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## Integr-Action Through ETS

### IO2: Manual of Accessible ETS Education



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## 1. Introduction

"**Integr-Action Through ETS**" (IATETS) is a 24-month strategic partnership aimed at creating new opportunities of education and personal fulfilment for disadvantaged European adults affected by disability through delivering on educational formats and methods of customized learning based on Education Through Sport (ETS).

IATETS is an approach of transnational cooperation involving organizations with outreach to the target of the project and with outreach to the final target of the project. The Consortium comprises NGOs and sport associations with specific experience and recognized quality in the field of ETS. Project target are disadvantaged adults aged 18-35 affected by physical disability. The project sets itself to address the educational exclusion of adults with disability in partner countries and in Europe, with its corollary of skills mismatches, exclusion from participation and massive unemployment.

Disabled adults are disproportionately represented among the excluded from education and the labor market, as highlighted by Eurostat data. The findings indicate that adults with disability face lower educational attainment and higher unemployment than their peers not affected by disability, while at the same time participating to a lower degree in formal and non-formal learning. Access from education and training, either in both the formal and non-formal sectors, is also more challenging for disabled adults as compared with their peers. Adults with disabilities face higher rates of early leaving from education and lower participation in lifelong learning than the average population, which translates into a mismatch in the acquisition of basic skills, transversal skills and attitudes necessary for further education, employability and concrete participation at all the levels of society.

The **Manual of Accessible ETS Education** is the second result of the project's intellectual outputs. The output is based on the outcomes of the Blended Learning Mobility, and produced for meeting educational needs, from the operators receiving methodological skills to better engage the ultimate target groups of the project, disadvantaged adults with disability. ETS methods will be presented along with the development of guidelines and tools for the direct use of such materials in educational programmes. The Manual, produced in multiple languages, will be integrated as an open access digital resource on the Website of each partner as well as on the Web Platform of the project, upon the latter's completion and online release



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## 2. Theoretical section Physical disabilities

The term “disability” is defined in different explanations, in general, we can define it as physical, mental or sensory condition that limits person’s capacity to perform certain activities. According to **WHO**: "Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is an issue experienced by an individual in involvement in life situations." As the result of disability, people's life is usually not the same as the life of others. In the terms of education people with disabilities do have special needs which supposed to be obey in their learning process. Lack of awareness about what disabled people are facing and their challenges and practice prevent educators to involve everyone as much as they would want in their activities, therefore the need to enhance the knowledge and skills regarding the management and creation of ETS activities for adults with disabilities.

Adults with disabilities are among the most excluded demographics from education and labour market. Research indicates that adults with disability face educational attainment and higher unemployment compared to their peers not affected by disabilities, while at the same time participating to a lower degree in formal and non formal learning. Access from education and training, either in both the formal and non-formal education, is also more challenging for disabled adults compared to their peers. Adults with disabilities face higher rates of early leaving from education and lower participation in lifelong learning than the average population, which translates into a mismatch in the acquisition of basic skills, transversal skills and attitudes necessary for further education, employability and concrete participation at all the levels of society.

Typical barriers for persons with disabilities to participate in sport falls into 3 distinct categories: **individual, social and environmental**, where individual barriers relate to functional limitations of the disability or to psychological and physical aspects. Social barriers mainly refer to the lack of professional preparation among community sport and physical activity personnel in communicating and adapting physical activities to the needs of people with disabilities. Environmental barriers generally refer to the availability of facilities that are conveniently located and generally the opportunities available for persons with disabilities to shift from mere physical activities to competitive sports. In addition to these, some structural barriers prevent persons with disabilities to enjoy practicing a sport, namely: distant location of sports club, equipment, travel, and cost of actual sport often above and beyond budgets, difficulty to get the information and lastly the fact that inclusive/adapted sport opportunities are not always suitable/applicable.



