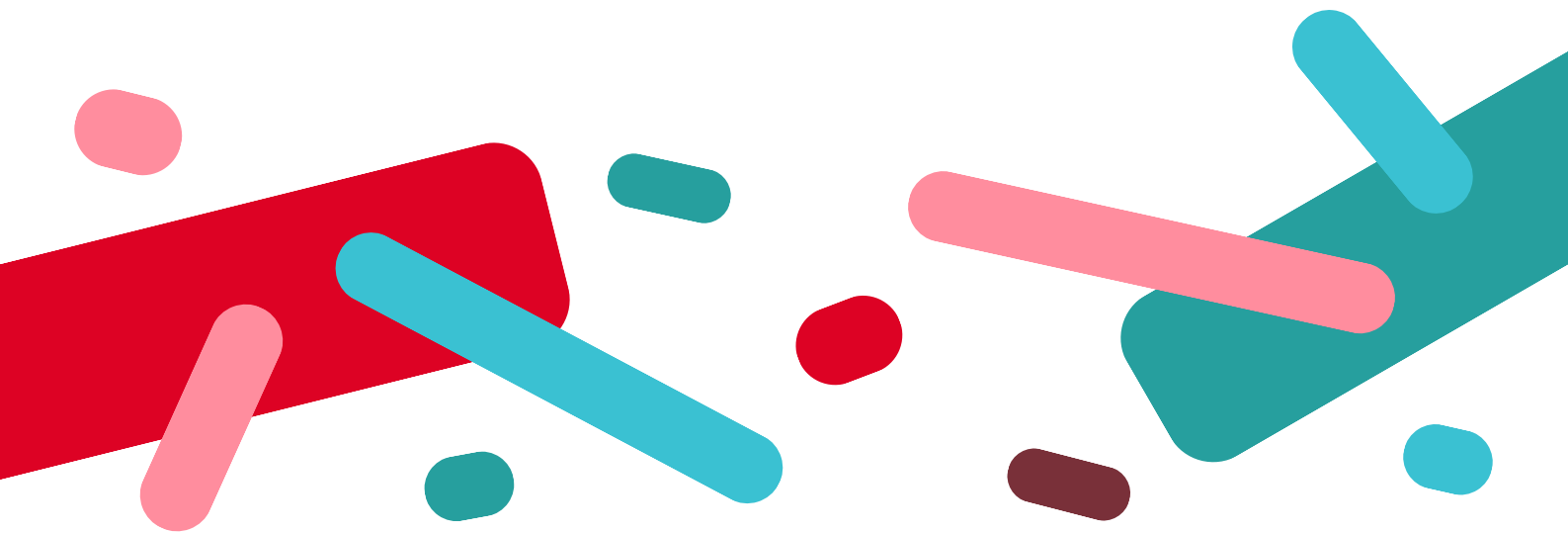


# InCED

Inclusive Education

## Educational TOOLBOX



Co-funded by  
the European Union



erasmus+ and  
european solidarity  
corps agency



2023

This toolbox was created as a Project Result of the Erasmus+ Strategic Partnership project “IncEd: Inclusive Education”. The project is implemented by Vivere Kool (Estonia) in partnership with Cesis Berzaine Primary School (Latvia), Produções Fixe (Portugal), Shokkin Group (Estonia) and Ticket2Europe (Spain), with the support of the Estonian National Agency.

Fragments of the Toolbox are free to use in any form of educational activity, with acknowledgement of the source provided.



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# 1 INTRODUCTION

## ABOUT THE PROJECT

Integration, inclusion, inclusive education and acceptance. These are frequently used buzzwords nowadays, by some people intuitively, and by others quite consciously. Most of us definitely want to live in a fair, equal society, but even more than equality, we need equity.

A constant desire to move forward led us to create a project titled “IncED: Inclusive Education” under the Erasmus+ programme. “IncEd: inclusive Education” aims to develop a practical manual for educators, as well as a concrete toolbox to get “hands on practice”.

With five actors in the education and youth work fields from Estonia, Latvia, Portugal and Spain, we have engaged in this inclusive equity journey combining our expertise and experience. A combination of all our strengths, lowering our weaker points.

## TO BE MORE SPECIFIC, THE OBJECTIVES OF THE PROJECT ARE:

- To demystify terms of mixed-ability and inclusive collaboration and highlight it as an opportunity rather than a challenge.
- To adapt existing and develop new educational games and methods for working in mixed-ability groups that can be used in non-formal and formal learning contexts for young people aged 13-18 years of age.
- To promote inclusive education among different types of stakeholders.
- To enrich the youth work and education fields with quality ready to use non-formal learning activities easily adaptable to mixed-ability groups.

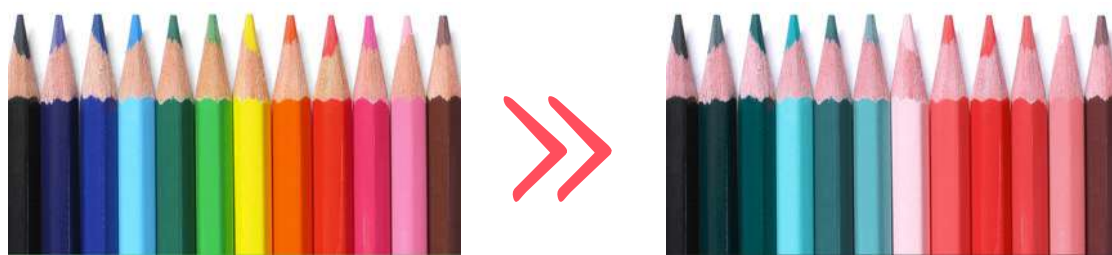
## THE STORY BEHIND OUR VISUAL IDENTITY

"Inclusive Education" (IncEd) is a project about accessibility and inclusion in the education and youth work fields, and we wanted to make sure to put as much attention as possible into all details that can help us "walk the talk":

### OUR COLORS

When looking at the colors that compose our visual identity, one might think that it is just one more palette of pastel tones, transmitting warmth, harmony or calmness. However, these colors have even more meaning behind: they are the ones that people with "tritanopia" perceive when looking at the usual "rainbow palette".

People affected by tritan color blindness confuse blue with green and yellow with violet. This is because the S-cones are completely missing and only long- and medium-wavelength cones are present.



### OUR TYPOGRAPHY

Dyslexia occurs in at least one in 10 people, putting more than 700 million children and adults worldwide at risk of life-long illiteracy and social exclusion. Only 1 in 10 dyslexics receive the special education services in order to get the help in reading that they need.

#### OmoType font

OmoType is a dyslexia friendly font system containing 240 different styles that address the needs of the entire spectrum of dyslexia manifestations. Designed with all the features proven to facilitate reading, improve letter detection and recognition, people with dyslexia read faster, with fewer mistakes and less effort.

More information and free download: <https://omotype.com>

## ABOUT THIS TOOLBOX

The main aim of this Toolbox is to encourage participation of young people with fewer opportunities and special needs in active social life and for the organisers of all kinds of social events not to be afraid of working with mixed ability groups.

In order to achieve this, in this Toolbox you will find 16 gamified exercises which deal with 5 different topics:

- Learning
- Conflict resolution
- Team building & group dynamics
- Social inclusion
- Mental health.

Some exercises in this Toolbox might sound familiar to you. That is good, it becomes then easier to implement the inclusive changes made. Most exercises are newly developed, adapted towards mixed ability groups.

