

PRIORITY Toolkit

WP3 Development of the PRIORITY Methodology & Toolkit





PROMOTING OPEN RESILIENT INCLUSIVE SOCIETIES FOR YOUTH

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1. Toolkit Presentation and Objectives of This Output

The **PRIORITY Toolkit**, based on a research and collection of key resources that can be transferred and adapted for the project, will be used in **WP3- PRIORITY Community-Building Art, Civic Education, Cross-cultural Workshops**, addressed to young newly arrived migrants' and/or refugees and Migrants and host-country local citizens.

The PRIORITY Toolkit was developed as a part of the **PRIORITY Methodology**, based on:

- Research articles and the collection of best practices that were developed as outputs of WP2- Preparation and Mapping of the ground Research, Collection of best practices.
- Theoretical background and the case studies that were developed as outputs of the WP3 - Development of the PRIORITY Methodology and Toolkit and are presented in the PRIORITY Methodology.

The development of the current product was coordinated by **CSC Danilo Dolci** with the contribution of all partners.

The Toolkit aims at providing high-quality lesson plans and other resources aiming to enhance intercultural dialogue and integration. The core topics are several, such as: a) civic education; b) visual and performing arts; c) intercultural mediation and cross-cultural activities; d) sport and voluntary activities from the host-country; e) European cultural heritage, as well as the heritage of the country of origin.

Moreover, the PRIORITY Toolkit aims at creating pathways of social inclusion for young people at risk of marginalisation and radicalisation living in contexts of poverty and social exclusion. In order to achieve these objectives, different methods to be implemented are foreseen:

- Artistic initiatives
- Sport activities
- New cultural approaches
- Civic education

The Toolkit wants to use social inclusion tools in order to:

- Facilitate social inclusion
- Counteract marginalisation
- Break down the processes of radicalisation
- Stimulate processes of exchange of good practice

In order to allow an easy reading experience to the reader, the Toolkit has been structured in different chapters, with several topics. For each topic of the chapter, a workshop has been designed, based on a lesson plan. Each lesson plan is constituted by the following material:

- Workbooks
- Presentations

2. Who Can Use It?

The toolkit is designed to have a practical guide to the implementation of non-formal activities on social inclusion issues. It can be addressed to all those who want to carry out a learning path based on workshops (such as youth workers, non-formal groups, associations, NGOs) working with young people.

Through the study of the methodology, the toolkit will be a practical and high-quality tool to organize workshops and expand some topics related to interculturality, art, civic education and sport.

PRIORITY Toolkit has been designed for a target at risk of marginalization and radicalization with a focus to young people with migration background and refugees. The topics are important insights to create and increase participation of different targets in different social and cultural contexts.

Through the study of the methodology, the Toolkit can be a starting point for new activities to be inserted in your own contexts.

CHAPTER 1

DIFFERENT FORMS OF VISUAL AND PERFORMING ARTS



Chapter 1

1.1. Tutor's Handbook

Workshop title	Everyone can do arts!
Target Group	Young people that face the risk of social exclusion (young people of migrant or refugee background, newly arrived young migrants or refugees, NEETs)
Purpose of the Workshop	Disadvantaged young people, no matter if they are migrants or locals, often lack opportunities to participate in societal processes and to access quality education. Participatory arts and culture activities can provide a valuable opportunity to them to experience a sense of empowerment, of accomplishment and of community, as well as a sense of purpose. After the completion of this workshop, participants will be equipped with certain soft and hard skills in order to use different art forms for positive societal change.
Objectives of the Workshop	<p>After completing the workshop, the participants should have o should:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the terms and their definitions of participative voluntary arts, performing arts, forum theatre, storytelling in participative arts, street art, visual arts and zine. • Theoretical knowledge of the concept of oppression in theatre and on the role of arts as a tool for inclusion <p>Skills:</p> <ul style="list-style-type: none"> • Develop creative thinking and analytical thinking

	<ul style="list-style-type: none"> • Combine different types of art to have a unique result • Apply some fundamental aspects of forum theatre • Describe and implement the appropriate steps in order a zine to be produced • Applying the best practices of telling a story effectively • Describe some basic procedures in developing street art. <p>Attitudes / Behaviour:</p> <ul style="list-style-type: none"> • Increase confidence to express oneself, ideas and opinions • Appreciate the arts and the ability to use different art forms in day to day life and in forming an inclusive society • Demonstrate willingness to cooperate with others and be open-minded • Understand that all people have things in common and things that make them unique
Group size:	Minimum 6 and maximum 14 people
Workshop duration:	<p>One day</p> <p>8 hours in total</p> <p>4 sessions of 2 training hours each (1,5 hours) including 1,5 hours of break</p>
Preparation	<ul style="list-style-type: none"> • Find a room with enough space for theatre activities, a floor that people can sit and/or lay on, chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation. • Find instructors for the workshop's activities you are not familiar with (making a zine, making a graffiti stencil, theatre, etc.)

	<ul style="list-style-type: none">• Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any particular experience or knowledge in the fields that are going to be discussed. Finally, ask participants to bring with them a personal item that means something to them.• Organize catering for coffee and lunch breaks, or provide information about nearby food options			
The Lesson Plan				
Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	Introduction The tutor welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the day.	10	Presentation	Lesson Plan on Flipchart
1 st Topic: Performing Arts				
2	Activity No 1-Getting to know: "Look what I've got" Before the workshop, everyone is asked to bring one or two personal items (photographs, clothes, music, movies, artwork...whatever they connect with personally). The group sits in a circle. The facilitator begins and talks about the items he or she brought and what they tell the others about her- or himself. Then everyone in the circle does the same.	15	Team Activity Presentation Discussion	Items that everyone brought

3	<p>Activity No 2: Circle of Statues</p> <p>The aim of the activity is to stimulate the group members to use their bodies to express various concepts; to expand the view and understanding of the participants towards different concepts; to define stereotypes and prejudices.</p> <p>The group is told that they to use their body to display certain concepts.</p> <p>The facilitator uses words that represent stereotypes and prejudices-words that can include different religious groups, nationalities, genders etc. It is advisable to use around 8 words, more or less. It's good to have in a round of words concrete and abstract and among the abstract ones to include change, power, powerless, abuse, etc.</p> <p>Everybody stands in a circle with its back to the circle. Then the facilitator mentions a word and counts to five. Everybody must turn to the circle having the body posture (as statue) representing the word given by the facilitator. While posing they have time to look around at all the other "statues". If the poses are not clear enough or they are very abstract, additional questions could be posed by the facilitator. The participants can also ask questions to the ones that have the most triggering pose and what they mean by this.</p> <p>Debriefing:</p> <p>After each round (word), the facilitator can open a discussion by posing the following questions:</p> <ul style="list-style-type: none"> • How easy was it for you to find the image you want to show? • What word was most challenging for you? • Which trigger words had the biggest amount of similarities (in the group's images) and which didn't? Why? 	15	<p>Team Activity Discussion Feedback</p>	<p>Laptop Projector PowerPoint presentation Workbook</p>
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	<ul style="list-style-type: none"> • If you had more time would you have a different image? Give examples. • How much do you think this exercise reflects reality around you and people's perceptions or views? Give examples. • What impressions do you have from the activity? • How can this exercise help us? 			
4	<p>Presentation about the theoretical aspects of Forum Theatre.</p> <p>Based on the discussion made at the end of the Activity No 2, the facilitator introduces the theoretical aspects of Forum Theatre with the help of a PowerPoint presentation.</p> <p>What is it? Where does it originate? What is the objective? How is it used?</p>	10	Presentation Discussion	Laptop Projector PowerPoint Presentation Workbook
5	<p>Activity No 3: Images of Oppression</p> <p>The aim of the activity is to narrow down the potential situations that could be included in the Forum Theatre performance, to help the group to identify the key actors in a situation of oppression, to understand more deeply the most important types of oppression.</p> <p>The facilitator by using a PowerPoint presentation, shows images of oppression (bullying, police, workplace, women etc.) and he or she asks the participants if they see oppression in them and in which way.</p> <p>Then, the participants are asked to give examples of oppression in the everyday life, and the facilitator writes down them on a flipchart.</p> <p>The participants vote and conclude what are the 3 top examples/types of oppression in the society.</p>	40	Team Activity Presentation Discussion Feedback	Laptop Projector PowerPoint presentations Workbook