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### 3. Methodology

Education through sport can be described as a targeted process. Learning takes place in a planned, targeted and controlled way. The systematic debriefing and reflection of experiences or specific events in the context of sporting activities (teachable moments) is a core element of the method. Education through Sport is particularly suitable for equipping young people with a wide range of life skills. The targeted use of sport as a learning tool can be used to initiate learning processes. However, the approach reaches its limits when "teachable moments" are always deliberately created. Only when similar but authentic situations are experienced in unplanned situations (e.g. in competitive sport) does sport unfold its full educational potential.

The use of Education Through Sport (ETS) as a medium connecting sport practices with the achievement of wider educational outcomes - thereby connecting physical activity with its social dimension - has overtime grown into an established practice with a varied ages and targets, including persons with disabilities. ETS combines sport practice and non formal education (NFE) with a view to developing soft skills, basic skills and attitudes enhancing social inclusion in and through Sport.

Education Through Sport (ETS), in its quality as a medium to employ the potential of Sport for the achievement of educational outcomes extending beyond the sphere of Sport activity proper to take on a wider relevance from the individual and, by extension, societal perspectives, has known a relatively recent recognition. The favor encountered in Sport and non-formal education settings have triggered a sizeable and geographically diffused stream of practice which still faces the challenge of fully carving out a space of methodological autonomy for ETS as compared with the intersecting concepts of education "in" Sport and non-formal education. At the same time, the use of ETS for the achievement of socially appreciable outcomes – mostly related to social inclusion – by means of involving disadvantaged targets in a variety of "Sport education" programs drives the effort to explore the boundaries of ETS potential through innovation in practices/methods.

The project innovates with a peculiar attention to the interplay between the physical and psychological dimensions of wellbeing, striving to create and disseminate the manual endowed with a unique methodological toolset connecting ETS with practical conversancy to adapt it to persons with disabilities' perceptions as well as provide a tailored support throughout all the phases of a process of Education Through Sport.



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## 4. Workshop: Educational through Sport

### ➤ 1. HFCH ETS session related to the teamwork

What if you were...	
1.1	<b>INTRODUCTION</b>
<b>Learning Outcomes</b>	To get to know each other in order to have a profitable and successful week
<b>Typology</b>	Ice breakers, team building
<b>Timeframe</b>	50 min (30 + 20)
<b>Materials</b>	Colored papers, pens, markers, tape
<b>Procedure</b>	<p><b>Get to know each other</b></p> <p>Introduce Another (<b>30 min – depends on the number of the participants</b>)</p> <p>Divide the group into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information related to sports (Maximum 3 sentences). <b>For example</b>, “The one thing I am particularly proud of in my sport life is...”; “My favorite activity in sports is... and here’s why” ; “I don’t like [insert example] too much ...”</p> <p>After five minutes, the participants introduce the other person to the rest of the group.</p>



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	<p><b>Icebreaker</b></p> <p><b>Paper Airplane Game (20 min)</b></p> <p>Pass around a pack of multi-colored paper. Ask everyone to write an interesting fact about themselves on the paper, then fold it into a paper airplane. At once, everyone launches the airplane into the air, and each person picks up one. Then, go around the room and guess whose interesting fact lines up with whom.</p> <p><b>Examples:</b> I didn't learn to swim until I was 28. I was a junior Olympian bronze medalist snowboarder before I went to college.</p>
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<b>1.2</b>	<b>EXERCISE</b>
<b>Learning Outcomes</b>	To raise awareness about disabilities using sport as a tool for personal development and team building
<b>Typology</b>	Erasmus through sport, team building, sport exercise, cooperation
<b>Timeframe</b>	50-60 min
<b>Procedure</b>	<p>The exercise is based on the basics of aerobic training. For this reason, a qualified trainer is required to implement it.</p> <p>The exercises should be adapted to the strength and composition of the group.</p> <p>After a <b>full-body warm-up</b>, the sports exercises can begin. If a qualified trainer is not available, simple movement exercises can be used (balance stand, lunges), but a leader is still needed to put together the movement sequences.</p> <p>Divide the group in half. One group blindfolds the other group does not. They will train in pairs, one sighted and one not. The sighted person's job is to tell the exercise lines presented by the coach to his or her non-sighted partner so that he or she can perform them.</p> <p>It is also a good idea to split the session in time so that each participant can try out both roles (sighted and non-sighted).</p>
	<b>DEBRIEF AND EVALUATION (20 min)</b>
<b>Timeframe</b>	<b>20 min</b>