**When facilitating these exercises, please bear in mind the following guidelines:**

- Remember the importance of setting the room and the mood.
- Have all the materials and needed equipment prepared beforehand.
- Introduce the activity and its purpose.
- Explain the activity in chunks (step-by-step).
- Support the participants but do not interfere in the result.
- Organise a debriefing based upon proposed questions and order.
- Leave space/time to explore the interest for a follow-up.
- Clean up and close the activity.

In case you wish to organise a string of activities, one after the other, please do properly close each activity, even with a short debriefing.

*We hope you will enrich your work with our toolbox!*

## ABOUT THE ORGANIZATIONS BEHIND

### So who is this "we"?

We are five educational actors from Estonia, Latvia, Portugal and Spain. A team of superheroes with very different superpowers who intend to create a very motivating, practical and useful manual for you.



### NGO Vivere school (Estonia) Project coordinator



[www.viverekool.ee](http://www.viverekool.ee)  
[www.facebook.com/viverekool](https://www.facebook.com/viverekool)

NGO Vivere school is a young and experimental organization that was conceived in 2018 to realize a long-held dream: the opening of an inclusive private school in Tallinn. The concept of the school is to create an inclusive learning environment and to develop a support system including the development of new innovative methodologies and training for teachers and professionals working with children with accessibility needs.



### Shokkin Group International (Estonia)



[www.shokkin.org](http://www.shokkin.org)  
[www.facebook.com/shokkinint](https://www.facebook.com/shokkinint)

Shokkin Group International is a network of youth organizations composed of youth workers, youth leaders, youth organizations and young people around Europe founded in 2015 in Estonia as a result of strong international bonds and cooperation history between grassroots youth organizations.

SGI contributes to development of training and non-formal learning activities and methods in youth work, also by offering open source and self-published educational games, expert articles and manuals for youth workers. The organization equips practitioners from the youth field with innovative methods, materials and hands-on experience.



## Cesis Berzaine Primary School (Latvia)



[www.csip.lv](http://www.csip.lv)

[www.facebook.com/CesuMezaSkola](https://www.facebook.com/CesuMezaSkola)

Cesis Berzaine is a school with more than 300 pupils enrolled in various educational programmes. Historically a school only for children with special educational needs, their main value is human dignity: teachers who understand children's daily and future needs, believe in each child's ability to achieve, inspire and support children on their own way.

In the last few years the school has also opened a primary education programme offering neurotypical children inclusive education.



## Produções Fixe (Portugal)

PRODUÇÕES FIXE  
FORMAÇÃO / COACHING  
CRIAÇÃO DE JOGOS EDUCATIVOS



[www.facebook.com/ProducoesFixe](https://www.facebook.com/ProducoesFixe)

Produções Fixe is a small enterprise with social responsibility created in 2010 with a clear focus on several pillars: training in social and youth work (local, national and international), design, development and production of educational tools, community building, cultural heritage and creation of employability.

Over the past years, Produções Fixe have specialized themselves in the development of game-based learning tools on social relevant topics, and have intensified actions in the field of creating employability at local level by creating spaces where technology, digitalization and local resources (both human as material wise) go hand in hand.



## Ticket2Europe (Spain)



[www.ticket2europe.eu](http://www.ticket2europe.eu)

[www.facebook.com/ticket2europe](https://www.facebook.com/ticket2europe)

Ticket2Europe is an organization founded in 2016 in Spain with the mission to open up new paths and development possibilities for young people.

With a team of passionate and motivated people with the common dream of spreading the word about the magic of international experiences, its activities and projects focus on areas related to European values and topics such as human rights, social inclusion, peace building or youth employability.



## ABOUT THE FUNDING BODIES



Co-funded by  
the European Union



erasmus+ and  
european solidarity  
corps agency

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. The programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. The programme also offers opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses. Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ Programme Guide.

To bring Erasmus+ as close as possible to the beneficiaries and make sure it works well across different countries, the EU works with National Agencies to manage the programme.

The National Agencies are based in Programme Countries and their role involves providing information on Erasmus+, selecting projects to be funded, monitoring and evaluating Erasmus+, supporting applicants and participants, working with other National Agencies and the EU, promoting Erasmus+ and sharing success stories and best practices.

More information: [ec.europa.eu/programmes/erasmus-plus/about\\_en](https://ec.europa.eu/programmes/erasmus-plus/about_en)



# 2 PEDAGOGICAL EXERCISES

The five topics below have been selected based upon the identified most relevant thematic topics by educators, through an online inquiry in the field. Hereby we envisaged not only experienced educators with mixed ability groups, but also beginners.

Topic	Title	Preparation	Time	N° of players	Page
LEARNING	<i>Learning Something</i>	Little	20	Any	11
	<i>Learning or not is the question</i>	Little	40	4-24	14
	<i>Would you rather</i>	Little	60-90	Any	18
CONFLICT RESOLUTION	<i>A paper of difference</i>	Little	20	Min. 8	22
	<i>One task</i>	Little	20	12-30	27
	<i>Survival package</i>	Moderate	90	6-30	31
SOCIAL INCLUSION	<i>Yes or No</i>	Little	20	4-25	39
	<i>1 Tile forward</i>	Moderate	30	4-25	42
	<i>1 Tile backwards</i>	Moderate	30	4-25	46
	<i>Our Values, our future</i>	Little	90	Max. 20	50
TEAM BUILDING & GROUP DYNAMICS	<i>Peanut butter &amp; Jelly</i>	Little	20	Any	55
	<i>The 20 minute challenge</i>	Little	45	Any	60
	<i>Secret Agents</i>	Little	Any	Any	63
MENTAL HEALTH	<i>Sculpture of Feeling</i>	Little	20	Any	66
	<i>Letter to oneself</i>	Little	45	Any	69
	<i>A bicycle and more</i>	Little	60-90	5-25	73



## “Learning something”

### Objectives

A quick dynamic energizer which focuses on discovering different elements of learning.



20 minutes



Any (even number)



Little

### Overview

In pairs, everybody walks around to the sounds of music. When the music stops, every pair teams up with another pair and a question about learning is exchanged.

### Materials

- A question printed out for each participant
- A sound system

### Step by step instructions

- 1 Double check that you have all the needed materials (printed papers and music), that the setting is foreseen to run the activity smoothly.
- 2 Ask the group to form pairs.
- 3 Give each pair a paper slip with a question. Tell that you will put on the music and everybody walks (or does an initial choreography you invent) around as long as the music plays. When the music stops, each pair joins another pair. It is important to remember when choosing music and its volume the characteristics of the participants.
- 4 Both pairs ask the question on the paper-slip to the other pair. After answers are given, they swap the papers. The music starts again.
- 5 Continue this sequence.
- 6 Finish the energising exercise with a short debriefing.

## Debriefing

### Disclaimer

These are some suggested questions and order. However, we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did you feel about this activity?
2. Which were easy or hard questions?
3. Who got surprising answers from another pair, which you wish to share with everyone?
4. What other question could have been exciting and challenging to ask?

## Possible adaptations and variations

When the music plays, all pairs move around. To create more dynamic, use also one of the question papers (see handout) that decides which pairs create a choreography as the music plays. All other pairs follow this choreography. In this case, provide support for visual impaired participants.

## Tips for facilitators

- Forming pairs is to promote peer-support if needed.
- You can also select only a few questions and have them several times spread around.