	<p>Once a top 3 will be agreed on by everybody, the participants are divided in 3 teams. Each team chooses the type of oppression (from the top 3) its members would like to work with.</p> <p>The facilitator, by using a PowerPoint presentation, explains the roles that are used in Forum Theatre (oppressor, oppressed, ally on each side, neutral persons).</p> <p>The participants go to their team and discuss the kind of oppression chosen. Their task is to make an image of one concrete example of the oppression where they must portray all the characters/actors relevant for the situation-oppressed, oppressor, allies, neutral. They show this image to the others. This image is very important to be a real example and not created/invented by them. For this part 20 minutes are allocated.</p> <p>Each team shows to the others the image and the others are invited to identify the roles, the context, and to make the connection with reality (if cases like that are happening or not). The facilitator guides the discussion with the other participants.</p> <p>After all the images were shown, the following questions could be addressed to the participants:</p> <ul style="list-style-type: none"> • Which type of oppression was the clearest from your perspective? • In which one was the imbalance of power the biggest? • What other comments do you have after you have seen the images? <p>The facilitator concludes that this is what Forum Theatre is about: to actively question situations of oppression and to collectively come up with ways to act differently.</p>			
6	Coffee Break	15		

2nd topic: Art & Storytelling				
7	Activity No 4: Chair chasing with Stories <p>Half of the group sits on chairs in a circle, while the other half stands behind these chairs, with their hands behind their own backs. One chair is left empty, but with a participant behind it. The person behind the empty chair says the name of someone sitting in the circle. The person named dashes for the empty chair while the person behind their chair tries to stop them fleeing by catching them before they leave their seat. As participants get the hang of the game it gets harder to attract someone without them being caught. At this point whoever is behind the empty chair starts making up a little story and 'drops' a participant's name into it, to catch the 'catchers' unawares. After a while, let those who sit and those who stand up swap.</p> <p>After the end of the activity the facilitator starts a discussion about the power of the stories.</p>	20	Team Activity Discussion Feedback	Chairs
8	Presentation about the theoretical aspects of storytelling <p>The facilitator delivers a short presentation about storytelling-how to tell a story, what are the basic building blocks of a story and why it is important in a pedagogical context.</p>	15	Presentation Discussion	Laptop Projector PowerPoint Presentation Workbook
9	Activity No 5: Reduce the Story <p>The tutor tells a short story and then asks the participants to reduce it to</p> <ul style="list-style-type: none"> • 7 sentences (10 minutes) 	20	Team Activity Discussion	Paper and pen

	<ul style="list-style-type: none"> • 3 sentences (5 minutes) • 1 sentence (1 minute) <p>The participants write the sentences down on paper and share the last sentence with the group.</p> <p>The participants discuss about the difficulties they found in implementing this activity.</p>		Feedback	
10	<p>Activity No 6: The house you grew up in</p> <p>Participants working in pairs (they can freely choose a partner) find a private space to sit and they are instructed as follows:</p> <p>Think about the house you grew up in. Search your memories and think about a special event during your youth in that house. Then your partner opposite you asks questions to make the inner images appear more clearly. GO to the place you liked best. A door opens and a story comes out. Eyes closed. The partner helps you when you are telling and trying to make the image clear. What did you see, hear, feel, smell? What was beautiful, what moved you? Afterwards share only the story in the group (no guided tour in the house).</p> <p>After 10 minutes the partners switch.</p> <p>Then they tell the stories to the group, sitting in a circle.</p>	30	<p>Team Activity</p> <p>Discussion</p> <p>Feedback</p>	Open space and chairs
11	<p>Debrief and preparation for the next session:</p> <p>The facilitator together with the participants wraps up the topics discussed during the Storytelling workshop's session and asks them to use it as an inspiration for the following part, where stories are developed into art.</p>	5	Discussion	

12	Lunch Break	60		
3rd topic: Visual Arts				
13	Activity No 7: Learning symbols The facilitator asks participants to draw a symbol, in two minutes, that represents a learning experience they had during the two previous sessions and share it with the group.	10	Team Activity Discussion Feedback	Empty papers Pens Markers
14	Presentation about what a zine is. The facilitator delivers a short presentation about the history, definition, current scene of zines and shows some examples.	15	Presentation Discussion	Laptop Projector PowerPoint Presentation Workbook
15	Activity No 8: Brainstorming ideas for a zine The participants in groups have to brainstorm about a topic for a collective zine. It should be a shared topic that everyone is comfortable with and everyone feels like he/she has something to say about. Inspiration could come up from the activities implemented during the storytelling workshop's session. The facilitator writes on the flipchart the topics that each team chooses to work with.	15	Team Activity Discussion	Flipchart Flipchart markers
16	Activity No 9: Developing a zine The facilitator provides the guidelines in order the participants to start creating their zines in groups.	50	Team Activity Discussion	Papers (8 1/2" x 11" is best to start)

	<p>Each group should decide about:</p> <ul style="list-style-type: none"> • The size of the zine-Full size (8 1/2" x 11"), half size (5 1/2" x 8 1/2"), quarter size (4 1/4" x 5 1/2") • The cover page and the title of the zine • The number of pages the zine will have • How the zine will look-overall colour palette, font choices, and other design elements. • How it will be edited together-it will be broken into different sections, or it will all flow together organically. It will have an introduction or table of contents. <p>The facilitator puts all the provided materials for the zines' development on a table and participants can take whatever match their ideas and develop their team's zine. These materials could be magazines, newspapers, coloured papers, markers of different colours, glue, scissors.</p> <p>Participants can make a collage, or draw something, or write something, or do all the above-mentioned. There are no boundaries in creativity!</p> <p>After having the final product in their hands, if it's needed, they bind it.</p> <p>Each team presents to the group its zine explaining the reasons for choosing the specific topic and shares their feelings regarding the procedure the members of the team followed in order to produce the zine.</p> <p>A discussion takes place regarding the power of visual storytelling.</p>		Feedback	<p>Coloured papers</p> <p>Magazines</p> <p>Newspapers</p> <p>Markers in different colours</p> <p>Pens</p> <p>Glue</p> <p>Scissors</p> <p>Staplers, needles, linen thread, embroidery thread, dental floss for binding</p> <p>Workbook</p>
17	Coffee Break	15		
4th topic: Urban Art				

18	<p>Activity No 10: Lost inside this mural</p> <p>The group is divided into small groups and the facilitator gives to each group a photograph of a unique mural. Then he/she asks the participants to discuss, among their peers, what each person would do if they were to be “lost” inside of the mural. After ten minutes, a discussion with all the participants takes place about each artwork. Each team shares the ideas that were generated during their small group time and discuss about the role of urban art in everyday life.</p>	20	<p>Team Activity Discussion Feedback</p>	<p>Tables and chairs</p>
19	<p>Presentation about the street art.</p> <p>The facilitator shows famous pieces of street art (Banksy, Christo, Basquiat, Keith Haring) and asks if this is art and why and the role that this art can play in solving certain worldwide problems and in specific problems that have to do with marginalisation of migrants, refugees and of young people with few opportunities. Then he/she introduces the definition of street art, and shows some videos made for learning about street art. These videos present various artists that discuss their practices in an interview, and many demonstrate hands-on art-making techniques. These videos can be found at: https://www.pbslearningmedia.org/collection/street-art/</p>	25	<p>Presentation Discussion</p>	<p>Laptop Projector PowerPoint Presentation Workbook</p>
20	<p>Activity No 11: Developing a self-portrait</p> <p>The facilitator asks participants to create a self-portrait by using a DSLR camera. Participants should take a picture of themselves, and then, by using a software like Paint net, they edit the picture by using high contrast (posturize, threshold, blur, posterize). Additionally, they create a one-word slogan, that represents them, and they place it underneath their portrait.</p>	20	<p>Team Activity Discussion Feedback</p>	<p>DLSR Camera Computer Paint net or any other photo editing software</p>

