



Project Coordinator
EuroDEMOS Association
Civic Attitude Association

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EUROPEAN PROJECT



BROCHURE



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Brochure *"Social Promoters for inclusiOn thRough sporT"*

European project

Social Promoters for inclusiOn thRough sporT

BROCHURE

Informative-educative brochure

with non-formal methods for social inclusion through sport

Iasi
August, 2021

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Social Promoters for inclusiOn thRough sporT



EuroDEMOS Association coordinated the international project ***Social Promoters for inclusiOn thRough sporT*** between 01 September 2019 – 30 September 2021, project co-funded by the Erasmus+ Programme of the European Union.

The project aimed to contribute to the development of information and practical capacity of the youth workers involved and organizations represented in the implementation of non-formal activities through sport for social inclusion and active involvement of young people with fewer opportunities.

The objectives of the project were:

01. To train 30 youth workers from 10 countries as resource persons working with people with fewer opportunities;
02. To develop 15 non-formal methods of increasing the inclusion of young people with fewer opportunities through sports activities;
03. To develop the capacity of 10 partners with new concrete activities through which to work effectively for the inclusion of marginalized young people.

The project ***Social Promoters for inclusiOn thRough sporT*** included as main activities 2 mobilities that took place in Iasi, Romania in the periods July 28 - 03 August 2021, 04 - 10 August 2021, and the 30 participants represented the 10 partners from the following countries: Bulgaria, Croatia, Greece, Italy, North Macedonia, Poland, Portugal, Romania, Slovenia and Turkey. The two mobilities were complementary in equipping the participating youth workers with new knowledge, ideas, skills, practical methods of social inclusion of young people through sports, going from understanding concepts to application, from receiving information to transforming them through creativity and innovation in intellectual products, from creation to receiving evaluative feedback, from design to practice, from working on national teams to working in multinational teams, from learning from others to own initiatives, from information to

dissemination. Both mobilities were based on the transmission of information by trainers and facilitator, on the exchange of ideas and good practices between participants, on the involvement in practical activities of the participants, on the direct interaction with social actors and young people from the local community. The team of experts was Portuguese-Romanian (1 trainer from Portugal, 2 trainers and 1 facilitator from Romania).

The mobilities were implemented through non-formal methods such as: ice breakings, team building, presentations, brainstorming, brainwriting, workshops, inputs, inclusion method through dance sport, competitive and team work sport method with young people with autism, conflict management, and application of methods designed by the participants and others. The first training included a presentation session of the Erasmus + program to promote its importance and to take the initiative of future projects. The Youthpass certificate and the 8 key competencies were also presented, each day participants having time on the agenda to reflect on their development. In the second mobility, the participants worked in multinational teams on concrete ideas for future Erasmus + projects. The promoters have delegated those youth workers who are directly involved in the current development activity of the youth sector, who are interested in developing youth social inclusion activity, who are open to share their knowledge, are interested in developing the partnership of the association. and in the future they will have the capacity to have their own initiatives within the organization for the development of the youth activity, especially for the inclusion of young people with fewer opportunities through various methodologies such as sports activity.

The resulting informational resources consist of the creation of 15 non-formal methods that promote the benefit of sports activities in social inclusion. These methods created both within the two mobilities as well as through the cooperation with the partners represent sustainable resources for the participants and involved partners in the youth activities they implement. Also, the brochure presenting non-formal methods is a useful resource for other trainers and youth workers at European level.

The project had an impact both on a personal level among the participants, on an organizational level among the project partners and on a social and community level.

At a personal level, the youth workers have developed their skills as resource persons in the implementation of youth activities and non-formal education activities through sports for social inclusion. Participants also developed perspectives on European involvement and initiative in the Erasmus+ program, knowledge and skills to apply European policies priorities in youth work and the ability to implement and facilitate non-formal education sessions in an intercultural framework.

The impact of the project at the level of the participating communities and organizations involved as well as at European level is noticeable through organizations better prepared in terms of human and informational capacity to make an active contribution to social cohesion, including young people with fewer opportunities by valuing the European opportunities, overcoming obstacles and raising awareness in the context of the difficulties imposed by the Covid19 pandemic.