### NOTES AND REFLECTIONS

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What do you enjoy most learning?	Which is your favourite colour to write?
Do you prefer learning something by doing it or by listening to it?	What is the hardest thing for you to learn?
What is the easiest thing to learn for you?	What's something really 'crazy' you would like to learn?
What's the best moment of the day for you to concentrate? Morning, afternoon or evening? Explain.	If you are learning something new: do you like to do that alone or together with someone else? Explain.
What would be something really useful to know or to know how to do?	What would be something that you are not interested in learning?
What would be something that you can learn yourself?	Do you prefer to learn something because you need it, or because you like it? Explain.
Do you believe you can learn something new all the time? Explain.	Choose the choreography for everyone the next time the music plays.



## “Learning or not is the question”

### Objectives

To explore together what learning means for each one.  
To share with each other what each one wishes (or not) to learn.  
To explore how we all learn better.



40 minutes



4 to 24



Little

### Overview

In small groups of 4, the participants are given a mission related to learning. After solving the mission, each group presents their findings to the other groups.

### Materials

- Printed missions
- 1 die

### Step by step instructions

- 1** At the start of the activity, have the group sitting together in smaller groups of 3 to 4 persons.
- 2** Tell the groups that you have 6 different missions, numbered from 1 to 6. Each group on their turn can throw the dice and the number on top decides which mission they get.
- 3** When throwing the dice, if a same number appears as before (= that mission has gone already), then the group can make a (funny) body movement and all the other groups imitate. Then, throw again.
- 4** Once all the groups have their mission, tell them they have 10 minutes to explore their mission and to prepare a short presentation of their results for the other groups.
- 5** Have each group present their results. If time allows, this can be done also theatrical.

## Debriefing

At the end of the different presentations, have the entire group sitting together in a circle.

### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How do you feel about this activity?
2. What do you think about the activity?
3. Was the mission easy or rather difficult?
4. What was the main focus of this activity?
5. Was there something that surprised you?
6. Can we say that we all like to learn the same things?
7. Do we all like to learn the same way? Explain.

## Possible adaptations and variations

Instead of each group having another mission, you can also have all the groups working on the same mission. In this case, you could have 6 different moments (6 missions) focusing on different aspects of learning together.

## Tips for facilitators

- This is a rather calm exercise, but can be spiced up with more creative presentations by each group if the time allows for more preparation (e.g. theatre, song, handicraft, drawing, collage etc). Give some examples of ways of presenting and have the groups choose themselves what they prefer. In case a presentation format is given by you, then also include this aspect in the debriefing.
- To define the order of the presentations, also here the dice can be used, with the same dynamic when the same numbers are thrown. To create the different groups, you can also use the exercise in this manual 'The paper of difference'.

### Comments from the practice field

*A very valuable exercise for young people, promoting good analytical thinking, discussion skills, and shows social inclusion between peers.*

*It's comfortable to start with smaller groups, when the room is set for the exercise, best in a non-formal environment. This was tested with a mixed ability group, including 6 children with learning difficulties, 1 child on autistic spectrum, and 10 neurotypical children.*

*Starting the exercise: it is best to start with children on autistic spectrum, as they lose interest and focus, if they have to wait for their turn. Then they will work best if they are first.*

*Doing the exercise, kids on autistic spectrum work great individually. Once they have to collaborate with others, they struggle to share tasks. When doing practical tasks in groups, they will try to collaborate, with difficulty. But when it's time to present, they will not participate with others.*

*Those who have learning difficulties, will do the task if they are supported, encouraged and are not rushed.*

*The exercise is well made, the children are very involved with the task and the questions are deep enough to hold their attention.*

### NOTES AND REFLECTIONS

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- 1** Make together a list of 10 things you don't wish to learn. Explain to each other what the reasons are.

Which of the following can you do?

- Play a music instrument
  - Make a cake
  - Fix a motorcycle
  - Plant a tree
  - Paint a wall
- 2**
- Make a vegetable soup
  - Speak an Asian language
  - Make yoghurt
  - Know what is a haiku
  - Build a letterbox

Explain to each other: Is this something you learned yourself, or is it rather something that someone taught you?

- 3** **Everyone can teach.** Think of something that you can teach to someone else in maximum 1 minute. Afterwards, check together how each one has organised his 'teaching'.

Which of the following can you do?

- Edit a short film
  - Know a song by heart
  - Count to 10 in 3 different languages
  - Know how to read music
  - Write in morse code
- 4**
- Drive a tractor
  - Take care of chickens
  - Know the colour result when you mix blue with yellow
  - Drive a monocycle
  - Spit fire

Explain to each other: If you would teach this to someone else, how would you do that?

- 5** If you wish to learn something new, what would your favourite environment to learn look like?

- 6** Make together a list of 20 things you really would like to learn. Explain to each other what the reasons are.



## “Would you rather”

### Objectives

To explore different dimensions of learning and consequences of choices made.

To exchange opinions and views on learning.



60-90 minutes



Any



Little

### Overview

The group is presented with different dilemmas, each time with 2 challenging scenarios and must make a choice. After choosing, the players can explain their choice to each other.

### Materials

- Printed and cut dilemmas in separate slips.
- Fabric bag to put all the slips inside.
- It is beneficial to have the dilemmas not only visible in written, but also read out loud and slow, eventually also with pictures.

### Step by step instructions

- 1 Tell the group you have a bunch of exciting dilemmas where they are challenged to make a choice between two options. All these dilemmas are in the fabric bag.
- 2 Ask someone to randomly take out 1 dilemma from the bag.
- 3 Read (and show) the dilemma loud out. Give everyone 1 minute to chit chat with their neighbour about the dilemma.
- 4 Ask everyone to go to one of the sides of the room, according to their choice. Invite both sides to explain their choice.
- 5 If some people change their opinion during the sharing of opinions, encourage them to change sides.
- 6 According to the available time and interest of the group, choose 1 or more dilemmas.
- 7 Start a short debriefing.

## Debriefing

At the end of the different presentations, have the entire group sitting together in a circle.



### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did you feel about this activity?
2. Was it rather easy or rather difficult to make a choice?
3. Is it surprising that we have different opinions? If yes or no, how come?

Eventually, also following question:

4. What kind of conclusions can we make?

## Possible adaptations and variations

To choose the person who takes out the dilemma from the bag, you can use this to discover interesting facts about the participants.

### Examples of questions:

- The person who has the most pets at home.
- The person who can touch their nose with their tongue.
- The person who can stand longest on 1 leg with the eyes closed.
- The person who can keep the longest a serious face without smiling.
- The person who knows a complete song by heart.

## Tips for facilitators

- This activity can also be done very short (e.g. just 1 dilemma), but at the same time easily extended.
- Having all the dilemmas on little papers folded inside a fabric bag creates an additional suspense when one of the participants takes out the dilemma. This can then easily become a returning short activity over a longer period.

## Ideas for action

Create smaller groups and ask each one of them to come up with a 'Would you rather' which is connected to learning.

**Comments from the practice field**

*A good exercise which holds the students' attention very well, once they have to decide. It was good to do this with physical activity, the room was divided in zones with a choice of answer, and they had to move to decide. One student with autistic spectrum didn't want to go too close to others, so we widened the zones.*

**NOTES AND REFLECTIONS**

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Would you rather learn every day something new  
or only learn one thing every year?

Would you rather be a teacher or a school director?

Would you rather learn fast and forget,  
or learn slow and remember?

Would you rather be able to read very fast  
or to run very fast?

Would you rather have no homework ever again  
or no tests ever again?

Would you rather have only one teacher all day  
or a different teacher every hour?

Would you rather write your answer on a board  
or yell your answer really loud?

Would you rather have every hour in the same classroom  
or every hour in another classroom?

Would you rather have school every day in the year,  
or no school at all?