21	<p>Activity No 12: Making spray paint stencils.</p> <p>The facilitator asks participants to take a piece of stencil paper, tape it on the computer screen and trace those parts of their finished picture that represents their faces and the slogan in the best way with a black pen. Then, they have to cut out the areas of the image where they want the paint to appear and attach the stencil to the painting surface that could be a wooden board or a brown cardboard, making sure that they tape the work well. Participants apply the spray paint, by choosing the colour they want and then they remove the stencil and inspect their work.</p> <p>Finally, they have in their hands a street art poster.</p> <p>A discussion takes place in order the participants to share their thoughts and feelings regarding this activity and how they think they can use this art form in order to share their ideas and opinions with the community.</p>	15	Team Activity Discussion Feedback	Stencil Paper Stalely Knife or X-Acto knife Wooden board or brown cardboard Computer screen Sticky tape Black pens Graffiti Spray
22	<p>Wrap Up and Evaluation</p> <p>The facilitator wraps up the topics of the 8-hour workshop and asks participants to list 3 key words about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place</p> <p>An evaluation questionnaire is given to all the participants to fill it out.</p>	10	Discussion Evaluation	Evaluation Questionnaire
Training Material	Learner's Workbook Handout: "An introduction to zines"			

<p>Sources</p>	<p>Carmella, A. (n.d.). <i>Street Art / Graffiti Self-Portraits - A high school unit plan focusing on how visual artists use images, symbols, and words to convey meaning</i>. Retrieved from https://www.meca.edu/wp-content/uploads/2015/11/StreetArt.pdf</p> <p>Training Material "Storytelling to foster cooperation and inclusion". (n.d.). Retrieved from https://ec.europa.eu/programmes/proxy/alfresco-webscripts/api/node/content/workspace/SpacesStore/92a984e7-4638-4402-a9dc-656811381118/IO4_StoryRegions_Training%20material.pdf</p> <p>Midha, G. (2010). <i>Theatre of the Oppressed A Manual for Educators</i> (Master's thesis]. Retrieved from https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_capstones</p> <p>Tudorache, Andreea-Loredana (2013): <i>Act for what you believe. Methods for social change: Image and Forum Theatre</i>. Bucharest.</p> <p>Whitney, E. (n.d.). L.P. Pamphlet. <i>Zine Workshop</i>. Retrieved from http://www.booklyn.org/resources/lppamphlet.pdf</p>
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1.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**

CHAPTER 2

INTERCULTURAL MEDIATION & CROSS-CULTURAL ACTIVITIES



Chapter 2

2.1. Tutor's Handbook

Workshop title:	Culture for social inclusion
Target Group	Young people with migrant background and young people in early-school –leaving and marginalized
Purpose of the Workshop	The workshop aims to use the culture, in its different forms as a tool for social inclusion. Arts and culture can be a form of alternative language in which people can express themselves. Cultural activities have a strong inclusive capacity because it can give marginalized young people the chance to observe the context that they live by other prospective. Thus, through cultural and arts activities disadvantaged, and marginalized targets group can be active and participative in the context where they live.
Objectives of the Workshop	<p>After completing the workshop, the participants should have o should:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of methods of social inclusion • Implementation of non-formal education activities • Intercultural knowledge <p>Skills</p> <ul style="list-style-type: none"> • Problem-solving skills • Helping participants to acquire new methods for dealing with problematic situations • Develop diagnostic skills in relation to the type of approach of the participants to certain types of problematic situations • Intercultural Skills

	Attitudes/Behaviour <ul style="list-style-type: none">• Change attitudes regarding interpersonal relations• Help participants to acquire intuition in their behaviour• Help participants to acquire intuition in their attitudes with others• Change attitudes at work, in the family or in social life			
Group size:	Minimum 7 and maximum 14 people			
Workshop duration:	One day 8 hours in total 4 sessions of 2 training hours each (1,5 hours)			
Preparation:	<ul style="list-style-type: none">• A room with enough space for moving and making activities• Organize catering for coffee and lunch breaks, or provide information about nearby food options Materials Before the workshop, the trainer has to prepare 4 flipcharts with the titles of the topics and activities to be implemented. Print the image below and cut out the symbols. These images will be used during the final evaluation activity to be carried out at the end of the workshop.			
The Lesson Plan				
Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	Introduction	15	Presentation and group	Balloons

	<p>The tutor welcomes the participants, introducing him/ herself. He/ She will present the energizers to start the session of knowing each other.</p> <p>Energizers</p> <ul style="list-style-type: none"> • Distribute the balloons to the participants and ask them to blow them up and write their name on their balloon. All balloons are thrown in the middle of the room on the floor. • Music start and when it stops, everybody should pick up one balloon (not his/her own). • Then one by one, the participants have to find the person whose name is written on the balloon and give back the balloon. 		building activities	Permanent markers Speakers and computer for music
1st Topic: Role-Play as a Tool for Inclusion				
2	<p>Presentation about Role – Play</p> <p>The role-play, like all simulation techniques tries to reproduce in the classroom or in a laboratory and then a protected area, problems and events like those ones happening in real life. The difference between psychotherapy and role-playing is that the first one talks about personal aspects, while role-playing has a wider objective, dealing with organizational or social roles in general. Many of the human-relations problems of the society stem in part from expressions of group attitudes and feelings. A social class, an ethnic group, a club, a gang and so on, develop norms of thinking and behaving that affect the individual member and his/her relation to people within and outside the group.</p>	10	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation

	In the activity we are going to explain, the scenario represents social conflicts or social problem and participants have to assume different roles and find a solution about their scenario.			
3	<p>Today I am...</p> <ul style="list-style-type: none"> • Divide the group into 5 groups of three • Give each group their own scenario and explain what they have to do • Give each group time to write the solution and the end of the scene, assigning the parts and having the task of representing "theatrically" the scenario analysed • Staging of the various groups each group have 10 minutes for represents the scenario <p>1° Scenario</p> <p><i>In an apartment in London three young people of different nationalities live together...</i></p> <ul style="list-style-type: none"> • San is a boy who was born in Burma and has just started working as an engineer, he is a very shy and polite boy, and his greatest passion is cooking. The typical dish of Burma is the mohinga which is a fish broth with rice noodles, lemongrass, garlic, ginger and onions that he consumes at any time of day or night. • Giovanna is Italian and decided to live in London to study design, but unfortunately, she can't find a job and so she works in a disco pub all night and always comes home at 6 in the morning, so she is often very tired during the day. 	60	Role play Activities	Sheets on which to write the scenarios to be distributed to the groups

