energy within the group before starting a Create a group and have fun.

STEP BY STEP IMPLEMENTATION:

- Everybody gets a paper with 60 tasks. Below you have an example of tasks.
- There are 60 minutes in an hour – so also 60 tasks to do!
- Every minute that passes, you need to go to the next task and fulfil it.
- They cannot tell the others what their tasks are. They have to keep it for themselves – so it is a secret for the others. This is the only explanation you give to the participants.
- You start the clock and people start to play. You let the game as it goes! And just start playing!

DEBRIEFING:

- How did you feel during the game?
- Could you understand all the tasks that had to be done?
- Did you feel frustrated?
- Did you feel at a certain time left out?
- Could you take initiative within the group?

NOTE TO FACILITATOR:

- Don't give too much information about the game.
- The game takes a lot of preparation in making all the different tasks for every participant.
- Make sure all the materials you need are somewhere in the space where you play the game. So people don't have to go to search in the building or in other rooms/spaces.
- The game is very structured and at the same time very chaotic.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants.

- Instead of giving the tasks on paper, for visually impaired people, send it to their smartphone. Whatsapp is a good example. They can read it.
- Make sure all the exercises can be done by ability. If you know the special needs before the group arrives, you can take this into account already.
- Don't make the tasks too easy! Let it be a challenge for everybody.
- Don't be afraid if a task is not finished or is not done by a person. Let the game speak for itself

NOTE TO FACILITATOR:

- Make sure the visually impaired people have their tasks/ instructions in advance, so they can listen to their tasks before the game starts. If they have some questions, give clarifications individually.
- Make sure hearing impaired people can read the tasks. If not, the interpreter also has to make sure it is already done beforehand and during the game the interpreter can repeat it. It is not a problem that the task starts a little later.
- Make sure the clock/chronometer is visible for the Deaf people.
- Think about noisy tasks beforehand, and foresee an appropriate alternative if you have hearing impaired persons.



EXAMPLE TASK LIST ON THE NEXT PAGE

Image: Stopwatch

00

START

00. Walk around and say hello to everybody.

01. Don't move.

02. Don't move.

03. Mark a table with number one.

04. Go to table 1.

05. Move the table to the middle of the playing field.

06. Lift the table.

07. Bring the table to corner 1 of the playing field.

08. Take of your shoes.

09. Play a dog who is searching for his boss.

10. Be silent, stand still and look at (NAME PERSON).

11. Tell person (NAME PERSON) it is just a game and that (s)he doesn't have to worry.

12. Follow somebody.

13. Follow somebody else.

14. Stand in one line. The youngest first, the oldest last.

15. Be silent stand still and look at (NAME PERSON).

16. Play petanque with your shoes.

17. Play petanque with your shoes.

18. Play petanque with your shoes.

19. Make a circle. According to shoe size.

20. Be silent, stand still and look at (NAME PERSON).

21. Pretend somebody farted very loud and very stinky.

22. Imitate an animal.

23. Make a drawing for the kids.

24. Make a drawing for the kids.

25. Be silent and try not to laugh.

26. Look at the ball like you have never seen a ball before.

27. Ask for the ball.

28. Play netball.

29. Play netball.

30

20

30. Play netball
31. Play netball
32. Greet all the fans who cheered for you.
33. Take your silver medal and be very grateful.
34. Take your golden medal and be very grateful.
35. Be silent and listen.
36. Switch one piece of clothing with someone.
37. Gather around per country for a nice country group picture.
38. And now a few pictures with the whole group.
39. Some more picture with a happy face, an angry face and a funny face.

40. Be silent, stand still and look at (NAME PERSON).

41. Dance and celebrate!
42. Dance and celebrate!
43. Dance and celebrate!
44. Take your time to relax and prepare for the last 15 minutes.
45. Be silent.
46. Follow the yoga session.
47. Follow the yoga session.
48. Pretend you are at the railway station waiting for a train that is not coming.
49. Ooh, there is the train. Get in one by one.

50. Be silent, stand still and look at (NAME PERSON).
51. Play the game somebody suggests.
52. Continue playing.
53. Continue playing.
54. Continue playing.
55. Be silent, stand still and look at (NAME PERSON).
56. Motivate each other with a slogan. 3 minutes to go. Come on everybody.
57. Take on your shoes again.
58. Clean the playing field.
59. Give everybody a hug and tell the facilitator it was the best hour ever of your entire life.



PACMAN

TYPE OF THE METHOD: Outdoor, Teambuilding

MATERIALS NEEDED: Blindfolds (at least 2 – as much as you have teams), a long rope to construct the maze/labyrinth between trees or poles.

SPACE NEEDED: A spot with trees or poles to set up a big maze. The maze has to be big enough, so that people can move through the maze while holding the rope between their hand(s). The maze itself can cross each other. The maze has to be constructed so that the rope is hanging about 1.5 from the ground level. Be aware that the ground level should be flat.

TIMING: 30 min to set up the maze before the activity starts. The PACMAN games take about 20 min.

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: A minimum of 5 people is required each.

OBJECTIVES:

- Catch the Pacman
- Teambuilding, communication and cooperation
- Having fun

STEP BY STEP IMPLEMENTATION:

- One person (who has no blindfold and can see) is standing in the middle of the maze/labyrinth.
- The rest is divided into 2 or more teams.
- Each time starts in one corner of the maze/labyrinth.
- From each team, one person is blindfolded and grabs the rope of the maze in the corner. This person needs to hold the rope of the maze/labyrinth at all times. Even when he moves around the maze.
- The rest of his team gets the instruction to guide the person around from a distance, only by voice instructions.
- Only the following instructions can be used
 - The Name of the team mate
 - LEFT & RIGHT
 - GO BACK & GO FORWARD
 - GO FASTER & GO SLOWER
 - STOP & GO
- When the game starts the teams can only use the above words to communicate to their blindfolded teammate.
- When playing the PACMAN in the middle, can move around the maze freely, only holding his hand(s) on the rope.
- The game ends when one of the blindfolded team members can catch Pacman.

DEBRIEFING AND EVALUATION

- How is it to receive instructions only by communication when you're blindfolded?
- How was it to move around the maze blind folded?
- How did you communicate?
- Did you establish a communication strategy among your team?

NOTE TO FACILITATOR:

- Be aware of the safety when working with blindfolds.
- Make sure that the space where you set up the maze/labyrinth is flat and stone free, so that nobody can stumble.

ADAPTATION:

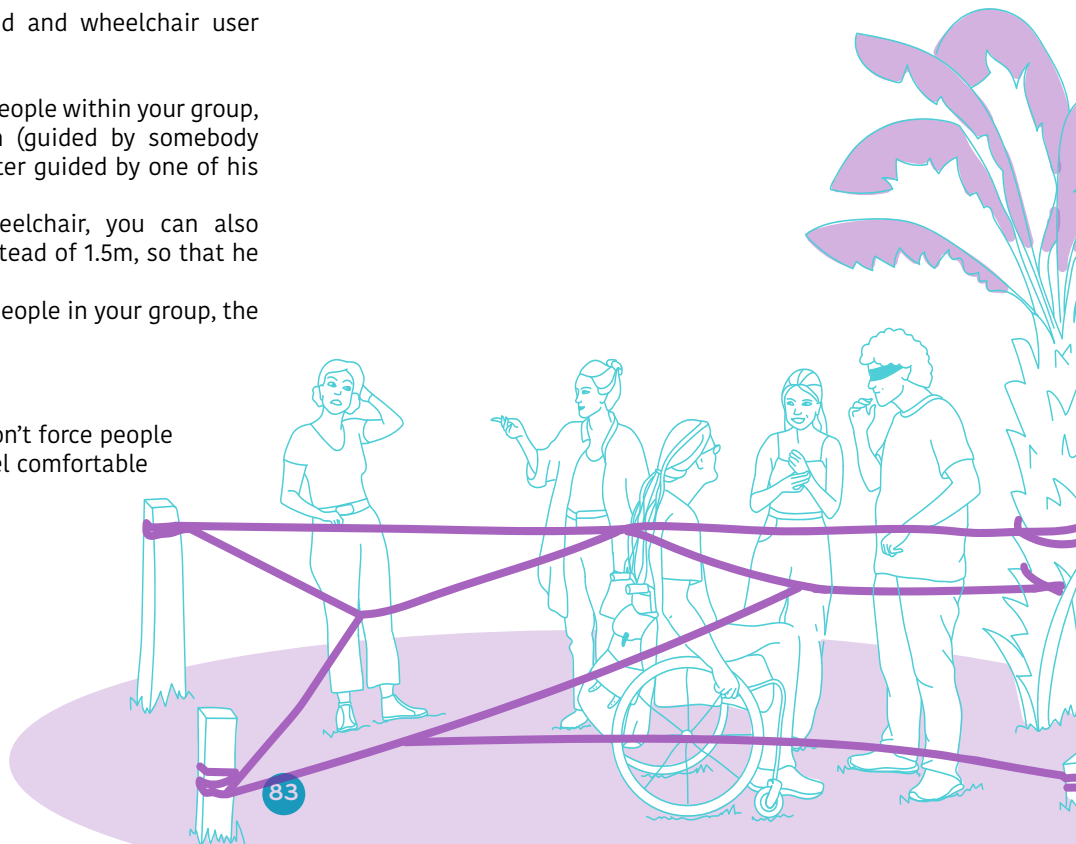
Mixed ability groups with Deaf, blind and wheelchair user participants.