Would you rather sit wherever you want on the floor,  
or in an appointed chair?

Would you rather learn slowly but together,  
or learn faster always alone?

Would you rather have extra homework every day  
or stay 1 hour more in school every day?

Would you rather know all the languages in the world  
or be able to talk to animals?

Would you rather learn fast but little, or slow but a lot?

Would you rather learn something that makes you rich  
or something that makes you happy?



# CONFLICT RESOLUTION

## “A paper of difference”

### Objectives

To explore how we focus easier on differences than on similarities, and linking this to how we include and exclude others by assuming rules.

To experience how we assume and create rules which are not part of the mission, and eventually complicate the task.

To understand how conflicts can arise through assumptions.



20-40 minutes



Min.8 (no max.)



Little

### Overview

Each player receives a little paper with an image. The group is asked to form smaller groups by using their ‘little papers’. Confusion settles when the players try to decipher a possible code between the images. When the groups are formed, a short debriefing points out similarities and differences, assumptions of rules and the possible inclusion/exclusion based upon external characteristics.

### Materials

- Printed handout. If the group is bigger than the number of images, print more times. Or create yourself new images.
- 1 scissor to cut out the little papers.

### Step by step instructions

- 1** At the start of the activity, have all the little papers cut out and ready. It is good to have a few extra papers, just in case.
- 2** Tell participants that you need them to split into groups for the next activity (e.g. if 30 participants, ask them to form 6 groups of 5 people).
- 3** Inform them that, in order to facilitate this process, you will give each of them a small ‘secret’ paper.
- 4** Give a paper to each participant, in a secretive manner. They are only allowed to look at their own paper.

*(Continues in the next page)*

- 5 Once each person has got a little paper, tell the group that, on your sign, they can approach others and show now also their paper to them in order to form the needed number of groups.
- 6 Tell the whole group that they have 1 minute to form the needed number of smaller groups.
- 7 Walk around the room and keep saying the same sentences: “Use your paper to form the groups”; “Let’s go, it’s a simple task.”
- 8 As soon as you notice that a smaller group has been formed, ask them to sit together on the side, while the rest continues.
- 9 Once all participants have managed to form the needed number of groups, make a round of the groups with the question: “What was the criteria that brought you together?”
- 10 Start the debriefing.

### Debriefing

Keep the smaller groups (sitting) together where they are and take a central position in the room so all participants can see and hear you well. Ask the questions below (some or all, depending on the feedback and answers given). However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How do you feel about this activity?
2. What do you think about the activity?
3. How did you organize yourselves in order to create these groups? Was there a particular strategy?
4. Was it easy or was it rather difficult?
5. Which side of the paper did you use? And what if... you would have used the other side of the paper (the white side)?
6. What was the hidden objective of this activity, according to you?
7. How do we look now upon this exercise?
8. What if we would do this exercise again, do you believe the result would be different? Would you have a different strategy?
9. What could be possible links and similarities between this exercise and reality?
10. If we relate this experience to the start of conflicts, which links can you make?
11. What do you take out of this exercise for you?

## Possible adaptations and variations

If you have used this exercise already once with the same group, you can redo this activity at a later time by using a regular set of 52 playcards. Simply run the exercise in the very same way, and debrief with the group, while reminding them of the first time you have played the exercise 'A Paper of Difference'.

Using regular and well known playcards distracts the participants, and creates a repetitive effect of assumptions and actions. It creates great opportunities to explore together how repetitive (or not) we all are in our thinking and acting. When some people have visual impairment, change the papers for similar objects (e.g. different Lego blocks)

## Tips for facilitators

- Even though this exercise can stand on itself, it is interesting to use the formed groups for another exercise. Therefore decide beforehand how many groups (with how many members) you ask them to form.
- If someone asks you 'how to use the paper', you simply reply each time the same: "use your paper to form the groups". Participants assume they have to use the symbol on one of the sides of the paper in order to find similarities, even though the mission itself never mentions that. The fact you have a little paper is in itself enough to form a group with other people who have... also a little paper.
- Even though you told the group they have 1 minute to form different groups, they will take more time. Pretend you are a bit confused and you can say things as: "Hmm, this is supposed to be easy", "Come on, use your paper, it is meant to facilitate this process", "It should be done already".
- In case of big groups, some papers can be repeated, as long as they are not repeated using the same number as the groups are supposed to have members. That could lead to groups being formed with the same image.
- Having a few 'white' papers without any image is very confusing for the ones who receive them. Explore that also in the debriefing.

## Suggestions for follow up

Have the different groups think about how, in reality, we rather focus on differences instead of similarities (e.g. when it comes to different cultures, immigrants, and more). Challenge the group to define the most common characteristics which are shared by the biggest number of people in the group.



NOTES AND REFLECTIONS

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Materials





# CONFLICT RESOLUTION

## “One Task”

### Objectives

To give practical experience of finding a cooperative way based on (seemingly) conflicting interests.

To reflect on personal behaviours in a complex interest situation.

To practice negotiation and constructive communication.



20minutes



12-30



Little

### Overview

This activity provides a group with a possibility to fulfil interests of individuals. This can be smooth and positive or become a trigger for conflicts. It is a good intro to talk about different interests and ways of combining them.

### Materials

- 1 printed task card per participant
- Objects of different shapes and sizes (1 per participant e.g. ball, marker, box, suitcase etc)
- 1 timer

### Step by step instructions

- 1 Double check that you have all the needed materials.
- 2 Pile up objects in the middle of the activity space.
- 3 Invite the group to enter the activity space.
- 4 Introduce that you will try a little exercise to move a bit.
- 5 Let the participants know that each one of them will receive a task that they have to fulfil within the next 7 minutes.
- 6 Emphasise that it is forbidden to show the task to anyone else.
- 7 Emphasise that it will not be allowed to speak during the next 7 minutes.

*(Continues in the next page)*

- 8 Distribute one task per participant.
- 9 Make sure that all participants can cope without additional support, if needed assist participants and then announce the start of the exercise and start the timer.
- 10 Let participants know when there is 4, 2 and 1 minutes left.
- 11 Finish the activity once the time runs out and give an overview of the current state of the room/activity progress.
- 12 Invite the group to return to the circle and start the debriefing.

## Debriefing

### ! Disclaimer

these are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How do you feel? Which are the reasons you felt like that?
2. Was there anything in the activity that made you uncomfortable?
3. Did you fulfil your task? How?
4. What was your strategy in approaching the exercise?
5. Was it possible to fulfil all missions fast and without hassle? How?
6. What is a good strategy when working with potentially contradicting exercises?
7. How will you approach a similar challenge in the future?
8. What do you take out of this exercise for you?

## Possible adaptations and variations

Feel free to change the given three tasks to suit your target group better. Remember that the combination should still be achievable when combined, but seem contradicting and different. If in the group you have a person in a wheelchair, consider placing objects on the table to make it accessible. If in the group you have a visually impaired person, read their task to them in private.

## Tips for facilitators

- The activity can build up a lot of emotions and be overwhelming for some participants. Notice various reactions and provide space for steaming out in the debriefing stage.



Organise objects from the centre of the room by size from small to big	Bring objects from the centre of the room outside of the room	Organise objects from the centre of the room to be in a circle
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# CONFLICT RESOLUTION

## “Survival Package”

### Objectives

To practise group decision-making.

To reflect on personal feelings and behaviour in complex discussions.



90 minutes



6-30



Moderate

### Overview

This is a simulation exercise where players take up the role of ‘rescue school cadetes’ who have to make a decision of what objects can be more useful in a hypothetical situation of a plane crash in the northern hemisphere. This is a discussion based decision-making game.