<p>2° Scenario</p> <p><i>In High school</i></p> <ul style="list-style-type: none"> • Karim has been at school for 6 months, comes from Morocco and doesn't speak Italian well. • Fredrich is German and he has also been in Italy for only two years, but he has learned the language quickly. • Paolo is Italian and comes from a very poor neighbourhood <p><i>All of them are very close and they are linked to each other by a strong friendship. One day a schoolmate invites the whole class for his birthday but does not invite Karim and Paolo. Fredrich goes to the party but the day after he feels guilty and his friends are very sad.</i></p> <p>What will the group of friends do to recover the relationship?</p> <ul style="list-style-type: none"> • Gaspard is an artist, still hasn't understood what he wants to do in his life, he is always late with the rent and often asks for money to San who lends it without problems. <p><i>One day a big fight breaks out between roommates, Giovanna gets angry because at seven in the morning Sen always cooks and makes a lot of noise and the house smells of the food he's cooking. Joan is very aggressive with him. Gaspard can't calm the spirits; he knows that Joan is very roomy, but he is also very friendly with San...</i></p> <p>How does the story end? Find a solution!</p> <p>3° Scenario</p>			
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	<p><i>On the border between a non-European country and another European country</i></p> <ul style="list-style-type: none"> • A refugee with his children tries to cross the border illegally, he is scared and has no money. He is cold and cannot be sent back • A border policeman doesn't know what to do, he is too worried, he sees refugee's children, but he can't let them through. • A contact person for a human rights NGO. <p><i>The man who tries to cross the European border has the right to apply for refugee status but his anxious and neurotic behaviour due to the high stress make the policeman nervous.</i></p> <p>How will they solve this dramatic case?</p> <p>4° Scenario</p> <p><i>In High School</i></p> <ul style="list-style-type: none"> • Martin is a model student, loves literature, history and geography; he plays piano and love travelling with his family. • Ivo never studies and never does his homework. He just loves to play football. He is often alone at home because his mother works all day; he loves to play at football in a little garden close to his house. • Rita is a very young history teacher and wants Martin and Ivo to work together in the writing of a history paper to present in class. <p><i>It's very important for Martin to get an "A". Ivo doesn't care about school. The deadline is approaching; the 2 classmates are constantly arguing and</i></p>			
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	<p><i>bickering until they finally have a fight. If they don't find a solution to the problem, they'll both get poor grades.</i></p> <p>What will happen on the day of the presentation? What will be Professor Rita's comment?</p> <p>5° Scenario</p> <p><i>In a youth centre</i></p> <ul style="list-style-type: none"> • Giulia is a young youth worker who has just started working in a youth centre with children with family problems. • Richard is a 12-year-old child from an African country. • Peter is a 12-year-old child with Roma origins <p><i>Richard and Andrew often quarrel and are sometimes offensive and unfortunately also racist with each other. Giulia's boss tells her that she needs to find a solution, to make sure that these two children get to know each other better.</i></p> <p>How will Giulia behave?</p>			
4	<p>Evaluation</p> <p>The trainer should facilitate the comparison on the techniques used to solve the conflict.</p>	10	Brainstorming or debate	Flipchart to highlight some keywords
5	<p>Coffee break</p>	15		
2nd Topic: Storytelling as a Tool for Inclusion				

6	Energizers Divided in teams, participants have to do a circle. The trainer invites them to close their eyes, extending the arms and try to reach the hands of the other participants. Without opening the circle, participants open the eyes and try to undo the “knot” that it has been created with their arms, trying to do a perfect circle. The winner will be the first team that manage to untie the “knot” without separating their hands. All the teams have to complete the activity.	5	Energizers	background music
7	Presentation about storytelling The National Storytelling Network defines Storytelling as an ancient art form and a valuable form of human expression. “Storytelling has strong bonds with literature, with popular/folk culture, with heritage. It is a homage to the mother tongue, to foreign languages, to the intercultural dialogue” (FEST, Federation for European Storytelling). Storytelling can be used for different target and different social problems or social phenomena; it can be capturing and preserving culture, tradition and identity (FEST, Federation for European Storytelling) or be used as a method of social inclusion.	15	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation
8	Tell me a story “Tell a story” is an exercise in imagination; through some keyword’s participants will develop a story that can communicate what are their thoughts and also feelings about some social issue. Participants are divided into 5 groups of three. In the middle of the room there are four boxes	45	Storytelling	The trainer has to prepare 4 boxes and cards to put inside

	<ul style="list-style-type: none"> • Location • Principal Protagonist • Topic • Goal <p>The trainer needs to fill the boxes with cards on which different locations, protagonists, topics and goals are described. There are no limits for your imagination!</p> <p>Each group must get a card from each box. The information participants get from the cards is the one on which they must create a story.</p> <p>Once the story is created, participants are invited to Draw it, write it or make a video with their phone</p> <p>Afterwards, all the participants will create two groups and they will be invited to create only one a story based on the previous stories.</p>			
9	Evaluation The trainer asks to everyone to sit in a circle, inviting everyone to express their feelings about this activity with a word	10	Circle time	The trainer notes what the participant say, in order to report
10	Coffee break	15		
3rd Topic Collaborative Activities as a Tool for Inclusion				
11	Energizers	10	Energizers	

	The facilitator calls out names of colours. The participants should touch an object of this colour as soon as possible. Next step could be that everybody touches a piece of clothing or accessories of a group member with the same colour.			
12	<p>Presentation about Collaborative Activities</p> <p>A collaborative activity implies – from its own name – collaboration among different subjects, encouraging speaking, listening and acting together. Working with a partner or in a small group allows learners or in general young and adult people to feel more confident. It is important to consider the grouping of people carefully: for example, it is important that the group is heterogeneous, trying to put together women and men from different social and cultural background. Group work can be organised to ensure that all members of each group have a role to play and are expected to concretely participate.</p> <p>According the Bell Foundation it is possible to identify four types of collaborative activities:</p> <ul style="list-style-type: none"> • Pair or group discussions • Work together on shared tasks • Activities with a competitive element/games • Drama and role play Information exchange activities, including barrier games 	10	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation
13	<p>“The Bridge Over the Big River”</p> <ul style="list-style-type: none"> • Explain the contest to each group e give them materials 	45	Collaborative learning	Glue, cardboard,

<p>You are inhabitants of a village living on one bank of the “big river”.</p> <p>You agreed with the people of the village on the opposite side of the river to build a bridge.</p> <p>Each of the villages is in charge to build one half of the structure</p> <p>Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village.</p> <p>In 20 minutes, you are supposed to have your half of the bridge ready and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge must be strong enough to support a glass of water placed in the centre of it.</p> <ul style="list-style-type: none"> • After 10 minutes, choose one participant per group and assign him/her the role of the migrant, giving him/her the information <p>You have now become a migrant. You have moved from your mother village to the one on the opposite side of the river. The new village is now your new permanent community; however, nothing is easy on this small planet...</p> <p>Once in the new village – indeed – you won’t be able to understand their language and thus you’re not allowed to talk or to react to other people’s sentences.</p> <p>As anybody, you can however express yourself by gestures and/or react to other people’s gestures (but remember only their gestures, not to their sentences!).</p>			<p>boxes, duct tape.</p> <p>The trainer has to prepare sheets on which to write instructions for both groups and for the interpreter of the migrant.</p>
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	<p>Your linguistic isolation will be over when one of the facilitators will tell you. At that point, you will be supposed to have learnt the hosting village language and you will be allowed again to verbally communicate.</p> <ul style="list-style-type: none"> At the end join the two bridges and see if they hold a glass of water 			
14	<p>Evaluation</p> <p>Was it difficult to communicate and work in groups, how did the person interpret the migrant feel?</p> <p>Was it difficult to be accepted? Was it useful for the construction of the bridge?</p>	10	Circle time	The trainer notes what the participant say, in order to report
15	Lunch time	60		
4th Topic Mind Mapping as a Tool for Inclusion				
16	<p>Energizers</p> <p>Half of the group sits in chairs – the other half stands behind them with their arms down at their sides (one person behind each chair except for one, which stays empty). The person standing behind the empty chair is the “seducer”. S/He has to try to “seduce” someone so that they come to his chair – they do this by winking at those sitting in the chairs. If they are winked at, the people sitting must try to jump out of their chair before the one behind them can grab them. If they escape, then they take up the “seducer’s” empty chair and it is someone else’s turn to wink. If they are caught, then they return to their seat and the seducer must try to wink at someone else.</p>	15	Energizers	Prepare the room with the chairs in the circle to do the activity