- When you have visually impaired people within your group, they can operate as the pacman (guided by somebody who is not in a team) or as a hunter guided by one of his teammates.
- If you have somebody in a wheelchair, you can also construct the maze at 1m high instead of 1.5m, so that he can also hold the line.
- When you have hearing impaired people in your group, the team can find out visual signs

NOTE TO FACILITATOR:

Take safety seriously into account. Don't force people to play, but always check if people feel comfortable enough to participate.

Image: People playing Pacman



EuroKEY – I Have To Pee

TYPE OF THE METHOD: Team building

MATERIALS NEEDED: No special materials needed, just a chair and a key (keys), or something instead of a key. Better yet – original EuroKey.

SPACE NEEDED: Larger space outside, can also be done inside, in a smaller room, if there aren't so many participants.

TIMING: 30-45 min

TARGET GROUP PROFILE: It can be implemented with any national or international groups, preferably with a group not knowing each other well before the activity.

GROUP SIZE: From around 10 to around 30

OBJECTIVES:

- Learning about EuroKey
- Having fun, getting some exercise
- Creating a social link

STEP BY STEP IMPLEMENTATION:

Theory: Facilitator starts by asking participants, if they are familiar with the Euro Key system. If not, he explains: It is a locking system that allows people with disabilities to open designated wheelchair accessible toilets and elevators in Europe with a universal key. So it's basically a (normal) key, which allows you to open and lock toilets, ramps and other systems all around Europe. This means that the disabled toilets can be used only by the disabled. If you are one, and don't have the key, ask institutions in your country, where to get it. Unfortunately not all the toilets have these locks. Some cities and countries have it more, some less. But for every Euro key lock there is a sign, symbol, so you are sure, it can be unlock with your universal key.

Practise: Time to have some fun and do some movements!

Firstly you choose 1 participant, holder of the Euro key. You sit him or her on a chair on one side of the room or area, and all other at the other side. You paint them a story then: you are a disabled student, travelling far, finally arrived at the train station you were looking for. Long ride behind you, of course you have to pee! Luckily there is 1 disabled toilet, but you can only open it with Euro key, which you don't have. In front of the toilet there is 1 person in a chair, taking a nap, and he has a Euro key in her/his lap. As the person is not even disabled, you must take the key away!

How? The game will start by the Euro key holder counting to 5, her/his eyes being closed. When the person is counting (can be quick or slow), all others can start moving toward him, quick as possible. When he reaches 5, he opens his eyes, and they all must freeze. If he sees someone moving, he tells it, and that player is out of the game. The goal is that the person doesn't

see you, and you grab the key from him, and then put the key back to the start line. This can be done via cooperation – one participant gives the keys to another, that's in the back, and so on. If the person counting sees someone with keys, the keys go back to him, and that one is out of the game.

For an even bigger “team-building effect” you can say that the rule is, that everyone has to touch the key before you take it back.

The game ends when all of them have successfully transferred the key back to the starting line.

DEBRIEFING AND EVALUATION

What is Euro key?

- If you have one, where can you use it?
- What is the point of Euro key (answer: public disabled toilets can often be thrashed and smashed, especially during the nights. This prevents other non-disabled people using it).
- Did you work together in order to “win” the game? How? Was it difficult, how did you communicate?

NOTE TO FACILITATOR:

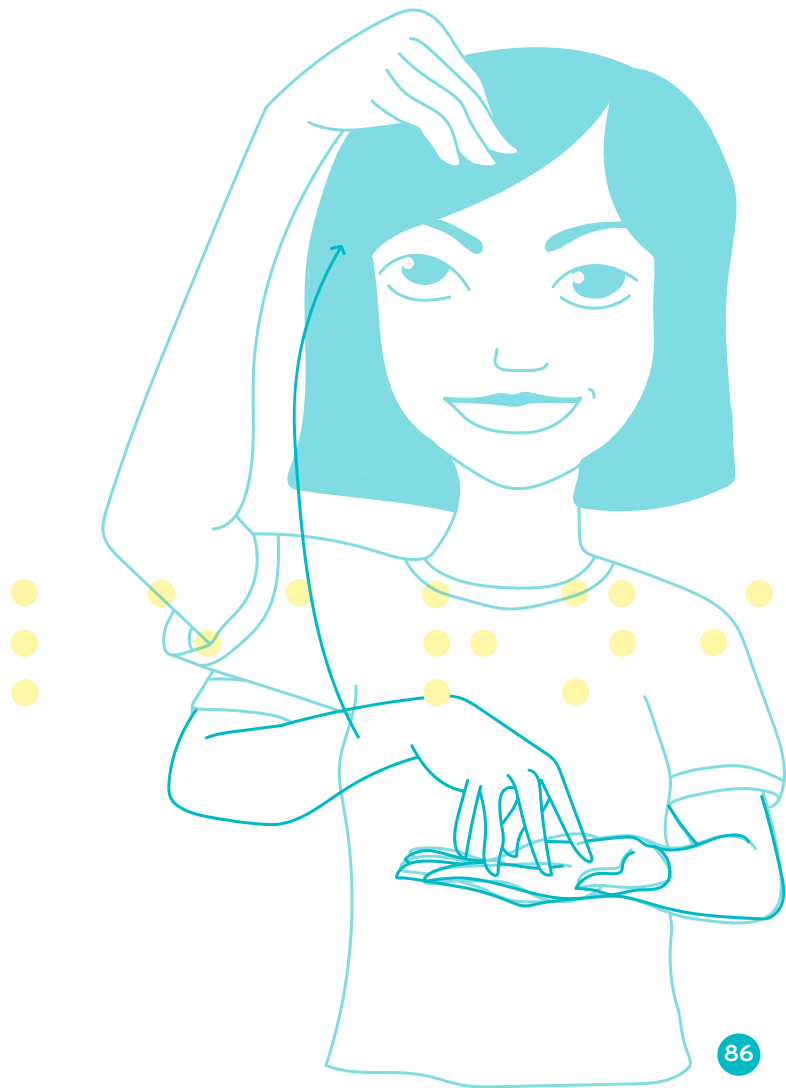
Mind your whole group, choose the one with the key wisely. In general all the disabled can play it, in both roles. It can be done also in a mix-ability group.

ADAPTATION:

Wheelchair user can hold the key. If he or she is a participant, then the facilitator should pay attention that there is enough space between the participants to properly move in the space with the wheelchair.

If visually impaired is the key holder, he/she should have an assistant or some other person by him/her, to tell him/her, if someone moved. He/she can do the counting him/herself. If visually impaired is one of the students, there should also be one assistant present to guide him/her, or prevent him/her from bumping into other people, and explaining his/her whereabouts.