### Materials

- Printed object tiles per pair
- Introduction story flipchart

### Step by step instructions

- 1 Double check that you have all the needed materials.
- 2 Introduce that you will play a discussion based game where they need to practise active listening, augmenting and finding consensus.
- 3 Invite the group to divide into pairs or pre-divide the group yourself.
- 4 Distribute the object tile deck to each pair.
- 5 Read out the introduction story.
- 6 Give each pair 8 minutes to choose 10 objects and stack the tiles from most useful to least useful object.
- 7 Ask each pair to announce which items they discard and take them away.
- 8 Join 3-4 pairs together and allow 12 minutes for them to agree on the 8 objects and form one stack from most to least useful objects.

*(Continues in the next page)*

- 9 Ask each small group to announce which items they discard and take them away.
- 10 Invite the whole group to form a circle together and give them 20 minutes to agree on one list containing 6 objects stacked from most to least useful in the situation.
- 11 Once the time is up, invite the group to announce the order of the objects they have kept and write them down on a flipchart.
- 12 Invite everyone to give the tiles back to the facilitator and start the debriefing.

## Debriefing



### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How do you feel? Which reasons made you feel like this?
2. How did you form your decision-making process in the pair/small group/plenary?
3. Do you think you contributed to the decision-making? How?
4. What were the main challenges in the activity?
5. Did you feel you would achieve a better result individually?

Then, introduce the correct order and score the group's performance based on their decision. The (suggested) correct order of the objects is:

1. *Lighter*
2. *Ball of steel wool*
3. *Extra shirt and pants per player*
4. *Vegetable solid fat in a metal can*
5. *6x6 metre piece of heavy-duty canvas*
6. *Small Axe*
7. *200g chocolate bar (1 per person)*
8. *Newspapers (1 per person)*
9. *Loaded pistol*
10. *One litre of 50% whiskey*
11. *Compass*
12. *Plastic sectional air map of the region*

To award points, look at the ranking numbers. Award points to top choices according to the numbers above. For example, the map would earn 12 points, while the steel wool would earn 2 points.



If you want, you can share with the participants the result evaluation table:

- 21-24 points | Amazing! You are professional rescuers
- 25-30 points | Very good! People's lives are in good hands
- 31-40 points | Barely! It would be hard to survive
- 41-50 points | A few might make it
- 51-57 points | No chance of surviving

**6. Looking at the result you have achieved, what conclusions can you make?**

**7. What do you need to build an effective and inclusive group decision-making process?**

### Possible adaptations and variations

Instead of producing cards you can make a list on a flipchart paper and ask participants to write their lists on paper sheets or in notebooks.

### Tips for facilitators

- You can premake pairs for this exercise to ensure everyone can participate in the discussion and decision-making from the beginning. It is important to hold a thorough debriefing of the activity to make sure participants build bonds and understand what worked well in their decision-making process and what should be improved in the upcoming work of this group.

### Suggestions for follow up

In the follow-up stage we invite you to prepare a workshop on how to lead negotiations, what decision-making structure types exist and how to deal in situations that require actions with little time or other resources.

### Comments from the practice field

*Well possible to play with groups of different ages. The exercise adapts very easily to different topics and groups. More time needs to be provided for participants with a lower pace of work, with a lower rate of perception of inverted speech, with cerebral palsy.*

## Intro story

*“This is a test for you as the cadetes of a rescue school. We invite you to imagine a situation and come up with a list of objects rated from the most to the least useful one in this situation.*

*You only have this information at hand: ‘It is 2PM, 23 January and your group is somewhere in Northern Canada after a small plane crashed. The daily temperature is 25 below zero, and the night time temperature drops to 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks criss-crossing the area. The nearest town is 30 kilometres away. You are all dressed in city clothes appropriate for a school celebration.*

*At your disposal you have 12 items. By the end of the activity your group will keep fewer items and try to rate them in the correct order from most useful to least useful.”*



Ball of Steel Wool



Small Axe



Loaded 45 calibre  
revolver pistol



Vegetable solid fat  
in a metal can



Newspapers  
(1 per person)



A lighter  
(without any fluid)



Extra shirt and  
pants per person



Plastic sectional air  
map of the region



1 litre of  
50% whiskey



6x6 metre piece of  
heavy-duty canvas



A compass



200g chocolate bar  
(1 per person)

## HANDOUT

### Grading reasons and situation explanation

(adapted from Whiteman Air Force Base simulation)

*Mid-January is the coldest time of year in Northern Canada. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimising movement and exertion, using as much insulation as possible, and constructing a shelter.*

*The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning for making decisions and for reducing fear and panic. Shock would be shown in the survivors by feelings of helplessness, loneliness, hopelessness, and fear. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made.*

*Before taking off, a pilot has to file a flight plan which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.*

*The 30 kilometres to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.*

*Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signalling the group's whereabouts.*

### **1. Lighter (without fluid)**

*The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signalling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.*

### **2. Ball of steel wool**

*To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.*

### **3. Extra shirt and pants for each survivor**

*Besides adding warmth to the body, clothes can also be used for shelter, signalling, bedding, bandages, string (when unravelled), and fuel for the fire.*

### **4. Vegetable solid fat in a metal can**

*This has many uses. A mirror-like signalling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight. This is bright enough to be seen beyond the horizon. While this could be limited somewhat by the trees, a member of the group could climb a tree and use the mirrored lid to signal search planes. It can be rubbed on exposed skin for protection against the cold. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making.*

### **5. 6x6 metre piece of heavy-duty canvas**

*The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a windscreen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signalling device.*

### **6. Small axe**

*Survivors need a constant supply of wood in order to maintain the fire. The axe could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.*

### **7. 200g chocolate bar (1 per person)**

*Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.*

### **8. Newspapers (one per person)**

*These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signalling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.*

### **9. Loaded 45 calibre revolver pistol**

*The pistol provides a sound-signalling device (the international distress signal is 3 shots fired in rapid succession). There have been numerous cases of survivors going undetected because they were too weak to make a loud enough noise to attract attention. The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground.*

*However, the pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.*

### **10. One litre of 50% whiskey**

*The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of whiskey at  $-30^{\circ}\text{C}$  would freeze a person's oesophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, resulting in a rapid loss of body heat.*

### **11. Compass**

*Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).*

### **12. Sectional air map made of plastic**

*This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.*



# SOCIAL INCLUSION

## “Yes or no”

### Objectives

To reset our mind and focus on the importance of social inclusion of all.  
To stimulate discussions on the topic of being in mixed ability groups.



**20 minutes**  
Time increases if more statements are used



**4-15**  
For bigger groups, divide the group into smaller teams



**Little**

### Overview

This is a quick exercise based upon statements where the players choose if they agree or not with this statement. A short discussion follows and a conclusion oriented debriefing.

### Materials

- Hang a paper on two opposite sides of the room. One paper says ‘I agree’ and the other, ‘I disagree’.

### Step by step instructions

- 1** Tell the group that you will read outloud and slowly one statement. After reading it, everyone has a short time to think about the statement and to decide if they agree or disagree. When you count to three, everyone moves to the side of the room with the corresponding ‘agree’ or ‘disagree’ paper.
- 2** To practise this visually together, read the following ‘funny’ example statement: “Sleeping during the day is better than sleeping during the night”.
- 3** Invite different persons to explain their choice. Give space for an exchange of opinions if the group is divided over both sides.
- 4** Invite people to change sides if they change their opinion.
- 5** After a short discussion and exchange of opinions, ask everyone to sit down (eventually in a circle) and start a short conclusion oriented debriefing.