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<p><b>Procedure</b></p>	<p>In the evaluation phase, it is important to reflect on the experience:</p> <ul style="list-style-type: none"> <li>• What was it like in a helping role?</li> <li>• What was it like to play sport without sight?</li> <li>• What did you feel as a non-sighted person during the exercise?</li> <li>• Were you able to fully trust your partner to guide you?</li> <li>• What was most difficult for you in this exercise?</li> </ul> <p><b>Bonus idea:</b> For training, use music at normal volume and vary the position of the speaker in the room. Ask the group for feedback on the change of location of the sound source.</p> <p>How did it feel to be blindfolded and hear the music from a different position every 10 minutes?</p>
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➤ 2. BSDA ETS session related to the interaction with able-bodied peers

<b>FUN FOR EVERYONE</b>	
Learning Outcomes	To raise awareness for people with disabilities by using sport as a tool in order to provoke personal development and sustainable social transformation.
Typology	Icebreaker, energizer, teamwork, cooperation, empathy, problem solving, and citizenship
Timeframe	35 mins
Materials	A sport hall or suitable safe open space, cones, handball, flipchart, paper, pens, sticky tape, stopwatch, chalk, training bibs of different colours, training whistle or bell, secret roles cards
Procedure	<p>Icebreaker</p> <p><b>Who wrote it? 10-15 mins</b></p> <p>Have everyone write a unique, strange, or unexpected fact about them on a piece of paper. Then, put the pieces into a box and mix them around. Read each fact. Allow the participants to guess who wrote it. After they guess, ask the participant who wrote the fact to identify themselves and give more information if necessary.</p>



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	<p><b>Orange, apple, and banana Energizer 10-15 mins</b>          Have participants stand in a circle and have them face clockwise. Then have everyone put their arms on the shoulders of the participant in front of them. The facilitator giving directions standing inside/outside of the circle will yell 3 commands. Each command will be the name of a different fruit and will be action the group does. The first command is "Apple". Everyone will repeat "Apple" and then jump forward once. Have the group practice a few times.</p> <p>Then introduce the second command "Banana". Everyone will repeat "Banana" and jump backwards once. The third command is "Orange". Everyone will repeat "Orange" and turn 180 degrees. Have the group practice doing the commands in different combinations.</p> <p><b>Full body warm up of the body of the participants - their muscles, tendons, and joints for the ETS session - 5 mins</b></p> <p><b>Instructions:</b>          Start with stretching different parts of the body as head, neck, shoulders, elbows, hams, abdomens, knees, calves, feet. Then start off marching on the spot and then march forwards and backwards. Pump your arms up and down in rhythm with your steps, keeping the elbows bent and the fists soft. you can finish the warm-up with a few repetitions of Jumping jacks (jump up, spread your feet, and bring both hands together above your head) or Ankle hops (bounce off the floor in a quick, repetitive move and keep your knees soft).</p>
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### ➤ 3.1 Introducing training module

<b>WORKSHOP "INTRODUCTION"</b>	
Learning Outcomes	<p>The workshop is a 3-stage physical activity that aims to be an eye opener for participants into the concept of Education through Sport by showing the difference between education for, by and through sport. It will raise awareness of the topic of discrimination too.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To introduce the concept of Education through Sport.</li> <li>• To underline the differences between education for, by and through sport.</li> <li>• To develop skills of communication and cooperation.</li> <li>• To raise awareness on the topic of discrimination.</li> </ul>
Typology	Simulation role
Timeframe	Preparation: 1 h