Hard of hearing can be the key holder, counting with his/her fingers. If there are also some visually impaired participants, assistant or someone else can yell the numbers out loud, as the key holder is showing fingers. If hard of hearing are among participants, the key holder can try both, yelling the numbers, plus showing with his/her hands.



LEARNING

Image: Learning
Learning

5.4 Small Group Work

Group works are essential to involve participants in their own learning, to make the discussed topics come alive, to deepen learners' knowledge about a topic, increase the interaction between the participants and to develop particular skills. Working in small groups gives the young people a chance to practice the higher-order thinking skills and they generally learn more of the material and retain their knowledge longer. The participants who are not comfortable expressing their opinions in the big group are generally more comfortably and actively participating in the small group discussions. There are several funny games to make small groups. If there is not much time to play a game to make groups the facilitator can use the counting method to divide the group into smaller groups either using the numbers or some other characteristics such as colours, countries, seasons, days, cartoon characters or superheroes

My Imaginary Island

TYPE OF THE METHOD: Small group work

MATERIALS NEEDED: Flipcharts, coloured pens, boardmarkers

SPACE NEEDED: A medium to large size space where participants can work separately in small groups without distracting each other.

TIMING: 60 min (5 min to explain the game and the rules, 25 min for the group work, 30 min for presentations and debriefing).

TARGET GROUP PROFILE: It can be implemented with any national or international groups, preferably having basic interest in human rights.

GROUP SIZE: 10-30 pax

OBJECTIVES:

- to boost collaboration and effective communication among the group
- to create a working and learning together environment
- to boost patience and tolerance among the participants
- to learn that everyone has different ideas and opinions and no matter we agree or not we should respect and listen
- to question and reflect on the existing systems and the human rights violations
- to create a positive, comfortable atmosphere
- to boost the attention and concentration of the participants
- to have fun while learning to work together

STEP BY STEP IMPLEMENTATION:

The facilitator starts the activity with a short story telling. The story is about a group of travellers who have been travelling all around the world together. One day they have discovered a beautiful island which does not belong to anyone or any other country. It is totally unexplored territory. These travellers are the first owners and inhabitants of this island.

The facilitator then divides the group into 4-5 smaller groups (max 5-6 people in each group) and asks each group to imagine that they are these travellers who discovered a new island. The groups are supposed to decide the name and the common values of the island and design a flag which represents their values. Then they are instructed to draft a constitution consisting of 10 fundamental rights and rules they would like to have. The groups are free to decide and there are no limitations except their own imaginations. The facilitator gives flipchart papers and board markers to each group to write down.

The groups are expected to present their imaginary islands to the rest of the group and get their feedback. After each group makes their presentations the facilitator asks some questions to the audience. “Did you like their island?” “Would you like to live on that island and why?” “Do you think their rights and laws are appropriate and/or realistic?” “Which right or rule did you like the most?” “Which right or rule would you like to remove from the constitution and why?”

After allowing 1-2 participants to answer each question, then the facilitator asks the presenting group about their reflections on establishing a new country on an island and a constitution. The session ends with a debriefing.

4

NOTE TO FACILITATOR:

- The facilitator should mention clearly that the small group works are not competitions.
- It is important to highlight the importance of the discussion more than the result, therefore it should be reminded that they give enough time for everyone to express themselves.

ADAPTATION:

Mixed ability groups with Deaf and blind participants:

- If there is more than one Deaf participant in the group and not enough sign language interpreters, you may need to form small groups according to this. If there is only one interpreter per country, you should put all Deaf participants from the same country in the same group to facilitate the communication smoothly within the group.
- Giving enough time for the sign language interpretation is important.
- There are visual elements to be prepared in this activity (flag) and it's also OK to ask the groups to create the flag. Here, it's important to make sure that everybody is involved in the whole process and not assuming that blind participants can not contribute to the visual creation processes. You can tell the groups that they do not have to draw the flag, alternatively they can create a tactile one by using any other materials such as canvas, cardboards, cotton etc. Make sure these materials are prepared and provided.
- Long handwritten texts can be hard to follow and remember for blind participants only by hearing, do not hesitate to use digital tools and write the written things on the papers or flipcharts on mobile phone, whatsapp, google documents, SMS, etc. and share it simultaneously with the blind participants, before the presentations are made.

NOTE TO FACILITATOR:

- If there is more than one facilitator, the storytelling at the beginning can be demonstrated as well. The Deaf participants give better reactions to theatrical demonstrations and it is easier and faster for them to process the information and the instructions. Alternatively some visuals of islands could be used.
- While asking the groups to come up with a constitution, it is recommended to ask participants to add at least one inclusion element in the articles of the constitution.

Crushing Stereotypes

TYPE OF THE METHOD: Small group discussion

MATERIALS NEEDED: Paper, pen, flip chart

SPACE NEEDED: A medium to large size space where participants can discuss separately in small groups without distracting each other and then come back to share and discuss further in a big group.

TIMING: About 60 min

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 10-30 pax (3-4 groups)

OBJECTIVES:

- Finding out different stereotypes about different disabilities and “crushing” them
- Realisation whether they are true or not, and why.
- Realising we are all different, no matter the disability.

STEP BY STEP IMPLEMENTATION:

- We divide people into 3-4 groups with the same number of people.
- Each group writes down as many stereotypes as they can think of; 1 group for wheelchair users, 1 for the hard of hearing, 1 for the visually impaired. Maybe another group for the people with learning and other mental disabilities.
- In about 15 minutes they should have at least 3 stereotypes for their assigned disability written down.
- Mix the notes, and given to groups (the one who wrote stereotypes about wheelchair users, gets the paper with stereotypes on the visually impaired, etc.). They then firstly reflect this, think about it, and then write down the correct statements (for example - all wheelchair users are poor and we should pity them - all wc users are strong and independent people with their own will, we shouldn't feel bad for them).
- At the end they all present the statements they wrote.

NOTE TO FACILITATOR:

- Some general feedback and reflecting can be done during their reports. Once they are done, we go through the most general ones, ask them:
 - why they think those are the most typical stereotypes,
 - how did those stereotypes occur in a society,
 - how (when) will the society break them,
 - for which stereotypes they heard for the first time,
 - which stereotypes they believed and now know that it's not correct.
- NEVER ASSUME, always ask! Each individual is unique, and no general ideas, beliefs, work, etc., apply to different kinds of (dis)ability.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants: This tool is already inclusive for a mixed ability group.

NOTE TO FACILITATOR:

- Try to put disabled participants in groups working with other disabilities than theirs.
- If the group can't think of any stereotypes, guide them (what kind of sports do you think they all play, other sport stereotypes; free time - what do they do, how they do it; work - what kind of jobs they all do, how they do it; what is general people perception on different kinds of disability). If they still don't have any ideas, include the disabled, and let them help the group, tell them about some personal experience.