Method 1

Cha cha for social inclusion

Purpose: to contribute to social inclusion of disadvantaged young people through dance

Methodology:

The facilitator



makes a short presentation of the method and of the purpose. The trainer makes a short presentation of the history of the cha cha dance. The coach invites the participants to create random peers, preferably one girl and one boy. The coach begins with some warm up exercises and continues by teaching the participants the basic steps on cha cha. The facilitator take care that all the participants to be involved and to manage to understand how to execute the steps.

After the coach teach the specific way of dancing for the girls and specific way of dancing for the boys.

The facilitator invites the participants to makes the teams of 2 persons and everybody is involved in the dancing floor. The coach invites different teams to perform in front of the other and the atmosphere is dynamic and joyful.

When everyone understood to make the proper movements of dancing cha cha, the facilitator and coach lead the participants to the second part of the exercise. To part of the participants give some small papers on which are written persons with different intellectual and physical disabilities.

The teams of participants are invited to continue dancing and enjoying the cha cha dance and those who received roles are invited to enter into the skin of the persons described on the papers.

At the end, the facilitator and the coach are creating an atmosphere where everyone her/himself and are asked to imagine that are in a big palace in the ball room as the final dances to take them out from the skin of different

characters they received, but also to be in a better world where everyone is equal and has a good situation.

Time: 2 h

Resources: room with good floor for dancing, shoes for dancing or socks, speaker, 1 dancing coach and 1 facilitator of non formal education

Debriefing:

How did you felt in the first part of the method learning cha cha dance? It was something new for you to learn cha cha dance? Where you reticent on the fact that you could learn this dance?

How did you worked with your peer partner of dancing?

How did you felt in the second part of the method when some roles where received?

Where you supportive with your partner and other partners in need? (in case of persons without roles)

Did you felt supported by your partner of dancing and included within the group? (in case of persons that received roles of disadvantaged persons)

How can be valued this method as an activity of youth workers?

What did you learned from this method? What would you like to improve?

Give a mark from 1 to 5 regarding this method.

Method 2

Peer sport activity with persons with autism

Purpose: to raise the awareness about the people with autism

Methodology:

Before the activity its self will be organized a preparation meeting between specialized persons in working with persons with autism and young people, youth workers involved in the activity. This activity is very important because the specialized persons will explain how should be the communication and involvement of the persons with autism in the activity.



The facilitator will begin the activity with a method of knowing each other like giving a small ball from hand to hand and each person when receive the ball say the name and the favorite color. The sport teacher/coach will continue with some warm up exercises for hands, body, neck, had, legs.

The facilitator will separate the group of participants in 4 teams as in each team to be included also persons with autism.

The facilitator will give 10 minutes as each team to decide a way of knowing themselves better and to raise the trust in each other, especially to gain the trust of the persons with autism. There will be recommended also to shake hands or to touch each other, saying names and favourite fruits or things that they like etc.

The coach will present the fact that will be 3 steps to be followed.

The coach and facilitator together will explain the rules of the first stage and will give start in the same times to all 4 teams.

1. Relay race: Players will have to walk or run fast from point A to point B and back again between some jalons and with a ball/toy in the hand, until

the whole team has participated. Each player on the team has to travel in a different way (of their choosing). One runs, one skips, one-hops, and so on. Provide a ball or a toy that teammates must pass to each other. Increase the challenge of the game by giving them an item that will change or limit the movements they can use.

2. Gathering milestones: The coach and the facilitator will put many different milestones on the entire playing field. In this stage the participants will enter on the playing field one by one and the other will sustain them from outside. The coach will explain that each team will have 5 minutes to gather as many milestones as possible. The coach gives the start to each team and keeper of the time.

3. Football playing : The coach will make the football game more easy as rules and will explain them. The team 1 will play with the team 2 and after the team 3 will play with team 4. At the end will play the 2 winners teams.

The facilitator and the coach will congratulate each team and as do not make difference between them, will give a reward to each team with some characteristics like for e.g: the most fast team, the most creative team, the most friendly team etc.

Time: 2 h

Resources: sport room or field for sport in free air, sport equipment of participants, 1 sport teacher/coach and 1 facilitator

Debriefing:

Did you like this activity? What did you liked the most? What you didn t like? How did you worked with your team? Would you like to repeat this activity again? Say a word to define this activity?