17	<p>Presentation about Mind Mapping</p> <p>Mind maps are visual representations of concepts. Its starting point is an idea or a topic. The first step is to find a keyword that represents the concept. Then the keywords or images radiate outward towards more and more specific examples. Mind maps can be very personalized and encourage multiple connections; they help in the process of understanding but also allow you to express a concept in a simple way. Often people who are shy or who have difficulty expressing their feelings may help to extrapolate what they have within themselves.</p> <p>Digital mind maps can be a valuable aid to the development of different activities:</p> <ul style="list-style-type: none"> • Brainstorming activities; • Support for creativity; • Support to representation; • Support to the memorization of fundamental concepts; • Communication of thought; • Socialization of knowledge; • Design and implementation of interdisciplinary training courses; • Organization of the resources of the activities of the times; • Instrument of cooperative learning. 	15	Presentation	<p>Laptop for PowerPoint presentation</p> <p>Flipchart for stress some keywords during the presentation</p>
18	<p>Mind Mapping for Social Inclusion</p> <ul style="list-style-type: none"> • Divide the group into 3 groups of 5 	30	Mind Mapping	The trainer must prepare

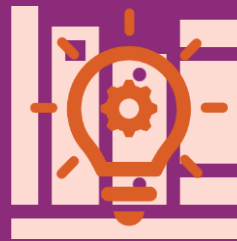
	<ul style="list-style-type: none"> Choice 3 social issue (Marginalization, Radicalization, Racism) Give to each group a topic Each group must create a mind map that explain the social issue as they explain the problem to children of elementary school Each Group must explain to all participants 			<p>sheets in which write the three key words</p>
19	<p>Evaluation</p> <p>Is it difficult to build a map? What strengths and weaknesses does a mind map have?</p>	10	Circle time	<p>The trainer notes what the participant say, in order to report</p>
<p>Final evaluation</p> <p>Given paper reproduction of Facebook "reactions" to stick on the "post" of the day and they will have the possibility to write comments in the comments section.</p>				
Training Material	Learner's Workbook			
Sources	<p>FEST Federation for European Storytelling. Retrieved from: https://fest-network.eu/</p> <p>Mind-Mapping: Retrieved form: https://www.mindmapping.com</p> <p>The bell foundation; Retrieved from: https://ealresources.bell-foundation.org.uk/teachers/great-ideas-collaborative-activities</p> <p>Definition of Democratic Culture, Retrieved from http://fundfordemocraticculture.org/democratic-culture/</p>			

2.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**

CHAPTER 3

CIVIC EDUCATION



Chapter 3

3.1. Tutor's Handbook

Workshop title	Let's learn more about Civic Education!
Target Group	Young people that face the risk of social exclusion (young people of migrant or refugee background, newly arrived young migrants or refugees, NEETs)
Purpose of the Workshop	The purpose of the workshop is to provide an introductory workshop on the civic education and its components, active citizenship, human rights' education and peace education. Ensuring civic education for all children and young people contributes in combatting radicalization, racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality. After the completion of this workshop, participants will be equipped with certain soft and hard skills in order to develop mutual understanding and accepting differences for positive societal change.
Objectives of the Workshop	<p>After completing the workshop, the participants should have o should:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Factual knowledge of the definition of civic education • Knowledge of the terms and their definitions of active citizenship, human rights, culture of peace • Theoretical knowledge on the role of civic and human rights education as a tool of inclusion <p>Skills</p> <ul style="list-style-type: none"> • Develop active citizenship skills

	<ul style="list-style-type: none"> • Develop communication, cooperation and team-building skills • Develop self-reflection and team-reflection skills • Ability to identify social development issues to address in a community <p>Attitudes/Behaviour</p> <ul style="list-style-type: none"> • Increase confidence to express oneself including ideas and opinions • Feeling encouraged to have a more proactive behaviour and participate in their local societies • Increase respect in human rights and understanding in differences • Become more confident in their ability to get involved with other people/local groups • Express feelings and communicate in a non-violent way • Be willing to cooperate and be open-minded
Group size:	Minimum 6 and maximum 14 people
Workshop duration:	<p>One day</p> <p>8 hours in total</p> <p>4 sessions of 2 training hours each (1,5 hours) including 1,5 hours of break</p>
Preparation	<ul style="list-style-type: none"> • Find a room with enough space for the activities, a floor that people can sit and/or lay on, chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation. • Find the proper instructors for the workshop's activities and understanding of the activities that you are not familiar with • Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any experience or knowledge in the

	fields that are going to be discussed. Finally, ask participants to bring with them a personal item that means something to them.			
	<ul style="list-style-type: none">Organize catering for coffee and lunch breaks, or provide information about nearby food options			
The Lesson Plan				
Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	Introduction The tutor welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the day.	10	Presentation	Lesson Plan on Flipchart
1 st Topic: Civic Education				
2	Activity No 1-Two Truths and a Lie The facilitator asks each person to brainstorm three "facts" about themselves -- two of the facts will be true, and one will be a lie.	15	Ice-breaking activity	
3	Activity No 2: Game of Possibilities This is a great 5-minute team building game. Give an object to one person in each group. One at a time, someone must go up in front of the group and demonstrate a use for that object. The rest of the team must guess what the player is demonstrating. The demonstrator cannot speak, and demonstrations must be original, possibly wacky, ideas. This team building exercise inspires creativity and individual innovation.	10	Team-building activity	Any random object

4	Activity No 3: Introduction to Civic Education <p>Facilitator places one flipchart paper on the floor or wall. Each participant needs to write down one word (one after another without talking) and finish the sentence "Civic education is...".</p> <p>Bridging what participants wrote the facilitator gives more information on what civic education actually is by providing its definition and more information on civic education. (see the definition provided in the PRIORITY methodology).</p> <p>After this, the facilitator asks participants to stand in line from one point ("I completely don't agree") to another point ("I totally agree") to show how much they agree with the following sentences:</p> <ul style="list-style-type: none"> • My country has a good civic education system • I received good civic education from different sources than school • I think we should have more of civic education in schools <p>After each sentence when people choose their spot facilitator asks them for explanation of why they stand there and ask some other follow up questions to open little discussions.</p>	55	Presentation Discussion	Laptop Projector
5	Coffee Break	30		
2nd topic: Active Citizenship				
6	Introduction to Active Citizenship <p>The facilitator makes an introduction to the concept of active citizenship using the resources from PRIORITY methodology. Facilitator uses visualization to explain that the:</p>	10		Flipchart Video projector

	<p>'Active Citizens' are those people who look beyond these basic legal duties and are further engaged voluntarily in activities that somehow affect the public life of their locality or communities. This might be through 'civil' society (citizens using their freedom to join, usually for the purpose of managing social change in their locality) or 'civic' society (relating to the ruling powers or decision makers of the community)</p>			
7	<p>Activity No 4: Community Mapping</p> <p>Participants are asked to create a shared visual map of their local community, including positives and areas of concern, with broader community engagement if possible.</p> <p>Preparation and materials</p> <p>Approach</p> <ol style="list-style-type: none"> 1. The group's task is to make a giant map of their locality on the large sheet of paper. 2. Show an example to the group from your own community. Ask each group to draw in pencil (with the help of the rest of the group) a very rough map of the geography: roads, towns, hills, borders – whatever is right for the scale of the area you are working in. Stress again that it doesn't have to be accurate or detailed. 3. Give out the icons and explain that people can use them to represent different features of the community. 4. Ask the group to identify some of the good things about the local community, the local assets and resources: 	45	Group work and brainstorming	Paper and lots of coloured pens, sets of printed images and two examples of community maps.

	<ul style="list-style-type: none"> • what services and facilities does the community have? • what skills does the community have? <p>5. Now ask the participants to write on sticky notes some of their emotions or feelings for different parts of the area, as well as for the different buildings and facilities they have placed on the map. These can be positive or negative. They should place these sticky notes on the map.</p> <p>6. Identify issues or concerns in the community and mark them on the map.</p> <p>7. Identify where there are gaps in knowledge and further research is needed.</p> <p>Info: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf </p>			
8	<p>Activity No 5: Visioning the changes you want to see</p> <p>How can we make our community a better place to live? What changes would we like to see?</p> <p>The facilitator asks participants to reflect on learning from the previous activity and to prepare for visioning change.</p> <p>Facilitator:</p> <p><i>Refer to the maps of our communities that we made and the need for dialogue and inclusion.</i></p> <p><i>Make sure the changes benefit the community in general. Make them uplift. Write them down.</i></p>	45	Team Activity Discussion Feedback	Sticky notes, vision table, Activity 3.5 Power graph.