## Examples of statements:

- **If we all eat the same sandwich, we all have the same energy.**

*(This statement makes the difference between equality and equity)*

- **Not everybody likes soccer, but everybody can play soccer. One way or the other.**

*(This statement refers to accessibility of activities)*

- **Not participating in an activity is your own free choice.**

*(Links to 'free will', but also to the possibility to make such a choice: accessibility of activities for all)*

- **If we contribute the same, we should receive the same.**

*(Links to the difference between equality and equity)*

## Debriefing



### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions. We suggest the following 3 questions:

1. **How was this short activity for you?**
2. **Which conclusions can we make together?**
3. **What do we do with this conclusion?**

If you have more time available, the following questions are relevant to use:

- **How easy or difficult was it for you to make up your opinion for the statement?**
- **Did anyone change opinions during the discussion? Which were the reasons?**
- **Was there something that surprised you?**
- **What will you remember from this activity?**

## Possible adaptations and variations

In this exercise you will find several statements as examples to use. Feel free to use one each time, or a sequence of them if you have the time available and the group is motivated to continue.

Besides the both corners (agree and disagree), it is interesting to add other corners as well. E.g. "I don't care", "I'm not interested", "I don't know", "I don't understand".

In case you have more time available, you can have different ways to organise the sharing of opinions after each one has chosen a side.



E.g.

- Have each group prepare a speech and have a spokesperson.
- Place two chairs in the middle of the room. The ones sitting there can discuss together. When someone taps their shoulder, they leave the chair and the one who tapped takes places and continues the discussion.

You can tell the statements partly in the language that the whole group understood and partly in the language that no one or 1-2 people understand. Hereby demonstrating the importance of choosing the language and terminology for different target groups.

### Tips for facilitators

- It is beneficial to have the statements visible, so everyone can read them after listening to them. Alternatively, you can also project the statement in big enough letters on a screen. Remind the young people that it is good if they change their opinion based upon the discussion and change sides.
- The example statements are meant to generate discussions and to be ambiguous. Some statements might have reactions as “Well ... it depends ... sometimes yes and sometimes no”. This is good. It not only means that the statement will generate discussions, but also shows that the players are able to have different opinions according to particular situations.
- Prepare yourself concerning the statement. Creating group conclusions which are not inclusive towards mixed ability groups would be counter productive towards the objective of this exercise.

### Comments from the practice field

*When asked something verbally, young people tend to answer “I don’t care, “I’m not interested”, etc). When possible answers were provided visually on the wall on paper sheets, none of the young people used them. They didn't want to be associated with these type of answers.*

### NOTES AND REFLECTIONS

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# SOCIAL INCLUSION

## “1 Tile Forward”

### Objectives

To discover and share that we all have much more in common than we might think off (e.g. dreams, wishes).

To promote empathy between the players in the mixed ability group.



30 minutes



4-25



### Little

Start and end setting: a circle of chairs  
Middle part setting: an open space where all can positioned on 1 line

### Overview

All the players receive a role card of a person. Once placed on 1 line, the facilitator reads out different situations. If a situation is answered positively, the player moves 1 floor tile forward. At the end, the overall position of the different players is the beginning of the debriefing together.

### Materials

- A sound system and soft calming music
- A basket with the cut out roles (handout below)

### Step by step instructions

- 1 Double check that you have all the needed materials and that the setting is foreseen to run the activity smoothly.
- 2 Have soft music playing in the background.
- 3 Tell the group to sit in a circle and tell them they will give a paper-slip to each one with a ‘secret’ character described. Tell them to keep this secret. Give the example: “If on my paperslip is written: a grandparent with 5 grandchildren’, then I will imagine I am that person”.
- 4 Give a paper slip to each one. Every paper slip states the same (‘You are yourself’) Remember that you, as facilitator, are the only one who knows this. Remind players not to reveal yet what is written on their paper slip. It’s ok if some young people don’t manage to hold the ‘secret’ a long time.

*(Continues in the next page)*

- 5** Tell the group you will read some questions out loud, so everyone can get easier in the role. Tell the players to think in silence about the answers for themselves. Questions:
- Which game do you like to play most?
  - What work do your parents do?
  - What clothes do you like to wear?
  - What makes you afraid?
  - Which animal do you like the most?
  - What makes you happy?
  - What is your favourite colour?
  - (add more questions if relevant)
- 6** Ask everybody to remain silent and to line up besides each other.
- 7** Tell the group that you will read loud out several events or situations. Every time they can answer yes to this, they move one tile forward. Otherwise, they stay where they are and do not move.
- 8** Read the situations one at the time. Pause a little bit between each situation to allow the players to think of the answer and eventually to move forward. Below a list of 15 situations. Feel free to add or change.
- You like to make choices yourself.
  - You enjoy tasty food.
  - You enjoy feeling a warm breeze.
  - You do not mind when other people steal from you.
  - You like to have some pocket money to spend.
  - You enjoy it when other people like you.
  - You believe violence and war are not needed.
  - Whenever you can, you wear your favourite clothes.
  - You want to have a happy life.
  - You like to hurt other people.
  - You enjoy having many friends who like you.
  - It makes you happy when other people treat you nice.
  - You like to laugh with a good joke.
  - You are not afraid of a hungry lion.
  - You like to wake up in the morning with a smile.
- 9** At the end of the situations, ask everyone to look around and try to remember their position compared to the others.
- 10** Tell everyone to go back to the circle, to put the role description back in the basket and start the debriefing.

## Debriefing

### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How was this activity for you?
2. Which activity elements were most enjoyable for you?
3. Was there something that surprised you? Does the final result surprise you?
4. Which roles do you think the other players had?
5. Looking at the final position of everyone in the group, what conclusions could we make?
6. Can you name different things which everyone in the group likes?
7. What will you remember from this activity?

## Possible adaptations and variations

If you feel secure enough as a facilitator (and the group feels secure with each other!), you can give the players the personality of being another person in the group. Be aware this can result in very sensitive moments, once every player is acting from their interpretation of another person in the group. For this, you will need to prepare paper slips with the names of each one in the group.

### Comment from the practice field on the above possible adaptation:

*“This was difficult, created some level of anxiety in some, and a worry if they will do it right for their friends, not to upset anyone. And some came to conclusions, how much they really know their friends and classmates. Can be used within a group to know each other more deeply, to value each of their differences.”*

If relevant and needed for some of the players, describe verbally the position of the different players at the end of the situations.

## Tips for facilitators

- Take good care of a good debriefing, otherwise this exercise risks creating stronger prejudices and judgments towards other people. This would lead to the opposite effect of what is intended with this activity. Remember that the main aim of this activity is to discover how much more we have in common, than we are different. Social inclusion therefore is much easier (and logical!) when we focus on this dimension.
- One tile (or one step) is different for everyone. Therefore, if possible, use existing tiles on the floor or make markings. It could be beneficial to tell the group that this activity is not a competition.

## Suggestions for follow up

The exercise '1 tile backwards' of this toolkit. Unless you have used that exercise prior to this one.