Method 3

Sports empathy towards the disadvantaged

Purpose: To raise the level of empathy of youth/youth workers related to disabled persons.

Methodology:

To introduce the participants into topic are asked the following questions to the group sitting in circle:

- Do you know someone with disabilities personally?
- Did you ever played sport with disabled people?
- What kind of disabilities do you think they face?
- Do you want to try how it feels (to be a disabled person)?

The participants should be divided into four (4) teams across one another. In the first part, the players have to dribble a ball with both hands till the middle of the field and then throw the ball to the opposite team taking turns. In the second part, the players have to dribble a ball with one hand till the middle of the field and then throw the ball with one hand to the opposite team taking turns. In the third part, the teams dribble the ball again to the middle of the field and throw it with one hand to the goal, where a facilitator will be the goalkeeper and pass the ball to the opposite team.

Time: 1,5 h

Resources: Basketball field and equipment (e.g. balls), 2 facilitators.

Debriefing:

- What did we do?
- What did you expect to happen?



- How did you feel during the game?
- Was it hard for you to play with one hand? What did you learn from the game?
- How will you use the outcomes/what did you learn further on?
- How will you apply this into your daily life?

Method 4

Danza Bola

Purpose:

To raise the awareness related the situation of disadvantaged persons and to understand the importance of working together with inclusion of all the team members in order to achieve a common goal.

Methodology:

At the beginning the participants will be separated into 2 groups of maximum 6 people and the facilitators will explain to them the rules of the games. After listening to all the rules, all the participants will have time to discuss among team members and define a common strategy.

During the whole activity the participants will have a spoon in their hand in which they will carry a ball/egg/ etc. through the whole obstacle course.

The path is divided into 6 checkpoints, each one of which hides a piece of paper underneath. The pieces of paper will be combined after the two stages, in order to give a message to the team mates.

First stage

At the first checkpoint first participant will have to go around the cones then go into the circle then spin around on one leg and jump into the other



circle. At the second checkpoint the participant have to dance around the cones and after you pass them you have to climb on the chair. At the third checkpoint there are three cones the participant has to jog over. Then he/she has to crouch and pass through the tunnel. At the fourth checkpoint the participant has to sit on each of the chairs starting from the left and then spin to the one next to him. On the fifth checkpoint they have to dribble the ball around the obstacles. And on the sixth and final checkpoint they have to jump from one circle to another with one leg.

At the end of the first stage, the participants have to gather the pieces of paper and combine them together in order to discover the secret message. In our case, the message was: *The purpose is not the destination but the journey.*

Second stage

In this stage of the game the participants should do the course blindfolded with help from their teammates. While one teammate is completing the task, the others have to guide her/him exclusively with verbal help. Touching is allowed only in the case that the ball falls on the ground: in that case it has to be picked up and put back in the spoon.

Time: 2 h

Resources: 1 helper for the people with disabilities, 2 referees, 6 chairs, 14 cones, 7 hula hoops, 2 tennis balls/boiled eggs/table tennis balls, 6 meters of rope/ colored duct tape, 5 pieces of chalk, 1 big flip chart paper, 2 spoons, 10 pieces of paper

Debriefing:

How did you feel? Did you have a strategy? Did you feel different in the first stage of the game compared to the second one? Which one was more difficult for you? Did you change the strategy in the second stage: how and why? Did you have a leader? What did the leader do? What do you think the message of the game was? If you were to do the game all over again, would you do something different?

Method 5

Eco behaviors for social inclusion

Purpose: to engage young people from different social environments towards our purpose using physical activity and creativity to develop eco consciousness

Methodology:

The group of participants is formed from young people belonging to different social and economic framework like: young people from poor families, young people with divorced parents, young people from rural area, young people with handicap etc.

The group of participants is divided into four teams (around 25-30 participants in total). Every team should create a name, which has a meaning connected to the idea of recycling.

The team of participants will participate in a circuit with different physical exercises that can be made according to the knowledge and profession of the facilitator.

When the teams finish the circuit go to the next step that has the goal to recycle as many objects as possible for 90sec.