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	<p>Implementation: 1.25h</p> <p>Step 1) -10- min distribution of materials</p> <p>Step 2) -10- min explanation of instructions</p> <p>Step 3) -20- min first part of the activity</p> <p>Step 4) -20- min second part of the activity (discrimination element)</p> <p>Step 5) -25- min debriefing and closing</p>
Materials	<ul style="list-style-type: none"> <li>• 20 bibs or scarves</li> <li>• Safe space for running the activity according to the size of the group,</li> <li>• Flipchart papers &amp; markers.</li> </ul>
Procedure	<p>Preliminary preparation</p> <ul style="list-style-type: none"> <li>• Mark out the space of the activity (if necessary).</li> <li>• Prepare the bibs/scarves for the teams.</li> <li>• Explain the rules and have them clearly stated or posted on a flipchart.</li> <li>• Preparation for the referee.</li> </ul> <p>The role of the referee (introduced from the beginning) is to discriminate one of the teams in the third part of the exercise. This can be anywhere from subtle things like high fiving the other teams and ignoring the discriminated one, giving points for cheering/encouraging others/team spirit to just the privileged team, taking points away for various reasons from the discriminated team. However, there should be a gradual transition from impartial to clearly helping some teams while disadvantaging the other so make sure the role of the referee is given to a person who can stay in character throughout the session, thus keeping it realistic.</p> <p><b>Implementation of the activity</b></p> <ul style="list-style-type: none"> <li>➤ <b>STEP 1</b> - preparation of participants, 10 min Tails Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warmup exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it. Snake Separate the group into 3-4 teams (the teams should be of around 4-5 people). Let them choose their teammates, if they want.</li> <li>➤ <b>STEP 2</b> - instructions, 10 min Give them the instructions: they are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts). Catching the bib/scarf will be awarded points only if the chain of people is not broken. Introduce the referee.</li> <li>➤ <b>STEP 3</b> - activity implementation, 20 min</li> <li>➤ <b>STEP 4</b> - element discrimination, 20 min During the activity, introduce the “discrimination element”. Stop the game and let the participants know that, to get better results, they are allowed 2-3 minutes to decide on a strategy within their teams. Let them play again; this time the</li> </ul>



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	<p>referee has to act accordingly to the instructions offered in the tips for facilitation.</p> <p>➤ <b>STEP 5</b> - Debriefing + Closing, 25 min Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities.</p> <p>Moreover, make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated.</p> <ul style="list-style-type: none"> <li>• Ask them to describe the activity, their feelings and their learning.</li> </ul> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. What happened during the game?</li> <li>2. Did you learn anything new about yourself?</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. What problems did you have getting organized?</li> <li>2. What responsibility did each group member have?</li> <li>3. How could they improve their performance?</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Who got the highest score out of all the teams?</li> <li>2. How did you play to win?</li> <li>3. Where any agreements between teams made to co-operate? Why?</li> <li>4. How did the others (the ones left out of the agreement) feel?</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Did you enjoy the game?</li> <li>2. What did you like/dislike about it?</li> <li>3. Is it an activity you would use/adapt for others?</li> <li>4. Do you think that it helped you to learn something new?</li> </ol>
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### ➤ 3.2 WORKSHOP “EDUCATION THROUGH SPORT METHODOLOGY”

Learning Outcomes	<p>This workshop will underline how sport can be used to develop social competencies and how it can be a tool to solve social conflicts and to support the inclusion and the participation of all people.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To develop social competencies.</li> <li>• The value of inclusion.</li> <li>• To understand and reflect on your own behavior and behavior of others.</li> <li>• Team building.</li> </ul>
Typology	Team role (this activity can be adapted to most team sports such as handball and football)