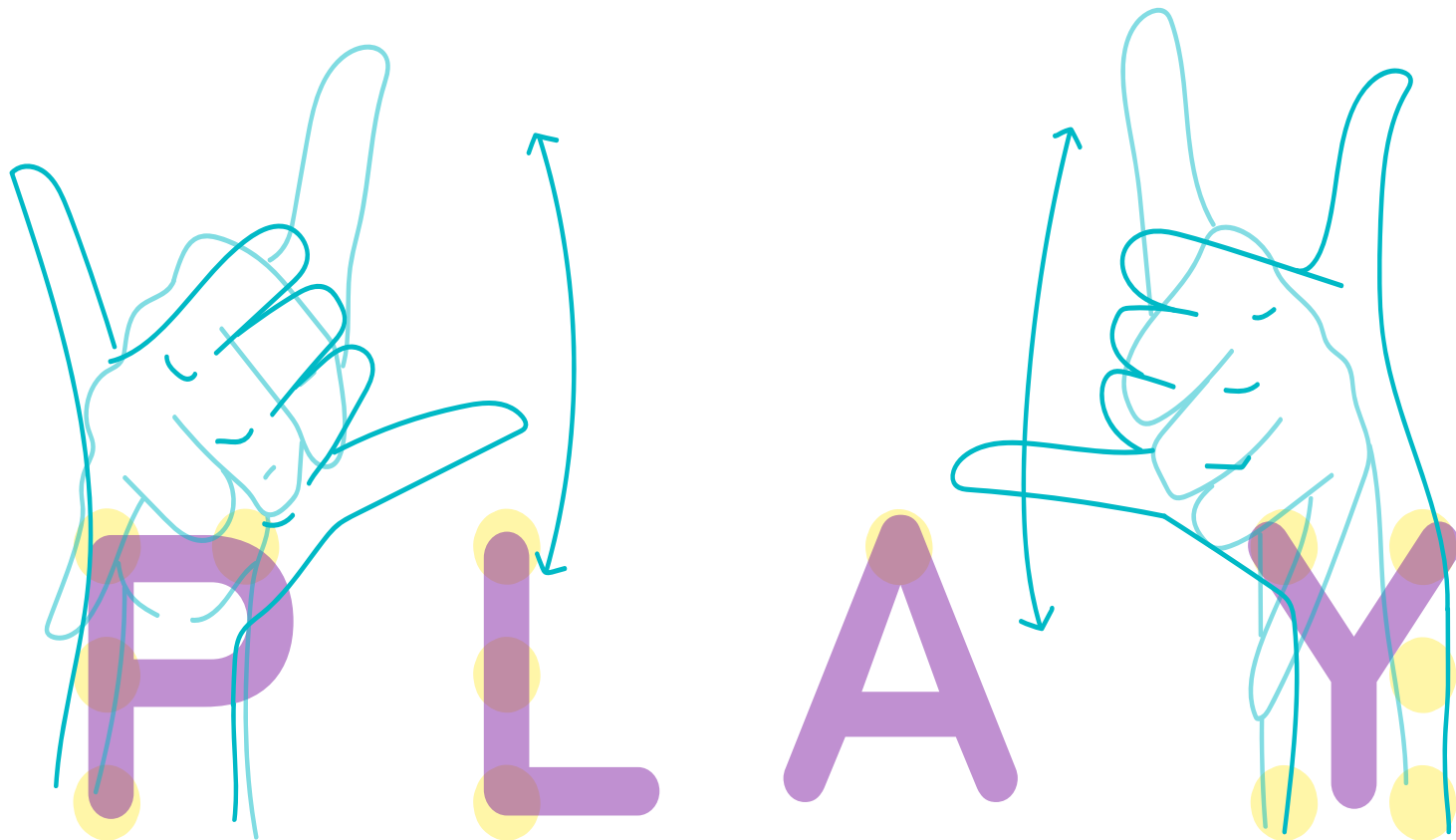


Image: Play
Play

5.5 Role-playing

Role play involves participants taking on the role of a character different from themselves and helps participants stepping into roles that creates a space for them to take on multiple perspectives outside of their own. It is important to consider a participant's prior knowledge before doing role work. They need to have enough information about the role you are asking them to play or create their own roles with deciding the characteristics of the role in order for rigorous learning to occur during role play or the drama activity. Often an active discussion is better as a starter or game as a metaphor to help participants begin to think about the topic and explore/express their own ideas about it.

"OOPS, I DID IT AGAIN!"

TYPE OF THE METHOD: Role-playing

MATERIALS NEEDED: Basic stationary, in case needed, printed out handouts, some funny objects, wigs, glasses, etc. could be nice to provide to make the performances more colorful

SPACE NEEDED: A medium to large size space where participants can discuss and rehearse separately in small groups without distracting each other.

TIMING: 60 min (5 min to explain the game and the rules, 25 min for the group work, 30 min for performances and debriefing)

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 10-30 pax

OBJECTIVES:

- to support the experiential learning of the participants through creativity, artistic skills, teamwork and empathy to be able to develop right attitudes towards people with disabilities.
- to evoke creative minds by using theatre and drama skills.
- to raise awareness on the daily basis common communicational and/or attitudinal mistakes made and come up with realistic solutions .
- to promote equality, diversity and tolerance.
- to increase self confidence.
- to develop a sense of responsibility and an awareness of human dignity.

STEP BY STEP IMPLEMENTATION:

The facilitator divides the group into smaller groups (5-6 people in each group) with any grouping game and gives the hand-outs. The groups are first asked to come together, start to discuss the wrong attitudes and communication related mistakes made on a daily basis towards one of the disability groups (Hearing impairments, visual impairments, physical disabilities and mental & learning disabilities) and take notes of the most common ones.

They are expected to create realistic problematic situations in which 3 different common mistakes are hidden in the role-playing performance. The mistakes can not be so obvious to detect such as acts of physical violence. The role-play performance should be maximum 3 minutes to show the problematic situation and all group members should have an active role in the play. The groups are not supposed to create solutions. After each group is ready, the facilitator calls back everyone to the big circle and the groups start to perform one by one. After each group performs the scene they have created, the facilitator asks the audience "How would you solve or prevent the situation, or make it right?" The facilitator allows the audience to express their realistic solution ideas and discuss how often we make these kinds of mistakes in daily life and how these affect the lives of Deaf and hard of hearing people.

Hand out with the instructions:

- *Discuss with your group members about the wrong attitudes and communication related mistakes made on a daily basis towards People with visual impairments/hearing impairments/physical disabilities/mental-learning disabilities and take note of the most common ones.*
- *At least 3 different common mistakes should be hidden in your role-playing performance. They should be realistic.*
- *The mistakes should not be so obvious to be detected by the audience, such as acts of physical violence. The mistakes can be intentional or unintentional.*
- *The role-play performance should be maximum 3 min to show the problematic situation.*
- *All group members should have an active role in the play*
- *You are not supposed to create solutions. The audience will try to find the mistakes, then we will discuss the right attitudes in the big group.*
- *Be inclusive while performing!*

NOTE TO FACILITATOR:

- In order to create a comfortable atmosphere the facilitator can mention that no extraordinary acting skills are required to take part in the activity. Active contribution and participation are what really matters for this session.
- The facilitator should mention clearly that the small group works are not competitions.
- It is important to highlight the importance of the discussion more than the result, therefore it should be reminded that they give enough time for everyone to express themselves.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants:

- Since the performances are based on visual and audio elements, participants should be reminded to make necessary visual descriptions for the audience before and throughout the performance (e.g. there is a teacher standing and 4 students sitting on the stage in a classroom setting)
- Visual descriptions and clear orientation is also crucial for the blind performers in the groups (e.g. position of the stage and the audience)
- If there are more than one Deaf participant in the group and not enough sign language interpreters, you may need to form small groups according to this. If there is only one interpreter per country, you should put all Deaf participants from the same country in the same group to facilitate the communication smoothly within the group.
- Performances should not be at a fast pace in order to let the sign language interpreter keep up. Giving enough time for the sign language interpretation in general is important.

NOTE TO FACILITATOR:

- It's better to mix the groups well so that a wheelchair user participant can have the chance to work on the wrong attitudes towards blind people or a blind participant can work on the wrong attitudes towards Deaf people.
- It's better to go and check the discussion and preparation processes of the groups and see whether any clarification or support is needed for the task.

Power Walk

TYPE OF THE METHOD: Role-playing, simulation, discussion (created by Els Van Mourik)

MATERIALS NEEDED: Printed out role cards that the characters are written, a box or a hat to distribute the roles, soft background music

SPACE NEEDED: A large space where participants can stand in a line next to each other and can move forward for about 5-8 meters

TIMING: 60 min

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 10-30 pax

OBJECTIVES:

- to support the experiential learning of the participants through creativity, artistic skills, teamwork and empathy to be able to develop right attitudes towards people with disabilities.
- to evoke creative minds by using theatre and drama skills.
- to raise awareness on the daily basis common communicational and/or attitudinal mistakes made and come up with realistic solutions .
- to promote equality, diversity and tolerance.
- to increase self confidence.
- to develop a sense of responsibility and an awareness of human dignity.