The objects are different kinds of waste (for example glass bottles, used paper, plastic cups).

Those objects should be spread on the ground and mixed before the start of the activity.

The recycling is achieved by manipulating the objects in some way, which should make the task harder (for example crashing the plastic cups and then putting them in the bag; transporting the glass from point A to point B and the route has obstacles).

The team which has collected and recycled the most quantity of objects for 90sec. wins this part.



After this, there is a second part of the activity. Every team has to create a mascot with the collected objects. That is not a competition. Additional materials like scissors, duck tape and other should be provided.

At the end the whole group will observe what was created and then it should gather and throw out the trash.

Then a discussion should be made.

Time: 1,5 h

Resources: plastic, glass, paper, canes, other different types of recycling waste

Debriefing:

How did your team managed to finish the circuit? Did you waited for each other? Did you help each other? Do you feel in a better shape after the circuit?

How do you feel about recycling? Are you aware about the importance of recycling for the sustainability?

How it was the process of creating the mascot? What was the message of your group through the mascot created? How it was the working in team? Are you satisfied about the final result?

Method 6 Snowy ball

Purpose: to involve young people from different social and economic enviroments to play together

Methodology:

The game can involve young people from different types of



groups, including from the marginalized ones.

First stage

The participants will be separated in 2 teams. Each team will receive a plush ball.

The participants will know the rules of the game and will have 5 minutes to decide a strategy in the team. Each team will have 6 members and 1 "snowy guardian". The participants will be in 2 lines and they will be invited to give hand before the game starts.

The players needs to hit an opponent with a "snowy ball" to dispel them from the field. If the ball gets out of the field, the "fire guardian" gets the ball and tries to hit an opponent. If a player from the other team catches the ball as an opponent tries to hit him, he can summon one of his dispelled teammates.

Second stage

A group of players stand in a line with their hands on the following person's shoulders. All players are blindfolded, except for the last one in the line. The last player needs to guide the others with non-verbal communication and gestures to reach to throw the snowy ball to a basketball hoop. On the field will be also obstacles from the start to the basketball hoop. To do this, the team needs to first discuss a set of non-verbal commands that the non-blindfolded teammate would give while keeping his hands on the next person's shoulders.

Time: 1,5 h

Resources: inside or outside location for football playing, 2 balls made from white paper, 2 facilitators

Debriefing:

How did you felt? How do you appreciate the game? How was the team work? What about leadership? What was different in the approach if you compare first and second stage? What you didn't t like? What would you like to improve to you and your team? How can we connect this game with situations from the real life? What do you think is important to learn from this method?

Method 7

Make a friend and present her/him to the group

Purpose: To help the participants to make new friends and to present them to the group as to be included. (should be included also young people with fewer opportunities)



Methodology:

The trainers will explain the task and the rules of the method. The trainers will explain that in each group there is a person that knows and has a . The participants shall find "the friend with the secret" from the other teams.

The group will be divided randomly in 4 groups of 5/6 participants.

The trainers will choose 4 people from the group of participants (you may choose those who are more shy and less communicative); one of the trainers shall have a private tennis game with each chosen person and will have to find out an interesting secret about them that they would like to share with the other participants; the trainers will write on a piece of paper the found out secret and will give it to the person that belongs that secret.

The teams will have to go to speak with the participants from the other teams and identify who is "the friend with the secret".

The participants shall ask each other i n f o r m a t i o n a b o u t t h e m s e l v e s (characteristics, hobbies and others). It represents a good pretext to begin a conversation and to socialize with the others, to make more friends and to have one more friend that you know very well.

After they found out through speaking and asking different questions one friend that has the secret, they begin the discussion with that person in each group. Working in each group the participants may asking "the friend with the secret" with personal questions, hobbies, professional competences,

aims etc. and create a poster of "the friend with the secret".

The teams will have to present the posters with the description of the new friend in an attractive. The participants will have interesting aspects to found out more about the new friends.

At the end all participants will be invited to play a friendly volleyball game, as the the old and new friends to be all included.