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Timeframe	Preliminary preparation: 5 min Implementation of the activity: 1.15h that include the following steps: STEP 1) -5- min instructions STEP 2) -15- min Education for sport STEP 3) -15- min Education by Sport STEP 4) -20- min Education through sport STEP 5) -20- min Debriefing and closing
Materials	<ul style="list-style-type: none"> <li>• Basketball court</li> <li>• Basketball</li> <li>• Bibs</li> <li>• 2 whistles</li> <li>• Role card</li> </ul>
Procedure	<p><b>Preliminary preparation – 5 min</b> Organize the participants into 2 teams of 5 or more teams if the numbers are greater than 10.</p> <p><b>Implementation of the activity</b></p> <ul style="list-style-type: none"> <li>➤ <b>STEP 1 - instructions. 5 min</b> Give them the instructions: they are supposed to pass through 3 different steps to implement completely the activity. They will play a game based on specific rules and roles that they must follow.</li> <li>➤ <b>STEP 2 - Education for sport, 15 min</b> Explain to participants that they must play basketball in their teams and that the objective is to win. Explain how to play. Demonstrate the rules and boundaries to participants. Ask the participants what the rules of the game are? At this stage simple rules such as double dribble and travelling with the ball will come out.</li> <li>➤ <b>STEP 3 - Education by Sport, 15 min</b> Introduce some conditions to the game to show how the game will use Education by Sport. These can include: <ul style="list-style-type: none"> <li>• no dribbling</li> <li>• only females can score</li> <li>• every team member must touch the ball</li> <li>• ball must be passed at least 3 times before you can score</li> <li>• can only dribble with weak hand</li> <li>• males can only score with weak hand</li> <li>• males can only score outside the key</li> </ul> </li> <li>➤ <b>STEP 4 - Education through sport, 20 min</b> Introduce role cards. You can use different cards to explore different social competencies. Following some examples: <ul style="list-style-type: none"> <li>• being selfish</li> <li>• pass to the other team</li> <li>• yell at those who make a mistake</li> <li>• try to include everyone</li> <li>• only pass to one person</li> <li>• be a referee</li> <li>• coach the team</li> <li>• be over enthusiastic the participants should not discuss their role with anyone. They must now play the game in this role. At this stage there could be conflict due to the roles so take care in the selection of the roles.</li> </ul> </li> <li>➤ <b>STEP 5 - Debriefing and closing, 20 min</b> Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities. Anyway, the debrief should be done only at the end of the game, otherwise you may break the flow of the activity.</li> </ul>



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	<p>Moreover, make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated.</p> <p>Questions like the following can be used:</p> <ul style="list-style-type: none"> <li>• Did you like the game?</li> <li>• How did you cope with Limitations?</li> <li>• Did the team work well?</li> <li>• How did you feel in your Roles?</li> <li>• How do you react otherwise when somebody is behaving in that way towards you?</li> <li>• Do you behave in that way in some situations in everyday life?</li> <li>• What did you learn out of this game?</li> </ul> <p><b>Tips for the trainer:</b> adjust accordingly the activity if people with disabilities will implement it.</p>
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## ➤ 4. SITTING VOLLEYBALL

Number of participants to be involved	2 teams of 6 people in each
Learning Outcomes	Teambuilding, team work, communication
Typology	Teamwork, communication, cooperation, empathy and problem solving
Timeframe	80 - 90 minutes
Materials	A sport hall or suitable safe open space, volleyball, net, flipchart, paper, pens, sticky tape, stopwatch, training bibs of different colors, training whistle
Procedure	<p><b>Warm up</b> Start with a simple warm up consisting of stretches.</p> <p>Volleyball Warm-Up No.1: Ball Throw A ball is needed for this drill. Find a partner and stand across the court from each other. Using your hitting arm throw the ball back and forth to each other warming up your hitting shoulder and arm. This only needs to be done for a couple of minutes to loosen up the shoulder joint.</p> <p>Volleyball Warm-Up No.2: Spike Drill A ball is needed for this drill. Find a partner and stand across the court from each other. Throw the ball up into the air and spike it down into the ground</p>