STEP BY STEP IMPLEMENTATION:

Prepare role cards (see examples below) that represent different types of people in the community, including the most vulnerable and the most advantaged. Identify an open area where participants will have space to line up horizontally and walk forwards 5 to 8 metres.

Introduce the exercise by explaining that it is a way for everyone to reflect on the different kinds of people in the community, including ourselves, and how our different backgrounds, opportunities and barriers affect our power and “place” in society.

Ask the participants to stand in a row. Randomly pass out the role cards so that every participant has one (you can use the hat to distribute the role cards).

After everybody picks randomly one character, it's important that they are not allowed to tell anyone until you tell them so. Some participants generally may intend to look at others. Important that everybody understands what's written on the role cards. Let them ask you secretly, if there's anything they did not understand.

-They can be given a couple of minutes to imagine the character in their minds by themselves, the task is to empathize with that character for a little while. That's necessary for them to be able to answer the questions on behalf of their characters. Because in the character descriptions it's very limited information and they are allowed to build that character further based on that. You can assist them to build up their character with some guiding questions (starting from their childhood) to make it easier to go inside the character by asking these questions

one by one and give them a few moments to think about:

- What was your childhood like?
- What sort of house did you live in?
- What kind of games were you playing?
- What sort of work did your parents do?
- What is your everyday life like now?
- Where do you socialize?
- What sort of lifestyle do you have?
- Where do you live?
- How much money do you earn each month?
- What do you do in your leisure time?
- What excites you and what are you afraid of?

It is also useful to put slow-paced instrumental music and ask them to close their eyes if they feel comfortable. If not that's ok to imagine without closing their eyes.

Then after having a proper image of their character in their mind a list of statements are told and they are asked to move 1 step forward if they say “yes” to the statement and stay still if they say “no”.

When you finish the statements, ask participants to remain where they are standing. Ask the following questions, being sure participants recite their role before they respond:

- What do we see?
- How did it feel to move forward? Stay behind?
- How does it feel to be standing where you are? (those in the front, middle and back)

Then you can tell them to come out of the role and be themselves again and start the debriefing part with the following questions;

- What does this activity make you think about?
- How have we experienced power or lack of power in our lives or the work that we do?
- What happens when we do not think about power, the power we have, the power others have?
- How does this activity relate to our work with communities? How do we pay attention to power dynamics in the communities where we are working?

You can also ask about how they felt during the exercise while stepping forward or staying still, whether it was easy to put on another person's shoes or not, whether they have guessed who might be the person who went further and the one who stayed behind and also the ones in the middle, is there anyone they know that they can associate with that character, etc. That starts a good discussion on the perceptions on privileges and power dynamics.

NOTE TO FACILITATOR:

- During imagining the character phase, it is possible that some participants may say that they know little about the life of the person. You can tell them, it's totally ok and they just should use their imagination and to do it as best they can.
- During the debriefing and evaluation it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.
- Sometimes things can get emotional during this game, it's normal that some people may feel sad about the situation of these people when they go into the character but you can mention that the point of this game is not to feel sad but be more aware, these people exist, we live in the same society and we should reflect on what we can do to provide equal opportunities for all.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants:

- If you do this activity outdoors, make sure that the participants can hear you well, you might need to speak loud for everyone and repeat the statements a few more times. Make sure the Deaf participants can follow you through the sign language interpreter. It's better to provide the interpreters with some guiding information about the game beforehand.

- If you have Deaf participants, better not ask them to close their eyes during the character imagination phase. You still can use the music for the other participants, nothing's wrong with that.
- Braille versions could be written as well on each role card to make it inclusive for the blind Braille reader participants.
- Make sure that the blind participants have a clear understanding of the changing positions of each person even while you're reading the situations. Because all other sighted participants will get the chance to follow the progress, but not the blind. They can make a clap sound or loudly say (I move forward) when they're moving to let them follow who's where? At the end they all can say how many steps they have taken aloud and remind again when they're revealing their characters in the discussion part.
- Alternatively this game can be played with a sitting in a circle version. In that case along with the role cards you should distribute the same number of candies or small sticks (eg. 20) to each participant (representing that they all start from the same point). Participants will throw one candy in the middle of the circle if they say "no" to each statement. At the end everybody will count how many candies are left. Some (more privileged ones) will still have a lot of candies, because they answered a lot of statements with "yes". Even though the original version is very powerful with the step metaphor, with a mixed ability group this version makes the process easier, more inclusive and less tiring to follow.

ROLE CARDS:



You are the owner of a successful import-export company.

You are a male, aged 25, unemployed, with Down's syndrome who has HIV.

You are the president of a party-political youth organisation (whose "mother" party is now in power).

You are an HIV positive, middle-aged prostitute.

You are a girl, beggar, aged 12, with a physical and psychosocial disability.

You are a hard of hearing university student in a state university.

You are a girl with autism living in a poor village.

You are a male, aged 45, parliamentarian who is blind.

You are a blind lawyer.

You are a female, aged 40, head of an international NGO

You are a HIV positive male teenager.

You are a 26 year old female, with a chronic kidney disease.

You are a female, aged 30, who is deaf, and has no support and no income.

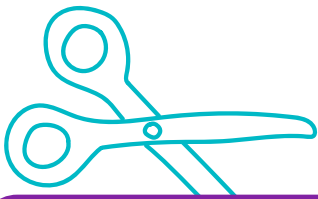
You are a homeless young man, 27 years old.

You are the son of a local bank manager. You study economics at university.

You are a male who is blind, aged 65, with independent income.

You are the 19-year-old son of a farmer in a remote village in the mountains.

You are a female wheelchair user , human rights activist



You are a high school graduate, soldier in the army, doing compulsory military service.

You are a 24-year-old refugee from Afghanistan.

You are an unemployed, transsexual male, aged 30.

You are a mother, unemployed, aged 40, looking after her son in a wheelchair.

You are a male, aged 72, in a wheelchair, who receives support.

You are a male, Minister of Social Affairs, aged 45

You are the daughter of the American ambassador to the country where you are currently living.

Male running a small business, aged 40.

You are a widow, aged 65 with a psychosocial disability and no independent income.

You are an illegal male immigrant from Mali.

You are the daughter of a Chinese immigrant who runs a successful fast food business.

You are an Arab Muslim girl living with your parents who are devoutly religious people.

You are an unemployed single father.

You are a female wheelchair user, human rights activist.

You are a male student with cerebral palsy condition, studying journalism in university.

You are a 45 year old single mother having 3 kids (one of them was born with a mental impairment).

You are a 29 year old male, committed a conventional crime 3 years ago and just released from prison.