### Comments from the practice field

*A good exercise for including everyone in the mixed ability group. We did this exercise in a group of 6 and 18 people. In a group of 18 people, the age was 15-17 and there were too many people for them. We had a girl with hypersensitivity. The absence of perfume and not bright daylight were also important for her.*

### NOTES AND REFLECTIONS

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You are yourself	You are yourself	You are yourself	You are yourself
You are yourself	You are yourself	You are yourself	You are yourself
You are yourself	You are yourself	You are yourself	You are yourself
You are yourself	You are yourself	You are yourself	You are yourself
You are yourself	You are yourself	You are yourself	You are yourself



# SOCIAL INCLUSION

## “1 Tile Backwards”

### Objectives

To understand better what mixed abilities mean in terms of opportunities and possibilities.

To promote empathy towards the diversity present in the group.



30 minutes



4-25



**Moderate**

Start and end setting: a circle of chairs  
Middle part setting: an open space where all can be positioned on 1 line

### Overview

All players receive a card which describes a situation they find themselves within at this moment. Once placed on one line, the facilitator reads out different questions. If a question is answered positively, the player moves 1 floor tile backwards. At the end, the overall position of players is the beginning of the debriefing.

### Materials

- A sound system and soft calming music
- A basket with the cut out roles (handout)

### Step by step instructions

*Note: please prepare yourself well for this exercise, once it can generate very rich, yet also very sensitive results. If you don't feel secure enough as a facilitator, don't engage with the exercise.*

- 1** Double check that you have all the needed materials and that the setting is foreseen to run the activity smoothly.
- 2** Have soft music playing in the background.
- 3** Tell the group to sit in a circle and tell them they will give a paper-slip to each one with a 'secret' situation described. Tell them to keep this secret. Give the example: "If on my paperslip is written: I have caught a skin allergy and it itches all the time", then I will imagine I am in this situation". Emphasise that the players do not have to act out, but just imagine how this would be.

*(Continues in the next page)*

- 4 Go around the circle with the basket and ask each one to take one paper slip out of it. They can read it in silence for themselves (support where needed). Remind the players not to reveal yet what is written on their paper slip.
- 5 Tell the group you will read some questions out loud, so everyone can get easier in the situation. Tell the players to think in silence about the answers for themselves.
- 6 Start with an example to visualise moving backwards: "I'm breathing air." After that, start with the list below:
  - Which game do you like to play most?
  - What clothes do you like to wear?
  - Which animal do you like the most?
  - What is your favourite colour?
  - What work do your parents do?
  - What makes you afraid?
  - What makes you happy?
  - (add more questions if relevant)
- 7 Ask everybody to remain silent and to line up besides each other.
- 8 Tell the group that you will read loud out several events or situations. Every time they can answer yes to this, they move one tile backwards. Otherwise, they stay where they are and do not move.
- 9 Read the situations one at the time. Pause a little bit between each situation to allow the players to think of the answer and eventually to move backwards. Below a list of 12 situations. Feel free to add or change.
  - You can play all kinds of ball sports.
  - You can easily read a book.
  - You love a good joke.
  - You can go up the stairs without any support from other people.
  - You can sing a birthday song in a loud voice.
  - You can easily name every colour in the rainbow when you see one.
  - You like to eat hamburgers and French fries.
  - It's easy for you to jump with the skipping rope.
  - You can do the same thing for longer than 20 minutes.
  - You enjoy telling bad things about other people.
  - When you ask something, people understand what you say.
  - You like to have friends.
- 10 At the end of the above list, ask everyone to look around and try to remember their position compared to the others.
- 11 Tell everyone to go back to the circle. Important: ask everyone to put the situation description back in the basket (= de-roling) and start the debriefing.

## Debriefing

### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How was this activity for you?
2. Which activity elements were most enjoyable for you?
3. How did you feel staying in place when the others were moving? How did you feel moving when the others stayed put?
4. Was there something that surprised you? Does the final result surprise you?
5. Which situations do you think the other players had?
6. Looking at the final position of everyone in the group, what conclusions could we make?
7. What do you think about: "We all have different abilities, at some or more moments."
8. What could we do in order to promote that everyone is more on the same line?
9. What will you remember from this activity?

## Possible adaptations and variations

If you feel secure enough as a facilitator (and the group feels secure with each other!), you can give the players a situation in which another person in the group finds themselves within. Be aware this can result in very sensitive moments, once every player is acting from their interpretation of another person in the group. For this, you will need to prepare paper slips with the names of each one in the group.

## Tips for facilitators

- 1 tile (or 1 step) is different for everyone. Therefore, if possible, use existing tiles on the floor or make markings. In this case, moving backwards, make sure that all objects are removed.
- Take good care of a good debriefing, otherwise this exercise risks creating stronger prejudices and judgments towards other people. This would lead to the opposite effect of what is intended with this activity.
- It's not the purpose to point out the differences as such, but the diversity which exists, and particularly to promote the understanding of such diversity without judgement. Becoming aware and conscious here is an initial step towards thinking together of possible changes we can make/do in our immediate environment. For this reason, all the roles have a certain condition, even if this condition seems relatively irrelevant for the situations presented. Please remember: the end positions of everyone are expected not to be far from each other, with the intention to show the 'richness of diversity', not the 'challenge of diversity'. It could be beneficial to tell the group that this activity is not a competition.



## Suggestions for follow up

The exercise '1 tile forward' of this toolkit. Unless you have used that exercise prior to this one.

## Ideas for action

Think together of activities which you can do as a group, where everyone has the possibility to have an active and enjoyable role.

### Comments from the practice field

*A good exercise for including everyone in mixed-ability group. Important to read slowly and very clearly, so everyone in the mixed ability group understands well.*

### NOTES AND REFLECTIONS

12 Paper slips (=situations) for the basket.  
Copy multiple times according to the size of the group.

When you read a text, the letters jump around and reading is difficult.	You have a broken leg from a bicycle accident last week.	You have difficulties in separating different colours.	You don't like to eat meat anymore.
Lately, you hear very little and communicate with sign language.	At this moment, you are using a wheelchair to move around.	You don't enjoy reading at this moment.	You find it hard to concentrate for more than 10 minutes on the same thing.
You slept very little and are very tired now.	You have lots of energy and like to be doing active things all the time.	You have accepted a challenge and today you are blindfolded so you cannot see anything.	You went to the dentist and today you cannot speak clearly.



# SOCIAL INCLUSION

## “Our values, our future”

### Objectives

To explore together which core values matter the most for everyone as a group.

Explore what different values mean.

Identify different concrete actions which support the chosen core values for the group.

Focus on common values as a vector for inclusion of all.



**90 minutes**

(Can be divided in 2 parts, with 10 min. break included)



Up to 20



**Little**

Setting: The chairs are in a circle, one per player

### Overview

The group decides together which three core values matter the most to them. Once identified, the next step is to define concrete actions which support these core values in their daily life together as a group. This is done through different expression forms.

### Materials

- Printed and cut value cards
- Box with 3 small objects/player
  - *Examples: bottle caps, small coins, pearls, little stones, or cutted small papers, etc.*
- White papers and drawing/colouring pens

### Step by step instructions

- 1 Double check that you have all the needed materials, that the setting is foreseen to run the activity smoothly.

#### **PART 1 (approx. 40 minutes)**

- 2 Tell the group that many organisations have their own value profile which explains what they stand for and what they defend through their products and activities. Today it seems a good moment to create such a value profile also with the group. Therefore, you have brought with you 10 value cards.
- 3 Show and read each value card, one by one. Ask each time what this value means. After a few answers, summarise. Afterwards, place the cards in the middle of the group on the floor, in a circle shape.

*(Continues in the next page)*

- 4 Once all the 10 values are on the floor in the circle, pass around the box of small objects in the circle and tell everyone to take out 3 small objects.
- 5 Tell that together you will select the 'top 3 values' by voting with the objects. The 3 most voted values will be the future core values. Each player places their 3 objects on the 3 values they find the most important.
- 6 Select the 3 most voted values.