Time: 1,5 h

Resources: papers, pens, markers, flipchart, flipchart paper, 2 trainers, 1 room, tennis ball and paddles, volleyball

Debriefing: How did you feel with the method (ask the persons whose secret was revealed how they felt)? Was hard or easy to find the new friend with the secret? How did you work in teams? What strategy did you had? How did you feel play volleybal without competition?

Method 8

The chosen teammate

Purpose: to promote tolerance and understanding in the work environment

Methodology:

The handout prepared by the facilitators - a list with 20 candidates' profiles for a new teammate for the football team. The candidates' profiles

should be made according to the region/country stereotypes and prejudices. (persons coming from different communities, with different cultural backgrounds, minorities and others).

Distribute the handouts with the list of the candidates for the job to the participants.

Participants individually shall select three first choices of the people whom they would like to work with the most and three they would like to work with the least.

In groups of three people, participants share their choices of the three preferred candidates and the three candidates they would like to avoid working with.

They have to decide 2 candidates' profiles they will hire. They discuss the reasons, which led to their decisions.

Time: 1,5 h

Resources: Flipchart papers, markers, handouts, paper, pens, 2 trainers

Debriefing:

How did you work in groups? How did you feel in the situation when you had to choose people to work with? Why did you feel like that? While selecting people to work with you, what images or stories did you create about the



people from the list? How did you create these stories? What did you conclude from the descriptions? Did you use stereotypes in this exercise? To what extent? Where do these stereotypes come from? How can we overcome our stereotypes when interacting with people who are different?

Method 9

Inclusive football game

Purpose: Increased willingness to include others, regardless of gender, ability, age or background;

Methodology:

The game starts with a warm up activity for 15 min.

The participants are prepared for the activity with body warm ups. We split the team of participants in 2 teams by 5/6 people. The participants should hold hands and play keeping hand in pairs of 2. Each team is formed by participants in pairs who hold their hands and support each other during the game. Each team need to defend 2 gates. There is no goalkeeper, the teams are defending their gates while playing. The participants need to score the adverse team gates. The game is played with 2 balls. Each of the ball can be used to score the gate. At the end of the match the two teams will gather in the middle of the field and will shake hands before leave the field. We place the gates on each side and the teams have 2 gates each. The gates are indicated for each team. The coach starts the game with the wistle and throws 2 balls at the same time, the game doesn't stop even if a goal is scored. There should be no goalkeeper, all participants must play and the goals are counted for each team.



Time: 1,5 h

Resources: 08 cones with which you create the football gates, 2 balls, 4 gates, sportive equipment, wistle, stopwatch, 1 coach/sport teacher, 1 facilitator

Debriefing

How can football contribute to the promotion of inter- and intra-community relations?

How can bottom-up initiatives in sport contribute to peaceful coexistence and social inclusion?

How can fotball contribute to sport for all, equality of chances in sport, combating stereotypes and encouraging community participation?

How can we increase and strengthen the active participation of young people at risk in grassroots football and in sport activities in general?

Method 10

Have fun with balloons

Purpose: to debate about discrimination and inclusion

Methodology:

Every participant receives a balloon. They blow them up and write their names on them. Then they play with the balloons and they get mixed.



First stage: After that every participant chooses one balloon and he/she must find the person whose name is written on the balloon. When in pairs,

they have a task to look at each other. Then they turn their backs to each other and have to change something about their appearance. When they turn back face to face they should recognize what changes have been made.

Second stage: Participants need to play with each other with the balloons and to keep them on the air with the help of the hands. When the facilitator say stop they should grab a balloon and go to the person they have the name on the balloon and speak about one situation of discrimination.

Third stage: Participants need to play with each other with the balloons and to keep them on the air with the help of the hands. When the facilitator say stop they should grab a balloon and go to the person they have the name on the balloon and speak about one situation of inclusion.

After the facilitators will invite the participants to get in a circle and they moderate a public discussion about discrimination and inclusion

Time: 2h

Resources: balloons, markers, 2 facilitators

Debriefing: How did you felt playing with balloons? How did you felt in the first stage of the exercise? What about in the second and third stage? How did you felt speaking about inclusion and discrimination in smaller group and in public? What did you learned from this exercise?