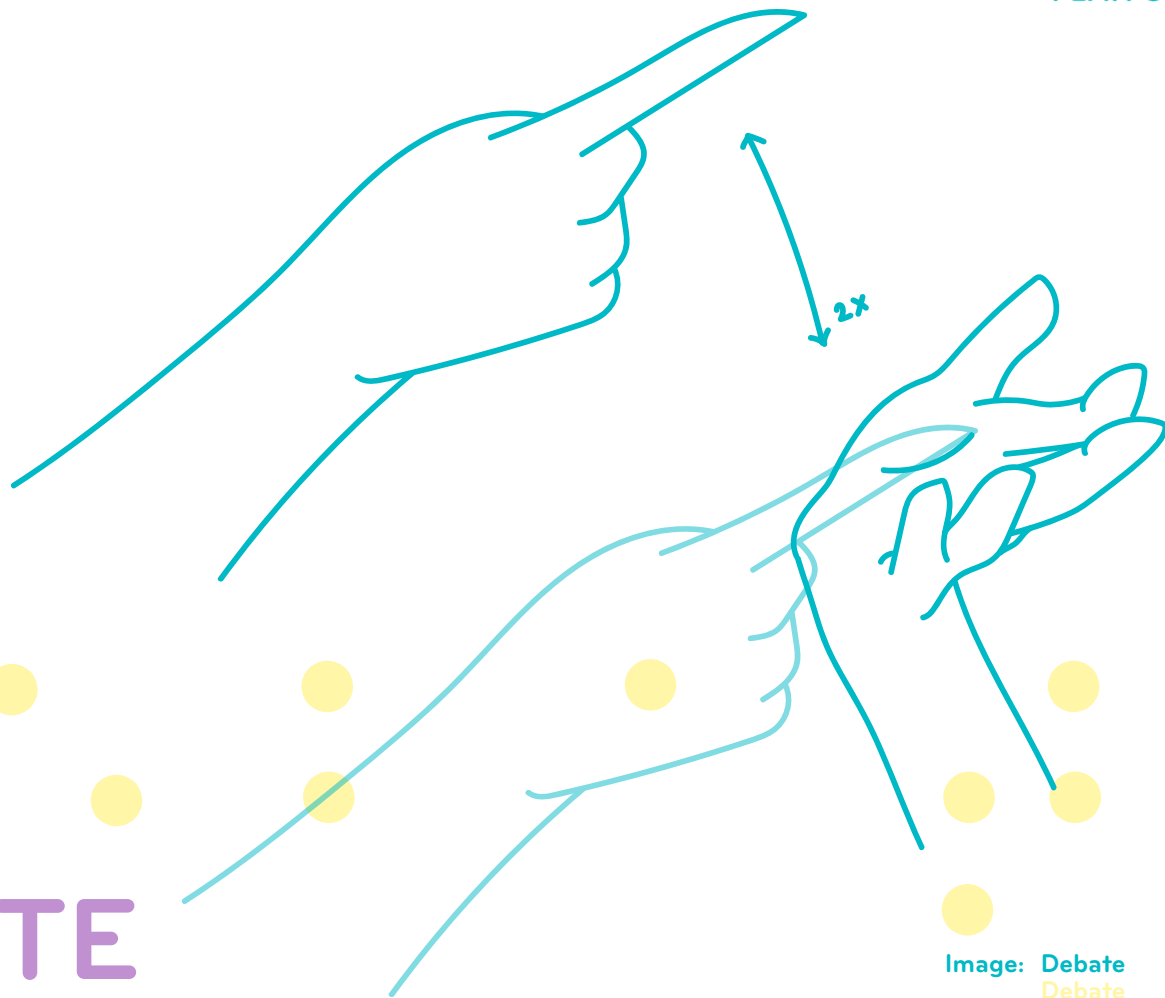
You are an unemployed, deaf male, aged 40

You are a female, aged 30, university graduate, with a physical disability.

You are an unemployed, deaf male, aged 40

STATEMENTS:

1. I can move freely in the community (in the streets)
2. I can buy and sell property on my own
3. I have access to mainstream education
4. I can vote without assistance
5. I have access to microcredit
6. I do not live in fear of violence or sexual abuse
7. I have access to affordable medical treatments of my choice
8. I can work anywhere I am qualified
9. I am consulted on policy issues of concern to the community
10. I have access to vocational and continuing training, including attending seminars
11. My rights are recognized in laws
12. I do not fear verbal abuse
13. I can choose freely whether I want to have children and how many
14. I can leave my home on my own
15. I can own a business
16. I am paid a minimum wage or more
17. I can support myself in times of unemployment
18. I have access to or can afford a lawyer if needed
19. I have access to information in formats I can easily read and understand
20. The media generally present positive images of me
21. I do not worry about social support in old age.
22. I have never encountered any serious financial difficulty.
23. I have decent housing with a telephone line and television.
24. I feel my language, religion and culture are respected in the society where you live.
25. I feel that my opinion on social and political issues matters, and my views are listened to.
26. Other people consult me about different issues.
27. I am not afraid of being stopped by the police.
28. I know where to turn for advice and help if I need it.
29. I have never felt discriminated.
30. I can own my own car.
31. I have adequate social and medical protection for my needs.
32. I can go on holiday once a year.
33. I can invite friends for dinner at home.
34. I have an interesting and joyful life and I feel positive about my future.
35. I studied or I feel I can study and follow the profession of my very own choice.
36. I am not afraid of being harassed or attacked in the streets, or in the media.
37. I can vote in national and local elections.
38. I can celebrate the most important religious festivals with my relatives and close friends.
39. I can participate in an international seminar abroad.
40. I can go to the cinema or the theatre at least once a week.
41. I am not afraid for the future of my children.
42. I can buy new clothes at least once every two months.
43. I can fall in love with the person of my own choice.
44. I feel that my competence is appreciated and respected in the society.
45. I can use and benefit from the Internet.



DEBATE

Image: Debate
Debate

5.6 Discussions/debates

Discussions are a variety of forums for open-ended, collaborative exchange of ideas among a group of participants for the purpose of furthering their thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand.

Rabbit's Rights

TYPE OF THE METHOD: Discussion (adapted from Compasito)

MATERIALS NEEDED: Flipchart paper and markers, a copy of the HR Declaration (UDHR) or UNCRPD depending on the adaptation).

SPACE NEEDED: A medium to large size space where participants can discuss separately in small groups without distracting each other and then come back to share and discuss further in a big group.

TIMING: 40 min

TARGET GROUP PROFILE: It can be implemented with any national or international groups (preferably with young participants who would like to reflect on Human Rights).

GROUP SIZE: 5-20 pax

OBJECTIVES:

- To introduce the Human Rights
- To show to the participants that they are instinctively aware of human's rights
- To connect human needs with human rights

STEP BY STEP IMPLEMENTATION:

Ask the participants to imagine that they have a pet rabbit to care for, and to give a name to it. They need to think about all the things it needs to be happy, safe and healthy. Ask, "What are all the things the rabbit will need?" They may suggest things such as a hutch, straw, food, water, exercise, attention, love or perhaps another rabbit for company. Write 'RABBIT' (or the given name) at the top of the left-hand column on a chart such as the one below, and record the participants' responses.

Then ask, "Who is responsible for ensuring that the rabbit gets all the things that it needs?" Note down the participants' responses, which may be that they or whoever owns the rabbit is responsible.

Confirm the things the rabbit needs to survive and develop, such as food, water, and a hutch. Then ask questions such as these:

- If the rabbit really needs these things to survive, then should the rabbit have a right to them?
- Who is responsible for ensuring that the rabbit's rights to these things are met?

Then write 'PARTICIPANTS' at the top of the right-hand column and ask the group to brainstorm:

"What are the things that participants need to develop and have for a happy, safe and healthy life?" List the participants' responses, helping to elicit such things as home, food, water, family, friends, toys, education, love and attention.

Ask, "Who is responsible for ensuring that participants get all the things they need to be happy, safe and healthy?" Encourage answers such as adults, parents, family, and caregivers.

Ask questions such as these to expand the focus of participants's rights, adding additional needs to the chart:

- What do participants need to be protected, to survive, to develop and to participate?
- If participants need these things, then should participants have a right to them?
- Who is responsible for ensuring that participants have these rights?

Ask the group if they have ever heard of the human rights declaration/conventions. Give them copies of the universal declaration of human rights.

Invite participants to compare their list on the chart with those in the declaration. Point out that they have created a list of human's rights.

Ask questions such as these:

- What needs did you name that are also in the HR/ UNCRPD?
- Mark these on the chart with a star.
- Why do you think you were able to think of so many
- of the rights by yourself?

NOTE TO FACILITATOR:

This method can be very useful to start a reflection on the topic of HR or Inclusion, and can be used to break the ice with the participants on the topic..

ADAPTATION:

Mixed ability groups with visually impaired participants:

- A digital version of the Human Right list or other informational material that is needed.

NOTE TO FACILITATOR:

Please read the chapter “tips for better including and engaging Youth Participants with different abilities” of this Toolkit to learn general communication rules with the visually impaired participants.

ADAPTATION:

Mixed ability groups with hearing impaired participants:

- Sign language interpretation should be used

NOTE TO FACILITATOR:

Please read the chapter “tips for better including and engaging Youth Participants with different abilities” of this Toolkit to learn general communication rules.

The Court

TYPE OF THE METHOD: Debate, simulation (adapted from Compass)

MATERIALS NEEDED: 1 chair per pax, tables, papers and pens, timer, one laptop (for the journalist), ropes, “handcuffs”, if possible police/judge costume. Instructions and roles for all participants (below given).