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	<p>so that after once bounce it should reach your partner. Do this only as long as it takes to warm-up your shoulder.</p> <p><b>Volleyball Warm-Up No.3: Setting Drill</b> A ball is needed for this drill. Standing about ten feet apart set the ball back and forth. As your forearms loosen up try and move the distance back so that you are setting from further away.</p> <p><b>Volleyball Warm-Up No.4: Passing Drill</b> A ball is needed for this drill. Standing about ten feet apart start passing the ball back and forth, concentrating on making good passes to your partner.</p> <p><b>Volleyball Warm-Up No.5: Pepper</b> A ball is needed for this drill. Using a partner stand about ten feet apart from each other. The partner starting with the ball tosses it to his partner who passes the ball back to him. The partner then sets the ball back to the other partner, who in turn spikes the ball back to the other partner.</p> <p><b>Volleyball Warm-Up No.6: Defense</b> This team drill requires at least ten balls and is a great way to warm-up the team's passing skills before a match. The coach needs a bunch of balls at his side, a line of players opposite him, and one "setter" off to the right side between the coach and players. The coach tosses the ball (he can spike or throw it hard too) at the first player in line who passes it to the setter.</p> <p><b>Volleyball Warm-Up No.7: Hitting</b> This warm-up requires a minimum of three balls and is great for hitting just before game or practice time. The setter assumes his position of right front. There is a shagger on the opposite side of the court, a line of outside hitters, a line of middle hitters, a line of right-side hitters, and the coach standing to the right of the middle hitters tossing a ball to the setter to set.</p> <p>The coach then tosses the ball to the setter who sets the middle hitter and the process is repeated again. The right-side hitter receives the next set and the drill moves back to the outside hitting line. Players can fill in and hit from any line they choose; however, it is more practical for the players to hit from the spot in which they would normally hit from in a game.</p> <p><b>Volleyball Warm-Up No.8: Serving</b> This drill requires an equal number of players on either side of the net and a ball for each player. This is just a quick serving warm-up. Players spread themselves out across the back line and serve the ball to the other side. Both</p>
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	<p>sides are serving at once so there are always balls coming over to grab and serve back.</p> <p>Play for 15 - 20 minutes</p> <p><b>Part 1</b> We set teams. Sitting volleyball follows the same set of rules as standing volleyball with a few modifications. All athletes play in a sitting position, and one part of the athlete's torso must remain in contact with the floor when a player is handling the ball. The objective of the game is to send the volleyball over the net so that your opponent is unable to return it.</p> <p>Later on, the team picks up one person, not knowing the task yet. They have to choose a place where this person will be sitting. Only after that learn they that the person can't move. The teams have 3 minutes for practicing and choosing their strategy.</p> <p>Play for 15 - 20 minutes</p> <p><b>Part 2</b> The teams continue the game, at each strife; they need to take into account that the non-moving person has to push off the ball, at least once. If they don't do this, the team will not get a point.</p> <p>Play for 15 - 20 minutes</p> <p><b>Debrief and Evaluation</b> Start with an overview of what is happening during the activity. The facilitator could use following prepared questions:</p> <ul style="list-style-type: none"> <li>- How was the game?</li> <li>- How did you feel after the game?</li> <li>-</li> <li>- How easy / difficult was to play in different parts of the game?</li> <li>- What happened in Part 1 and 2?</li>   <li>- How did you feel about the behavior of others?</li> <li>- What have you learned from this game?</li> </ul>
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## ➤ 5. Communication workshop