	<p>1. Give participants 15 minutes to reflect on the outcomes of the previous exercise and afterwards invite them to think about the changes they want to see and ways that they can achieve these changes.</p> <p>1. Invite the participants to think as individuals: what are the changes they would like to see in their community? (What could be?)</p> <p>2. Now ask participants to form two circles: an inner circle and an outer circle. The inner circle and outer circle should face each other. Each pair tells each other the change that they would like to see in their communities/nations and why. After two minutes the outer pair moves around, and the exercise is repeated. After everyone has moved around four to five times then draw the group together in plenary.</p> <p>3. Ask each participant to consider: 'what did you hear? What kind of changes did people want to make? Did you hear any like your own? What were the reasons?' Ask the group whether there are any key messages/ideas which are emerging from the group.</p> <p>Debrief</p> <ul style="list-style-type: none"> • We can now explore which changes we want to work towards in groups. The intention is to see if there are changes where group members can work together to plan and deliver social action. 			
9	Lunch Break	60		
3rd topic: Human Rights Education				
10	Activity No 7: Human Rights Tree	30	Team Activity Discussion	Empty papers Pens

	<p>Participants work cooperatively to create an image that helps to define human rights and human needs.</p> <p>1. Ask participants, working in small groups, to draw a tree on large chart paper. Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.</p> <p>A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.</p> <p>2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.</p> <p>Further information: http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity2.htm </p>		Feedback	Markers
11	<p>Activity No 8: Presentation about the Universal Declaration of Human Rights</p> <p>The facilitator will present the universal declaration of human rights and will match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each tree.</p> <p>Then all together will identify rights concerns that are of particular concern to you and your community.</p>	15	Presentation Discussion	Laptop Projector PowerPoint Presentation
12	<p>Activity No 9: Giving Human Rights a Human Face</p> <p>1. Working individually or in small groups, participants select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.</p>	45	Team Activity Discussion	Copies of the UDHR Art supplies

	<p>2. Create:</p> <ul style="list-style-type: none"> • a sketch or mime • a graphic illustration or mural • a song, dance, proverb, or game (these might include adaptations of traditional culture) • a poem or story • a commercial advertisement • a flag or a banner <p>Note: The project should not reveal the number of the article it illustrates.</p> <p>3. When the projects are complete, ask each team or individual to show their creation. The rest of the participants try to guess which article of the UDHR is illustrated. When it is correctly identified, the person or team that answers correctly reads the full article aloud. These presentations might be structured as a team competition with points to the teams that identify the correct article.</p> <p>Further information: http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity_11.htm </p>			
13	Coffee Break	15		
4th topic: Teaching a Culture of Peace				
14	<p>Activity No 10: The Two Donkeys</p> <p>A Story about Conflict and Cooperation</p> <p>Read the following story to the group:</p>	30	<p>Team Activity</p> <p>Discussion</p> <p>Feedback</p>	

	<p>Two hungry donkeys were tied together with a short rope. Each one was facing a different direction. Each donkey saw a large pile of hay in front of it that it wanted to eat. The two donkeys pulled hard on the rope to get to the hay, but they couldn't succeed because they were pulling in opposite directions and the rope was too short. After a while, they sat down together and tried to find a solution to their problem. Slowly, they realized that they could get what they want by cooperating, rather than by pulling against each other. Suddenly, their problem was solved. Firstly, they went together to one pile of hay and ate from it. Then they went to the other pile of hay and ate some more.</p> <ul style="list-style-type: none"> • Ask the participants to come up with a moral (or lesson) for this story (Example: Co-operation is better than conflict.) • Ask participants to do a drawing about how the story symbolized conflict in the real world. • Have pairs of participants take on the roles of the donkeys and act out the story with dialogue. <p>Further information: http://peacefulschoolsinternational.org/wp-content/uploads/USIP-Guide-April-2012.pdf</p>			
15	Activity No 11: Presentation about the International Cities of Peace and the celebration of the Peace Day	20	Presentation Discussion	Laptop Projector PowerPoint Presentation Workbook
16	Activity No 12: Conflict resolution role playing	40	Team Activity	

	<p>Have your group sit in a circle and choose two or three youngsters to come to the middle of the circle. Instruct them to improvise a conflict scenario. Participants may act out scenes that feel familiar from school, home or recess, or they may act out scenes from current events. You can determine whether participants should come up with the scenarios themselves or whether you should assign them according with the dynamics of the group.</p> <p>After the group has acted out the conflict, have them freeze. Choose volunteers to offer suggestions for how to make peace in that conflict. Have the actors play out different possible scenarios and give your group a chance to talk about the different outcomes, their advantages and disadvantages.</p>		Role playing Feedback	
17	<p>Wrap Up and Evaluation</p> <p>The facilitator wraps up the topics of the 8-hour workshop and asks participants to list 3 key words about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place.</p> <p>An evaluation questionnaire is given to all the participants to fill it out.</p>	10	Discussion Evaluation	Evaluation Questionnaire
Training Material	Learner's Workbook			
Sources	<p>AECEE Europe (2010), Civic Education Compulsory Session: What Civic Education is, Retrieved from: https://www.zeus.aegee.org/portal/guidelines-for-activities-on-civic-education/ </p>			

	<p>Amnesty International USA Human Rights Resource Centre. (1999). Human Rights Here & Now [E-book] (2nd ed.). Minneapolis. Retrieved from http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity_11.htm</p> <p>British Council. (2017). Active Citizens facilitator's toolkit Globally connected, locally engaged [eBooks] (1st ed.). Retrieved from https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf</p> <p>Meisel, S., & Noonan, J. (2008). Tools Peace Games [eBook] (1st ed., pp. 1-9). Boston: Peace Games. Retrieved from https://www.seedsofpeace.org/wp-content/uploads/2011/12/PeaceGames.pdf</p> <p>Van Gurp, H. (2012). CREATING A CULTURE OF PEACE: A Practical Guide for Schools [eBooks] (1st ed.). Halifax Regional Municipality: Peaceful Schools International. Retrieved from http://peacefulschoolsinternational.org/wp-content/uploads/USIP-Guide-April-2012.pdf</p>
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3.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**

CHAPTER 4

SPORT ACTIVITIES & VOLUNTEERING



Chapter 4

4.1. Tutor's Handbook

Workshop title	A goal towards inclusion!
Target Group	Young people that face the risk of social exclusion (young people of migrant or refugee background, newly arrived young migrants or refugees, NEETs)
Purpose of the Workshop	<p>In the current situation young people coming from migrant (1° and 2° generation) and refugees background as well as those belonging to the NEETs category are facing social inclusion.</p> <p>The present workshop is aimed at tackling the abovementioned issue fostering the idea of human rights as rules for living as well as contrasting prejudices, stereotypes and limits of tolerance promoting inclusive behaviour among young people and the communities.</p>
Objectives of the Workshop	<p>After completing the workshop, the participants should have o should:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of different aspects of inclusion. • Self-awareness about the limits of tolerance. • Knowledge about Human rights as rules for fair play in life. • Theoretical knowledge of Education Through Sport methodology. <p>Skills:</p> <ul style="list-style-type: none"> • Co-operative skills and creativity • Ability of a group to see an issue from several perspectives, rather than to argue one perspective against another.