SPACE NEEDED: A medium to large room with chairs and tables.

TIMING: 2,5 hours

TARGET GROUP PROFILE: It can be implemented with any national or international groups.

GROUP SIZE: 15-30 pax

OBJECTIVES:

- Increasing confidence in public speaking
- Improving the ability for the youngsters to express themselves
- Critical reflection on social phenomena
- Gaining empathy for others different perspectives
- Raising awareness for global/local problems and diversity
- Youth emancipation

STEP BY STEP IMPLEMENTATION:

Beginning of the game:

1. One by one, participants take a paper, so they can know their role (Judge, Policeman, Accused, Council of Prosecution - CP, Council of Defence - CD, Journalist and Jury)
2. The facilitator read to the defendant, the accused reason. “You are guilty of”
3. Both Councils prepare the debate (15 minutes)

Tribunal Scenario

1. Police enters with the accused, handcuffed
2. Judge opens sessions
3. CP starts with first argument debates (total time: 12 minutes, 6 minutes for each Council, 1 minute per argument)
4. CD enters the debate

Debate continues with sides argumentations. During the debate, the CP and CD have the option to call for witnesses. During the councils debate the jury prepares some question

First debate ends

1. Jury asks questions (3 minutes)
2. CP and CD prepare answers with an internal debate (3 minutes)
3. CD presents the answer (3 minutes)
4. CP presents the answer (3 minutes)
5. Jury reunites and prepares the final verdict in a written document (5 minutes)
6. Judge reads the final verdict

Sentence Options

- a. Policeman frees the accused and takes the handcuffs
- b. Policeman grabs the unsatisfied accused back to arrest

INSTRUCTIONS:

- ▶ Game components: Role cards (1 x judge, 1 x policemen, 2 x journalists, 4 x juries, 6 x council for defence, 6 x council for persecution, 2 x lawyers, 2 x witnesses).
- ▶ Goal of the game: To win the cause with a powerful argue.
- ▶ Set up/ room arrangement:
 - One chair for each participant;
 - Table;
 - Paper + writing materials, a laptop for the journalist
 - Handcuffs (e.g. rope)*
 - Costume (e.g. Judge costume, police costume etc..)*
- ▶ Game play: Game is about exchanging arguments in court and defending your role.
- ▶ Played by two teams, within each player has the right to speak and play according to his/her role.

Examples of cases:

N.1: You are guilty of not participating in last elections.

- Local elections.
- European elections.

N.2: You are a head of online newspaper, you are accused to have posted a several fake news.

See Role Cards**DEBRIEFING AND EVALUATION**

- How did you feel during the simulation?
- What do you think about the process?
- Were there moments where you felt insecure?
- Can you see a link between this simulation and reality?
- What can we learn from this simulation?

* optional

NOTE TO FACILITATOR:

- Focus on facts, feelings, interpretations, put result on a flipchart.
- Make sure players are not discriminated or excluded.
- Diminish the possibility that any player would feel affected by exercise or its outcome.

ADAPTATION:

Mixed ability groups with visually impaired participants:

- Digital Instructions and roles cards.
- Device for those who need it to take note.

NOTE TO FACILITATOR:

- Be careful that the speech order is respected and avoid too much chaos during the simulation; the blind participants might have difficulty following the simulation.
- It is important to give to the blind participants a clue of how to set up the space of the activities room. A little tour of the room to show them where the court is, hear the audience etc.... and tell him/her, you will stay here, so on your right there is... in front of you there is... etc.
- Ask the participant to name herself before speaking (eg: the Judge is speaking).

ADAPTATION:

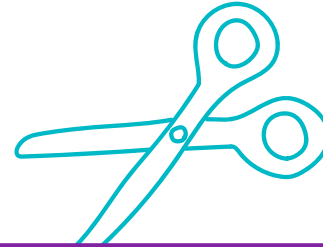
Mixed ability groups with hearing impaired participants:

- Sign language interpretation should be used

NOTE TO FACILITATOR:

Be careful that the speech order is respected and avoid too much chaos during the simulation; otherwise the interpreter will have difficulty to follow the simulation.

ROLE CARDS:



The judge

You'll enter the court with majesty and will introduce the business of the court, which is to put the vote of youth on trial.

You will maintain order throughout the hearing, give permission to speak and act as timekeeper.

After reading the verdict of the jury, you will pronounce the penalty or discharge the accused.

The counsel for the prosecution

Before the judge opens the session, you will prepare together the arguments that you will present in court to demonstrate that the accused is guilty. During the debate, each participants of the counsel will have the task to present one argument of the set of formulated arguments.

You may choose 1 or 2 witnesses from among the general public (or among the counsels) whom you will call upon during the trial.

The jury

You'll ask questions to the defense counsel and prosecution counsel after they have introduced their arguments.

You'll discuss the arguments put forward by both sides and prepare the verdict to be read by the judge before the court, you must designate the accused as:
"guilty" or not guilty and give your reasons.

The counsel for the Defense

Before the judge open the session, you will prepare together the arguments that you will present in court to demonstrate that the accused is nor guilty. During the debate, each participants of the counsel will have the task to present one argument of the set of formulated arguments.

You may choose 1 or 2 witnesses from among the general public (or among the counsels) whom you will call upon during the trial.

The accused

You will be accompanied by the policemen to the accused place.
Don't hesitate to speak out in order to refute the accusation made against you, even though you should normally do only after the judge has given her permission.

When the verdict is pronounced, you should let the whole court know your feelings.

The facilitator

You must have a good understanding of the progression of the game and ensure the smooth transition from one part to the other if needed.

You are responsible for the evaluation.

The policemen

Your will accompany the accused in the court and will accompany out or free him/her when the verdict has been pronounced.

You will ensure that the participants in the trial in general and the accused in particular behave correctly.

Witnesses

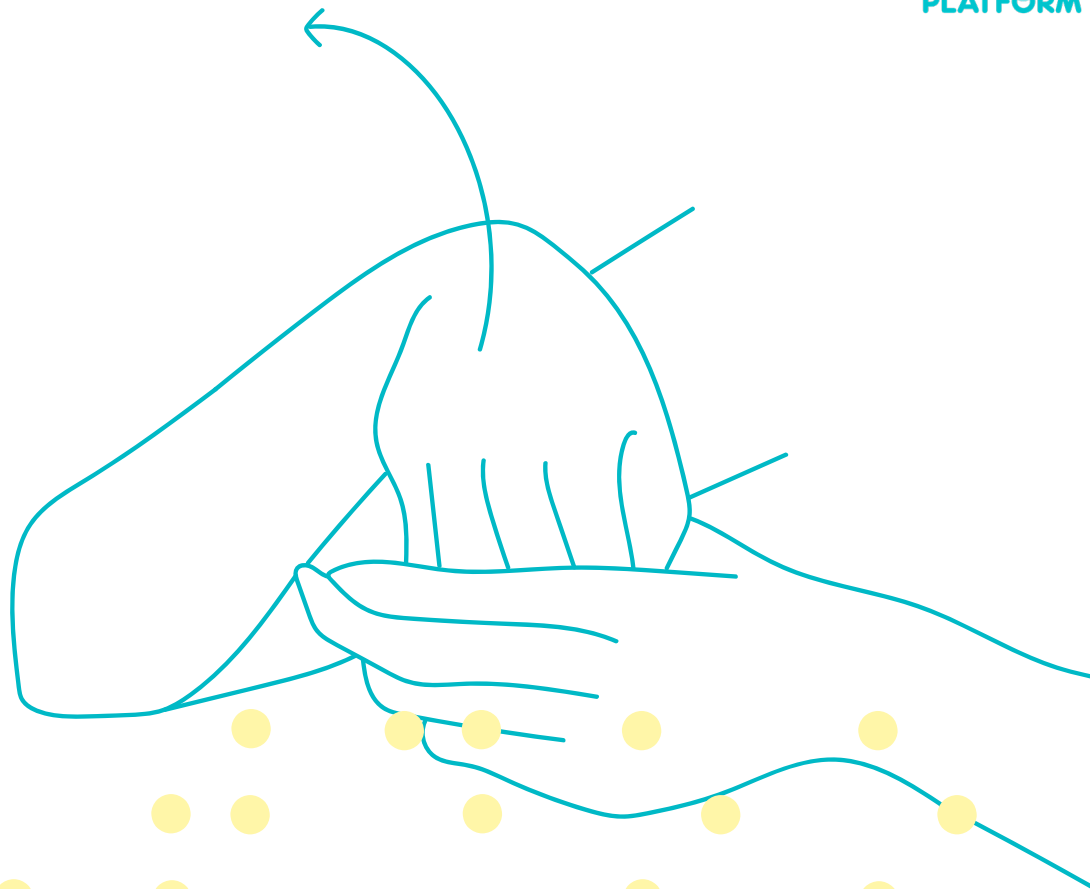
You will answer in front of the court the question raised by the Counsel which will have called you upon.