Learning Outcomes	This activity helps the group to understand that they can communicate with each other without speaking, using non-verbal communication. This workshop
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	raises awareness of people that they can use different ways to express themselves and to do teamwork to reach common objectives.
Typology	Team building, teamwork, cooperation, empathy, problem solving
Timeframe	80 - 90 minutes
Materials	Big room Different objects (pens, balls.) Blindfolds Fantasy cards (ex: dixit)/ card with drawings or pictures / photos
Procedure	<p>1 – SILENT LINES-UP The group will work out how to line up cooperatively using gestures, facial expressions, nods, etc. Activity Instructions Participants are told they need to get into a straight line according to a specific factor without talking to each other throughout the game. Some examples might be: • Height • Hair color (lightest to darkest) • Age order • Alphabetically based on the first letter of their name • A casual number they are thinking about People should use non-verbal communication skills to achieve this. For example, hand gestures and miming.</p> <p>2. TOM-TOM There are lots of objects scattered around the room, from the largest to the smallest (ex: pens, balls.). Each item recovered will give the team a score. Small items are worth more than large ones (ex: ball 5 points, pen 20 points) Divide the group into teams of 3 people. Each person represents a character among: Google, TOM, Driver. Driver: Blind. He is the only one who can move around the room and collect the objects that will give the team scores, to move he follows TOMTOM's instructions. TomTom: The only one who can use his voice and communicate with the other two, but he can only watch 'Google' and has no visibility of the room, so he has to get directions from Google. Google: he is the only one who sees everything, but cannot speak. The only thing it can do is give directions to the TomTom by making gestures, so that it can give the driver the correct directions. The team that scores the most points taking the objects wins. To develop: Communication Collaboration Ability to communicate (verbal non-verbal) Bring the differences together Everyone works to their full potential Trust Planning strategy and rescheduling</p> <p>3 – DEBRIEFING - I IMAGINE YOU Understanding through images what people bring with them at home from this experience. This activity is very useful in helping people understand how each of them lived this workshop and interprets the world in a different way. through a creative and fun activity, it is possible to talk about our feelings. You need to get FANTASY cards, card with drawings or pictures/photos.</p> <p>GAME MODE The cards go placed in no particular order on the desk or on the floor. Each member of the group is asked to choose one paper that can somehow describe the personal feeling during the activity. We position ourselves in a circle and each member of the group, in random order, must show the group the card they have chosen and explain in a few words the reason for his choice.</p> <p>-It is not allowed to ask for explanations or argue the different opinions given during the game.</p> <p>It is important to give a definite time to choose the card.</p>



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	<p>It is advisable to use an instrumental and slow background music when choosing the card.</p> <p>Afterwards talk about how easy or hard they found the games.</p> <p>Ask them how they adapted the way they communicated so that they could achieve the desired outcome?</p> <p>What are some other ways that you might communicate with a person who is not able to speak?</p>
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## ➤ 6. INTE(G)RACTION MATTERS

Learning Outcomes	Participants will learn how to start and maintain interaction with able-bodied peers-Participants will acquire skills which will improve their interaction with able-bodied peers
Typology	Ice breaking game-Video and discussion-Presentation on interactive skills
Timeframe	-10 minutes for introduction -20 minutes for role play -20 minutes for presentation -10 minutes for evaluation and reflection
Materials	Room for conducting the workshop -Jenga blocks -Computer/laptop, screen and projector
Procedure	<p>1)The workshop starts with a nice-breaking Jenga game:</p> <p>Jenga is the starting point of many fun gatherings. It’s a super easy icebreaker activity to explain and pick up &amp; anyone can join any time. You can spice up a regular tower-toppling contest by writing topic-related questions on each block (or as many as you can). When you draw each block, read the question out loud &amp; answer before placing the piece on the top of the tower. This can ignite exciting conversations about everyday topics like favorite downtime activities to more in-depth stuff, like career and self-development goals. The objective is to encourage interaction between participants.</p> <p>2)Video and discussion:</p> <p><a href="https://www.respectability.org/inclusion-toolkits/etiquette-interacting-with-people-with-disabilities/">https://www.respectability.org/inclusion-toolkits/etiquette-interacting-with-people-with-disabilities/</a></p> <p>After playing this video, start a discussion with the participants. You may ask the following questions: -Can you relate to this video? If yes, in which way? - What would you suggest to your able-bodied peers in order to improve the interaction with you?-Do you have any problems when trying to start interaction with them? If yes, in which way? -Does anyone know any interaction strategy which might help? If yes, can you share it with us? See how discussion continues and encourage participant to share their opinions and views.</p> <p>3)Presentation:</p> <p>In this part the facilitator is supposed to prepare the presentation on tips which improve interaction skill. The presentation may be made in the form of PPT on the basis of <a href="https://manpowergroup.com/wcm/connect/right-it-it/legacy-">https://manpowergroup.com/wcm/connect/right-it-it/legacy-</a></p>