Method 11

Understanding the of marginalized youth

Purpose: to deeper be aware of the situation of the marginalized youth

Methodology:

Next activity gives an opportunity for national groups to search about the reality and specifics of excluded groups in their

own countries. This helps to deeper the understanding and better response of needs of concrete places and people. Subsequent international comparison can help with possible aid.

Participants have the task to find information about realities of excluded groups in their countries. They can use every way of finding. After each national team should work to prepare to present the realities through a sketch which should involve also sportive activity.

At the end the facilitators will moderate a comparative discussion and structured conclusions related common and different characteristics of the marginalized groups from different countries.

Time: 2 h

Resources: sportive equipment like ball, 2 facilitators

Debriefing: How do you appreciate the method? How it was the work in the national team? How did you felt by presenting the method through a sketch? What do you think about the finale analyze? What did you learned? What would you like to improve? How will you apply the knowledge gained in your future activity as youth worker?



Method 12

Treasure Hunt Contest

Purpose: to know the local culture through discovering, to move and to cooperate in the same team with young people that are socially marginalized

Methodology:

The facilitators separates the international participants in 3 teams, each of the



having different tasks to make at one of the 3 stop point that are at the most important monuments from the city.

Tasks for the 1st point

1. No leg on the ground for one second.
2. 3 participants at your choice must do 25 pushups
3. Run to the National Theatre building and back. When the first member of the team gets back, the second leaves and so on until everyone has ran once.
4. All participants must do 5 and then 10 and then 15 squats with 3 seconds break between.
5. For 3 minutes one participant must stay in one foot. If he touches the ground with the other foot or fells, another participant will take his place and so on until someone succeeds.

Tasks for the 2nd point

1. 6 feet and 2 hands on the ground.
2. 4 participants at your choice must do 30 pushups

3. Run to the National Theatre building and back. When the first member of the team gets back, the second leaves and so on until everyone has ran once.

4. All participants must do 5 and then 10 and then 15 squats with 3 seconds break between.

5. For 3 minutes one participant must stay in one foot. If he touches the ground with the other foot or fells, another participant will take his place and so on until someone succeeds.

Tasks for the 3rd point

1. 6 feet and 2 hands on the ground.

2. 2 participants at your choice must do a total of 11 pushups.

3. Run to the National Theatre building and back. When the first member of the team gets back, the second leaves and so on until everyone has ran once.

4. All participants must do 5 and then 10 and then 15 squats with 5 seconds break between.

5. For 3 minutes one participant must stay in one foot. If he touches the ground with the other foot or fells, another participant will take his place and so on until someone succeeds.

Time: 3h

Resources: 2 facilitators, 6 volunteers, printed tasks

Debriefing: How did you felt at the activity? How it was the symbolic competition for you? How did you cooperate with your team? What did you learned? What can you share with the others?

Method 13

The ball of the king

Purpose: to develop the team work of young people with different backgrounds, inclusively from marginalized groups through sport activities

Methodology:

There should be made 2 teams. The field of playing will be delimited in 2 areas clearly delimited. Each team is invited to choose a part of the playing team. Each team should choose a captain that will be on the sidelines on the field of the opposite team. The ball will be passed from a team member to another until reach the captain. Only the captain is the person that can hit with the ball a member from another team in order to eliminate her/him. The Participants are not allowed to take more than two steps with ball in hand and touch the ball with the feet. The captain is not allowed to leave the sidelines of the other ground. This game can involve all type of young people with different social and economic backgrounds.

Time: 1,5 h

Resources: playing field, sport equipment, ball (easy one do not hurt the others)

Debriefing: How did you enjoy the game? How did you worked with your team? How do you appreciate your decision for the captain? What is the opinion of the captain about the team and the game? Would you like to repeat this game? What would you like to change?



Method 14

Sportive ambassador for human values and principles

Purpose: raise the awareness related the fact that the sport can be promoter of human values

Methodology:

Each participant will receive a piece of paper and 1 marker. Each participant is invited to



make a draw with a sportive person that believes is a promoter of some values and principles that are for the good development of the community. The participants should be placed in the room in as ways do not see the draw one to each other. The facilitators take and put together all the papers that were drawn. The facilitators invites in from participant by participant to take one paper and to explain to the others what see, without using directly the words what sportive person it is on the paper. The participants are asked to guess who might be the sportive person drawn and written. After it will discussed why the choose person can be an ambassador of human rights, values and principles. At the end will be moderated a common public discussion as to reach to conclusion related the sport ambassador of values and principles important for the community.