The journalist/s

You help to fill up the empty time while the councils and the jury will be deliberating, by interviewing those present in court – the public, the accused, counsels' participants.

You will prepare the front page of tomorrow newspaper, with photos included if possible, and present it at the end of the game.



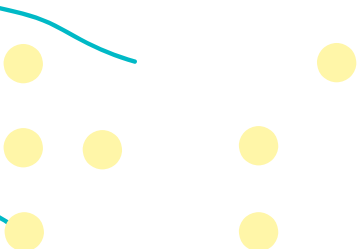


OUTDOORS

Image: Outdoors
Outdoors

5.7 Outdoor exercises

Outdoor exercises are a great way for youth workers to engage young people in activities that promote physical, mental, and social wellbeing. Outdoor exercise can take many forms, from nature walks and scavenger hunts to outdoor sports and cooperative games. Outdoor exercise can provide a great way to get young people up and moving, while also providing an opportunity for youth workers to connect with their charges on a deeper level. Outdoor activities can also be used to teach young people important life skills such as problem-solving, communication, and teamwork.



Skipper, Can I Cross The River?

TYPE OF THE METHOD: Outdoor exercises, group dynamics

MATERIALS NEEDED: No materials needed.

SPACE NEEDED: A big space outside.

TIMING: 30 minutes, until only 1 person left who is not yet caught by the skippers

TARGET GROUP PROFILE: Can be any group – national or international.

GROUP SIZE: It can be implemented with any national or international groups.

OBJECTIVES:

- To cross the river with permission of the skipper.
- You can cross the river when you do the task the skipper says. If not the skipper can catch and then you will work for him.
- If you do the task well, or if the skipper doesn't catch you can ask to cross the river again.
- The game lasts until only one person is left over to cross the river and the others are all shippers

STEP BY STEP IMPLEMENTATION:

- First start with explaining the game.
- Don't forget to say how large the field is, especially between which lines players have to stay.
- The skipper can choose whatever task they have to do to cross the river

NOTE TO FACILITATOR:

- Make sure you also play the game. It is important to be in the group for such a game. Don't stand outside!
- Keep safety always as a key element high! As facilitator you also can act as a support person, without interfering in the group process to find a solution.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants:

- Make small groups with mixed abilities
- They still have to cross the river and do tasks.
- Each group gets 10 coins to pay if they don't succeed in the task.
- You as a facilitator are the skipper.
- You already made 20 tasks in advance, which everybody can do.
- Instead of chasing, catching a group you put a time limit on the tasks. 30 seconds.
- If the group succeeds in the task they can cross the river. If not, they have to pay a coin to the shipper before crossing.
- The playground doesn't have to be grass for the wheelchairs
- Keep the tasks as varied as possible.
- The game is finished when all the tasks are done.
- The group with the most coins left wins the game.

Tree Hugging

TYPE OF THE METHOD: Outdoor

MATERIALS NEEDED: Blindfolds for every person.

SPACE NEEDED: Forest or parc or lane with trees.

TIMING: 30-45 min

TARGET GROUP PROFILE: Can be any group – national or international.

GROUP SIZE: Up to 30

OBJECTIVES:

- Find back your tree in a forest or a lane full with trees
- To Get in contact with your senses (feeling, touching,)

STEP BY STEP IMPLEMENTATION:

1. Go and stand in couples
2. 1 person is blindfolded. The other person disorientate the person who was blindfolded for 30 sec. (can be by walking around for a few seconds, but also turning him around on his axe for 10 times)
3. The person who can see guides the person towards a tree that he/she thinks is suitable for him/her. He/she gives the tree to the person with the blindfold.
4. Now the blindfolded person has as much time as he/she wants to discover the tree, to feel the tree, to smell the tree towards a point that the person thinks he/she knows his tree.
5. As soon as he says this, the person is guided away again to the beginning spot where they started.
6. The person now can take off his blindfold.
7. The task is now to go and find back your tree.
8. When the tree has been found, the roles are changing. So everybody is going through the same experience.

DEBRIEFING AND EVALUATION

- Did you find your tree?
- How was it to be blindfolded and guided towards a tree?
- Did you feel safe with your partner?
- How was it to discover your tree?
- Where their special attention point to recognise your tree back?

NOTE TO FACILITATOR:

When there are a lot of trees, the person who guides, can also give a direction with wide arms, so in which the tree of the person is standing. Normally 90% of all people find his tree back.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants:

- When you have blind people, you make couples with somebody who can see.
- For wheelchair users, you can choose to work in parc, or a land/avenue floated with trees on both sides
- An accessible park can also fit!

NOTE TO FACILITATOR:

When you're looking for a suitable place, the ideal is to have a space with similar looking trees (oak, beech, plane tree, ...). The more similar they look, the more senses are triggered within somebody to look for recognition points.



Image: Braille Alphabet

Electric Fence

TYPE OF THE METHOD: Outdoor exercise, group dynamics

MATERIALS NEEDED: 2 trees where you attach a rope at around 1 m height.

SPACE NEEDED: Forest or park with 2 trees approximately 5m separated from each other.

TIMING: 45 min – 60 min

TARGET GROUP PROFILE: Can be any group – national or international.

GROUP SIZE: 10-15 (bigger groups can be split up to this size)

OBJECTIVES:

To cross the fence with the whole group while holding hands together and without touching the rope.

STEP BY STEP IMPLEMENTATION:

1. A rope is hanging in between 2 trees at around 1 m high.
2. The group is standing next to the rope on one side.
3. The task is to go over the rope with the whole group without touching the rope and the trees on both sides.
4. If the group (or somebody) touches the rope, the whole group starts again on 1 side and the exercises continue.

DEBRIEFING AND EVALUATION

- What went wrong?
- How was the communication between them?
- Did people listen to each other?
- Were there any frustrations?
- What do we learn from this?

NOTE TO FACILITATOR:

- Keep attention for safety and support. Whenever something dangerous is happening, stop the group, explain why and let them restart.
- If the group is too assertive in communication, you can put on 1 – 2 – 3 persons a blindfold. This is an extra challenge for the group.

ADAPTATION:

Mixed ability groups with Deaf, blind and wheelchair user participants:

- Be careful when you have participants within the group in a wheelchair(s). Make clear to the group that special attention has to be given towards them, when lifting people over the fence.
- Whenever people don't feel safe or secure enough, don't push them.

NOTE TO FACILITATOR:

Keep safety always as a key element high! As facilitator you also can act as a support person, without interfering in the group process to find a solution.

Resources

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PATHS INCLUSION



inclusionplatform.eu

Image: The Team

The international team composed of Dostopnost (Slovenia), Esplora (Italy), MediaLab Toledo (Spain), The Knot (Belgium) and Turkey Youth Union Association (Turkey) implemented the KA2 project "Paths to Inclusion" and contributed to the creation of this intellectual output O2 AccessAbility Toolkit, drawing on a wealth of diverse experiences and expertise. Many contributions also came from the participants of the mixed ability group Training Course (implemented under the project Path to Inclusion), who shared valuable insights during the sessions dedicated to the content of the toolkit.



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