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	<p>home/thoughtwire/categories/career-work/10-Ways-to-Improve-Your-Communication-Skills and it is desirable to be interactive. After each and every tip, facilitator should comment it with the participants, ask their view on it, ask their personal experience related to it, etc.</p> <p>4) Evaluation and reflection:</p> <p>The last part of the workshop is devoted to evaluation and reflection. Participants are asked the following questions:</p> <ul style="list-style-type: none"><li>-Did you find this workshop useful? -What have you learned?</li><li>-Did it make you change your view/opinion when it comes to interaction with able-bodied peers?</li></ul> <p>If yes, elaborate on it. -What tips from the presentation did you find especially useful and why?</p> <ul style="list-style-type: none"><li>-What part of the workshop did you like the most and why?</li></ul> <p>Facilitator can continue with as many questions they want. The goal is to get the honest feedback from the participants and thus improve the workshop for future use.</p>
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## 5. Results of the blended mobility

The training held by MVNGO trainer was held online, since the national rules concerning public gatherings forbidden any meeting with more than 4 people. Considering this context MVNGO together with its trainer evaluated that the training would have been best held online. Participants were both able-bodied and people with disabilities facing conditions of educational exclusion and disadvantage (low-qualified, low-skilled and unemployed). Considering the online modality, no accompany persons were needed since participants had the chance to participate from their place with their own tools. To hold the training online was then also the opportunity to make it more inclusive facilitating the participation of people with disabilities that would have found difficult to take part in an in-person meeting.

The added value of this online training is connected with the project outputs:

- Intellectual Output 1 "ETS Ability Empowering Format". The educational format delivered in the

Output was tested in the online training with representatives of the audience of learners. The findings and insights for improvement achieved in the online training ensured the release of a tested educational methodology as well as allow the Consortium to assess the adequacy of the format to the learning needs.

- Intellectual Output 2 "Manual of Accessible ETS Education". The Consortium produced a

Manual with guidelines and tools for the implementation of ETS educational programs targeted at disadvantaged adult learners with disabilities. The guidelines integrated in the Manual were based on the findings of Trainers' reporting in the online Learning Mobility.

- Intellectual Output 3 "IAETETS Web Platform and Modules". The educational modules included in the Web Platform included footage of the main project workshops as illustrative video simulations providing educational guidance to the audience of learners. Contrary of the project application where a Blended mobility was intended to be created, the selection of participants for the online training was performed at the national level under the responsibility of each partner and the overall coordination of the applicant organization.

Each partner indeed performed a preselection at the national level by means of releasing a call for participants in national language. The call was open to all the interested individuals belonging to the targeted categories (adults with disabilities with low level of skills, qualifications and holding no job position). The release of the call also took place on each partner's website(s) and pages on social media as well as, in order to provide the maximum visibility to the mobility opportunity, by means of spreading the call through each partner's networks of stakeholders. Since the development of training was online, any info pack was produced but basic organizational information was shared with the participants and an agenda of the scheduled meetings and appointments was provided.



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The recognition of the learning outcomes comprised the delivery of the Europass certificate to all Participants. The Europass was jointly elaborated by participants and Trainers in a joint assessment session. The certificate also disclosed the knowledge, skills and competences acquired by participants, as compared with their entry-level competence.

The score assigned was allocated to each of the 11 categories (learning units) on the basis of the expected results: knowledge of ETS and benefits of Sport/physical practice, persuasion, presentation, innovation, practical skills in ETS, soft skills, social skills, communication, leadership, capacity of expression in foreign languages, problem solving. Specifically, an Evaluation Board composed of the Trainers and the Organizers wrote down the following information per participant/certificate: name of the beneficiary, the period of mobility, assessment of knowledge, skills and competences acquired.



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