	<ul style="list-style-type: none">• Problem Solving• Attitudes/Behaviour:• Empathy, self-reflection and solidarity.			
Group size:	Minimum 6 and maximum 14 people			
Workshop duration:	One day 8 hours in total Introduction session of 30 min 4 sessions of 1,5 training hours each including (1,5 hours of break)			
Preparation	<ul style="list-style-type: none">• Pre-Work Required: Consider offering a brief presentation or short pre-reading on the themes and issues addressed• Check the facilities for safety.• Examine the proportion between the size of the working area, the materials available and the size of the group.• Ask the group if anyone has any injuries or concerns about the activities proposed.			
The Lesson Plan				
Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	Introduction 3 Questions Each participant wrote in a paper 3 questions, then they asked the questions to the nearest person. Then they answered to that person questions. Finally, they will	20	Ice Breaker	Pens, paper

	exchange their papers and go find another person and ask him/her the questions in the new paper.			
2	Presentation The Trainer introduces him- or herself and presents the topics that are going to be covered during the day: <ul style="list-style-type: none"> - The importance of Sport & Volunteering in fostering social inclusion; - The Sport for All movement: how to include everybody in Sport; - The difference between Education for, by and through sport as well as the educational value of Education Through Sport; - Why Critical thinking is important? - Intercultural dialogue: sometimes you should put yourself in someone else's shoes. 	10	Presentation / Questions & Answers	Laptop, Projector, PowerPoint Presentation
1° Topic: Sport for All				
3	Impulse The participants are split in to two (equal number) groups. The groups form a column (line up one behind another) for each group. They should be asked to hold hands while standing in the column. All save for the first and last person in the line should be using both hands. The idea of the game is to energize participants by playing with their reaction skills. When the trainer/facilitator gives the signal, the first person in the group squeezes the hand of the person behind them. This " Impulse " (the squeeze of the hand) should travel all the way to the back of the line. As soon as the last person feels the hand squeeze, he/she runs forwards and joins the front of the line. This process	10	Energizer	

	is repeated until the person that was the first in line at the beginning, is back in their original position. The team that finishes first, wins the game/energizer.			
4	Atoms Explain to participants that you will play some music and when the music stops, they will have to form small groups or "atoms" by holding hands. Start with forming atoms of three persons. When the groups are formed, tell them next time they will have to form groups of 4 (or more). Finish the game when they form the groups sizes, that are needed for your next activity.	10	Energizer	Laptop Boombox to play music
5	Sport for All <u>Instructions</u> 1. Ask people to get into groups of four. 2. Explain that each group has twenty minutes to devise a game using the equipment provided. It is up to each group to decide the aims of the new game and the rules. 3. Let the groups play each other's games. <u>Debriefing and evaluation</u> Start with a review of how people in the different groups interacted with each other and whether they enjoyed the activity. Then go on to discuss the games themselves and the rules people invented and, finally, talk about sports and games in real life. Questions: <ul style="list-style-type: none"> • Was it hard to design a game? • How did the groups work? Democratically or did one person make all the decisions? 	60	Team Activity	4 large buckets or waste-paper bin 1 ball of thick string 2 football-sized balls 2 newspapers One piece of chalk A pair of scissors

	<ul style="list-style-type: none"> • Did you share the jobs? I.e. was one person an idea person, another good at putting the ideas into a practical form, someone else good at setting the game up, etc.? • Which games did people enjoy the most? What makes a game a “good game”? • Which groups found it necessary to change the rules once they tried the game out with others? Why did they need to change the rules and how did they do it? (Was the process carried out by the whole group, by just a few individuals or by just one person?) • How important is it to have a clear aim and fair rules for everyone to feel that they can participate? • Did everyone feel able to participate fully, or did some feel that they were at an advantage or disadvantage? • In reality, how are certain groups excluded from sports? Which modes of exclusion are infringements of people’s human rights? 			
6	Coffee break	10		
	2° Topic: Education through Sport			
7	Exclusion through Sport Some objects are disposed in the field. Participants will receive task. 1. Pick one object at time and bring it in the centre of the field 2. Pick one object at time and bring it in the corners of the field; Make papers with these two tasks to split participants in two equal groups.	30	Energizer	Paper Pen Objects

	<p>3. One person had the task to just walk around without doing anything, he could help only if the others asked for it.</p> <p>Rules: participants cannot talk, they have to try communicating with gestures and find a strategy for both groups to complete the task. Facilitators will observe the activity and then give feedback during the debriefing session, final feedback will be received from the participant that was walking around.</p>			
8	Lunch time	60		
9	<p>Frisbee for all 10 passes</p> <p>Introduce the activity. Explain the basic techniques of Frisbee, like throwing and catching. Explain the rules of the game: no running with the Frisbee, no physical contact, no referee (spirit of the game, everything has to be discussed within the group), team scores by passing the Frisbee 10 times between each other (this can be reduced depending on the skill level of the group), passes have to be counted out loud, the Frisbee has to be passed within 5/10 seconds otherwise other team gets the Frisbee, if the Frisbee falls the other team gets it, take over (even if it falls afterwards) is allowed and the Frisbee stays with that team (5 min).</p> <p>First round starts. (10 min).</p> <p>Stop the first game and give the following instructions:</p> <ul style="list-style-type: none"> two new rules, everyone on the team has to touch the Frisbee at least once in order to score, no back and forth <p>Second round is played (10 min).</p> <p>Stop the second round and give the following instructions:</p>	40	Team Activity	<p>Frisbee (1 per 3 participants)</p> <p>bibs</p> <p>flipchart</p> <p>markers</p>

	<ul style="list-style-type: none"> • distribute roles to different participants. <p>The roles can be for example: being hyperactive, blindfold one eye, not interested, only use your weak hand, play as you played before.</p> <p>Third round is played. (10 min).</p> <p>Debriefing (15 min).</p> <p>Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.</p> <p>The Trainer will ask the following questions:</p> <ul style="list-style-type: none"> • What did you experience? • How did you react? • What did you feel? • How did you cope with your role? • Have you thought about others? • How easy/difficult was it to play your role? • How easy/difficult was it to identify with your role? <p>Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples.</p> <ul style="list-style-type: none"> • Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality? <p>Last part of the debriefing is the conclusion.</p>			
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	<ul style="list-style-type: none"> What first steps could be taken to act more inclusive in your life? What can you as an individual, as a group and as a society do to be more inclusive? 			
	3° Topic: Critical Thinking			
10	<p>Ultimate Ninja</p> <p>The primary goal to be the quickest ninja warrior by hitting another player's hand — while dodging other player's ninja attacks! This activity works best with about ten people in a group. If you have a very large group, subdivide into groups of ten. Ensure you have plenty of space to play this game.</p> <p><u>Setup for Ultimate Ninja</u></p> <p>Have all players stand in a circle, facing each other, in the middle of a room. To begin, have everyone say together, "Ultimate Ninja!" And then everyone can freeze in a ninja pose. At the beginning of the game, everyone must remember their turn order. Turns go clockwise; thus, a person should remember who was before and after them.</p> <p><u>Playing the Game</u></p> <p>The goal of the Ultimate Ninja game is to be the last ninja standing. To stay in the game, you must not let anyone hit your hand. If someone hits your hand, you are "out" and must leave the game. Each player takes turns. On a player's turn, he or she is allowed one motion: one smooth motion to attack another player, or one smooth motion to move somewhere (to jump or take a large step in any direction).</p> <p><u>Attacking another player</u></p> <p>When you attack another player, you try to hit their hand with one smooth motion. When you attack, another player is allowed one smooth motion to try to dodge</p>	10	Energizer	Playing field