Time: 2h

Resources: papers, markers, 2 facilitators

Debriefing: What emotions did you felt during choosing the sport person that you draw? How did you felt when you explained to the other the draw that you took? How do you appreciate the sportive persons as ambassadors of human values? How do you appreciate the activity? How do you think you can extend this type of activity in your organization or to other types of activities?

Method 15

Guide me please!

Purpose: to raise awareness related the situation of the blind people

Methodology:

One participant got out of the room and his partner remains inside. Arrange a course with obstacles using light furniture in the room



or even placing participants as obstacles (they are not allowed to move or talk). When the participant enters inside has the eyes covered and is led by his partner by speaking guidance. He has 5 minutes to reach the end of the route. All the other members of the group are staying in different places of the room and make noise, so to be difficult the communication and orientation process. When reached the end of the route the participants can take out the scarf from the eyes and can see the room how it is. The process is repeating also with other participants.

Time: furniture, 2 trainers

Resources: a blindfold, a watch

Debriefing: How did the participants that were with scarf felt? How the partners leading were feeling? How the other participants feel regarding the attitude toward the participant with scarf on the eyes? How can this situation be connected with working with blind people? What lessons can we learn? What can we improve? How can we emphasize and understand better with blind people?

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Erasmus+ Programme of the European Union

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport

Opportunities

Erasmus+ offers mobility and cooperation opportunities in

- higher education
- vocational education and training
- school education (including early childhood education and care)
- adult education
- youth
- and sport

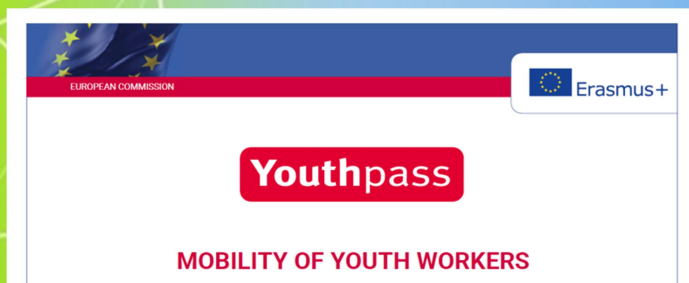
Erasmus+ is a very wide programme, covering a diverse range of actions.

How you can take part depends broadly on two factors:

1. if you are applying by yourself or on behalf of an organisation
2. in which country you or your organisation is based

If you are looking to take part by yourself, it's likely that you will need to apply through an organisation such as your university, training centre, company and so on.

Read more information about the programme Erasmus+ on the source webpage of the European Commission: <https://erasmus-plus.ec.europa.eu/ro>



Youthpass Certificate

Youthpass is the recognition instrument developed for the projects realised in the European youth programmes. Through the Youthpass certificate, participation in such projects can be recognised as an educational experience and a period of non-formal and informal learning. Youthpass foresees a process applied throughout the project life-cycle to support the learning of participants. It also serves as a strategy that improves the recognition of non-formal learning in Europe.

Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes.

Youthpass has the following characteristics:

- Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others.
- It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition.
- It also supports the continued pathways of young people and youth workers, and...
- raises visibility of the value of European engagement.
- Multilingual competence
- Personal, social and learning to learn competence
- Citizenship competences
- Entrepreneurship competence
- Cultural awareness and expression competence
- Digital competence
- Mathematical competence and competence in science, technology and engineering
- Literacy competence

Read more information on the source:

<https://www.youthpass.eu/en/about-youthpass/>



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- Meraki – Croatia
- Hellenic Youth Participation – Greece
- EuroDemos Youth Mobility NGO – Italy
- Youth Alliance - Krusevo –North Macedonia
- Idea for life – Poland
- Intercultural Association For All - Portugal
- Mladinski center BIT – Slovenia
- Turizm Folklor Arastirma Kurumu TUFAC – Turkey

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EuroDEMOS Association

Civic Attitude Association



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Portugal



North Macedonia



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Slovenia



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Cyprus



Italy



Turkey



Poland



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