	<p>your attack, even if it is not their turn. That is, he or she can react by moving their arm or hand away; however, he or she must hold this new pose. If you have a successful attack (i.e., if you hit their hand successfully), that person must leave the game.</p> <p>As soon as a player takes his or her turn, the next person in order may immediately take their turn. He or she does not have to wait.</p> <p>The last person remaining wins. Have fun — may the best ninja survive!</p>			
11	<p>Six hats</p> <p><u>Before</u></p> <p>Pre-Work Required: Consider offering a brief presentation or short pre-reading on the nature of Parallel Thinking.</p> <p><u>During</u></p> <p>1. Introduction: The metaphor of six coloured thinking hats; "white, red, black, yellow, green and blue" is used to align the members of a discussion so that they are all looking in the same direction at one time. It is essential that everyone is wearing the same colour hat at the same moment. The "hats" are described below;</p> <ul style="list-style-type: none"> • The white hat suggests paper and computer printouts. The white hat means "information". When the white hat is on everyone if focusing on information. • Think of red as fire and warm. The red hat represents emotions, feelings and intuition. The red hat is very important because it allows emotions and intuitions in the discussion without the need to explain why one feels that way. • This is the most used in normal behaviour. The black hat is the basis of "critical thinking": is this right or wrong? 	80	<p>Team Activity</p> <p>Discussion</p> <p>Feedback</p>	<p>Flip charts, markers</p> <p>Prop hats of the 6 colours, or some other visual prompt</p>

	<ul style="list-style-type: none"> • The yellow hat is the much-neglected positive aspect of thinking. Wearing the yellow hat, the group looks for values, benefits and why something should work. • The green that lets participants explore the issue using a creative mindset. In this role they may use statements of provocation and investigation. Let wild ideas and thoughts flow freely. Experience the freedom of seeing where a thought goes. This approach would best be characterized as thinking creatively and outside the box. • The blue hat considers the issue from a managing perspective. Wearing the blue • hat the group asks questions such as; "What is the subject? What are we thinking about? What is the goal? Can we look at the big picture...?" <p>2. Steps: participants discuss their issue from the perspective of one of the hats and then move to another one.</p> <p>3. The Trainer captures the ideas generated on flipcharts.</p> <p><u>After</u></p> <p>Follow-Up Required: Go to the idea processing step or convergence steps.</p>			
	4° Topic: Intercultural dialogue			
12	<p>Wink Murder</p> <p>Wink Murder is a fun party game in a secret "killer" winks at people in the eye in order to get them eliminated. Try to identify who the wink murderer is before he murders everyone!</p> <p><u>Setup for Wink Murder</u></p>	5	Energizer	

	<p>This game requires no special materials at all, making it a very convenient game to play. It can be played both outdoors and indoors. Also, no materials are required to be purchased. The only step required is to get everyone together and to have them arranged in a circle. This game works best when there are at least ten people, but no more than thirty, as the game may take too long.</p> <p><u>Playing Wink Murder</u></p> <p>Each round, you need a way to determine who is to be the “wink murderer.” You can use a moderator who secretly picks a person while everyone’s eyes are closed, or you can deal each person a card from a deck of cards and pick a card like the Joker to represent who is the wink murderer for the round.</p> <p>Once a wink murder has been selected and everyone is ready to play, the game begins. Everyone stands up and wanders around the room, making conversation. Each person must make eye contact with each other. The wink murderer must try to wink at other people.</p> <p>If a person receives a wink from the murderer, that person must “die” by falling to the ground dramatically (in a funny way, such as clutching one’s heart or gasping with loud noises). He or she is allowed to wait a few seconds in order to make it harder to tell who the murderer is. The dead person must leave the game and play resumes. If a living person thinks that he or she knows who the murderer is, he or she can raise their hand and say, “I accuse!” Another person must “second” the accusation. If there is a second, the accuser yells the name of the person they suspect is the murderer. The accused must say “yes” (they are the murderer) or “no” (they are innocent). If correct, the murder has been successfully caught and the round is over (a win for the people). If the accusation is incorrect, the accuser must leave the game as penalty. Alternatively, the group may gain a “strike” for a</p>			
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	wrong accusation, with the third strike being a loss for the people. The game continues until the killer is identified or there is only one murder left.			
13	Coffee break	10		
14	<p>Euro-rail <<à la carte>></p> <ol style="list-style-type: none"> 1. Give a copy of the activity sheet to each person. 2. Briefly describe the scenario and tell them to read the descriptions of the people travelling on the train. 3. Now ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with. 4. Once everybody has made their individual choices, ask them to form into groups of four to five and to: <ul style="list-style-type: none"> • Share their individual choices and the reasons for them. • Compare their choices and reasons and check where there are similarities. • Come up with a common list (the three pluses and the three minuses) by consensus. 5. In plenary, ask each group to present their conclusions including the reasons for them common choices. They should also say in which « cases » there was most disagreement within the group. <p>Debriefing and evaluation</p> <p>The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion.</p> <p>Questions:</p> <ul style="list-style-type: none"> • How realistic are the situations presented? • Has anyone in the group experienced a similar situation in real life? 	30	Team Activity Feedback	<p>Copies of activity sheet, one per participant.</p> <p>A pencil for each participant.</p>

	<ul style="list-style-type: none"> • What were the major factors that determined your individual decisions? • If the groups did not manage to reach common conclusions, why was this? • What was most difficult? • What factors prevented you coming to a consensus? • Which stereotypes does the list of passengers evoke? • Are the stereotypes in the descriptions given or in our minds and imagination? • Where do we get these images from? • How would it feel to be in a situation in which nobody would want to share a train compartment with you? 			
15	<p>Can I come in?</p> <p><u>Preparation</u></p> <p>Copy the role cards. Each border guard, refugee and observer will need their own card.</p> <p>Set the scene for the role-play. For example, draw a line on the floor to represent a border or arrange furniture to make a physical frontier with a gap for the check point. Use a table to serve as a counter in the border control office.</p> <p>Inform yourself about refugees and the current refugee situation worldwide.</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. Explain that this is a role-play about a group of refugees fleeing their homeland who wish to enter another country in search of safety. 2. Start with a brainstorm to find out what people know about refugees. Write the points on a large sheet of paper or flipchart to refer to in the discussion later. 3. Show people the set-up and explain the scenario. Tell them that they are on the border between countries X and Y. A large number of refugees have arrived. They want to cross into Y. They are hungry, tired and cold and have travelled 	50	<p>Team Activity</p> <p>Role-play</p> <p>Feedback</p>	<p>Role cards</p> <p>Flipchart or board to write on</p> <p>Chalk and or furniture to create the border crossing post</p> <p>Pens and paper for the observers to make notes</p>

	<p>a long way from their home countries, P; Q and R. Some have a little money and only a few have identification documents or passports.</p> <ol style="list-style-type: none"> 4. The border officials from country Y have different points of view about the situation. The refugees are desperate, and use several arguments to try to persuade the border officials to let them in." 5. Divide the participants into three groups: one group to represent the refugees, the second group to represent the border officials in country Y, and the third group to be observers. 6. Tell the "refugees" and the "border officials" to work out a role for each person and what their arguments will be. Advise the observers about giving feedback. Distribute the role cards and give people fifteen minutes to prepare. 7. Start the role-play. Use your own judgement about when to stop, but about ten minutes should be long enough. 8. Give the observers five minutes to prepare their feedback; then start the debriefing and evaluation. <p>Debriefing:</p> <p>Start by asking the observers to give general feedback on the role-play. Then get comments from the players about how it felt to be a refugee or a border official, and then move on to a general discussion about the issues and what participants learnt.</p> <ul style="list-style-type: none"> • How fair was the treatment of the refugees? <p>Refugees have a right to protection under Article 14 of the Universal Declaration of Human Rights and under the 1951 Convention Relating to the Status of Refugees.</p>			
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	<ul style="list-style-type: none"> • Were the refugees given their right to protection? Why/why not? • Should a country have the right to turn refugees away? When? For what reasons? • Would you turn someone away if you were a border official? What if you knew they faced death in their own country? • How are refugees met at the borders of your country? Are any of their human rights are being violated? Which? 			
Sources	<p>Compass – Manual for human rights education with young people - Council of Europe</p> <p>MOVE And LEARN: Manual for Non-Formal Education Through Sport and physical activities with young people, International Sport and Culture Association, 2013</p> <p>Six Thinking Hats SessionLab</p>			

4.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**