### **PART 2 (approx. 40 minutes)**

- 7 Congratulate the group with the 3 chosen core values. It is however not enough to have the words, it is also important to know -as a group- how we will put those into practice.
- 8 Tell the group that each one can choose an expressive way to think about concrete actions on the 3 values. This can happen through:
  - a drawing
  - a song (choose a song you all know, and rework the letters)
  - a theatre (can be simply miming, or also with text)If the group is too big for 1 expression form, divide the group in 2.  
No problem if one of the expression forms is not chosen.  
The presentations are prepared in groups.  
Take time for the different presentations.
- 9 Start the debriefing

## **Debriefing**

### **! Disclaimer**

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How was this activity for you?
2. Which activity elements were most enjoyable to do?
3. Was there something that surprised you? Something that was said?
4. Do you believe the chosen values are important for us as a group?
5. Do some people disagree with the values that the group has chosen?  
Share your reasons and arguments.
6. Would you like to do this activity again, later on?
7. What will you remember from this activity?

## Possible adaptations and variations

If you have more time, the voting process in PART 1 can be extended. e.g. after the first voting: keep the 6 most voted. During the second voting round, everyone can only vote using 2 objects. Then select the 'top 3 most voted'

To introduce the different values, you can also divide the group into 5 smaller groups and each receives 2 different values. Give time to the different groups to prepare 2 small mime sketches which represent those values. Have each sketch after each other, while the different groups try to guess the value shown. Each group has a visual (printed) overview of the 10 values.

## Tips for facilitators

- Be sure you understand the different values, eventually take some time to think of concrete examples of situations in the group, which can clarify the meaning of that particular value.
- The box with small objects: they do not be the same type of objects. You can even ask everyone to search themselves for 3 small objects around them, in nature etc., as part of the activity.
- Be aware that a value profile is not a static one, and core values are influenced by happenings in our personal life and around us. Therefore this exercise can be repeated several times over a longer period. Eventually by including other values or extending the number of values in the exercise.
- Feel free to use other values, if they make the activity more relevant for the group of players.
- Encourage the different groups to involve everyone on equal foot in the presentations. If this is not possible due to limitations, create a role which still allows a maximum participation.

## Suggestions for follow up

Please note that equality is not the same as equity. The difference could be an interesting follow up discussion.

### Comments from the practice field

*If you have a group where there are participants with severely reduced vision, then the exercise requires more adaptation (e.g. bigger print out).*

*Our test group included a young woman with increased sensory sensitivity. The song turned out to be cheerful, loud and they sang it as best they could. The young woman however had sensory overload within 1 minute.*

*Good for aged 12-13. For younger people it was harder to understand, they needed more explanations from educators. A very good exercise for deeper conversations between the young people, everyone participates in the discussion, excellent for social inclusion.*

### NOTES AND REFLECTIONS

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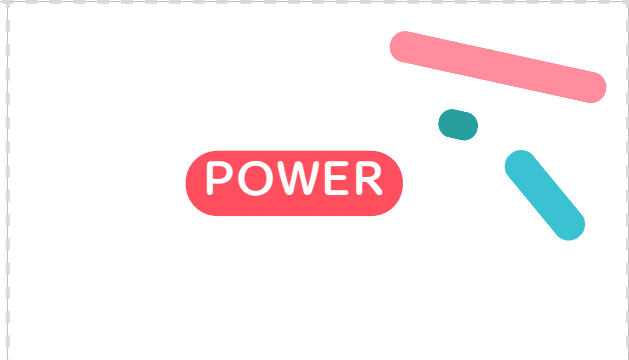
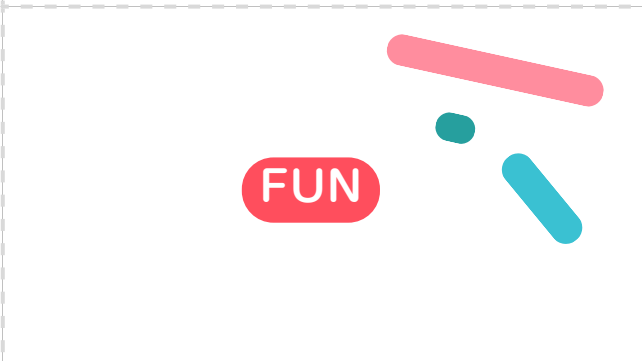
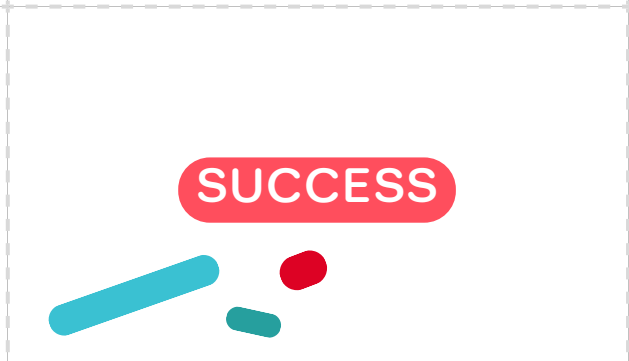

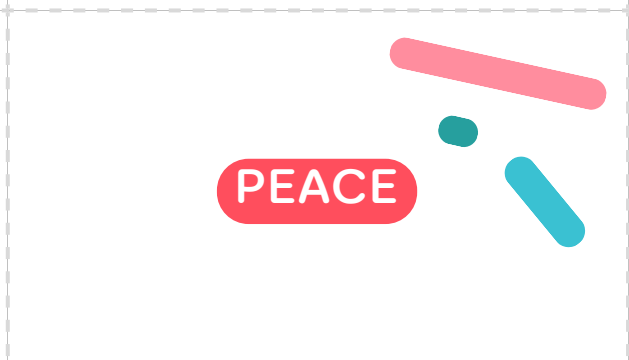
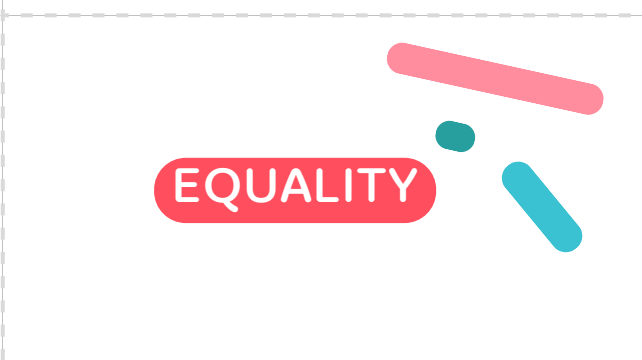

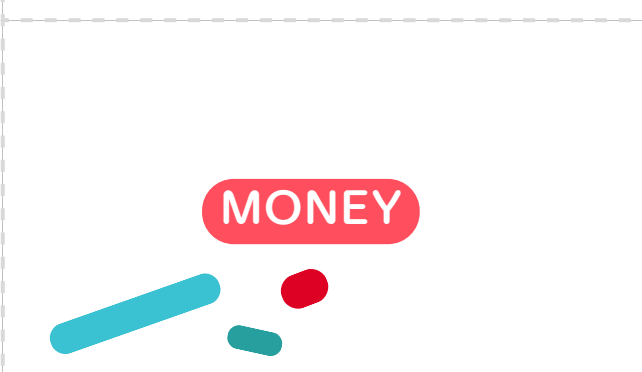
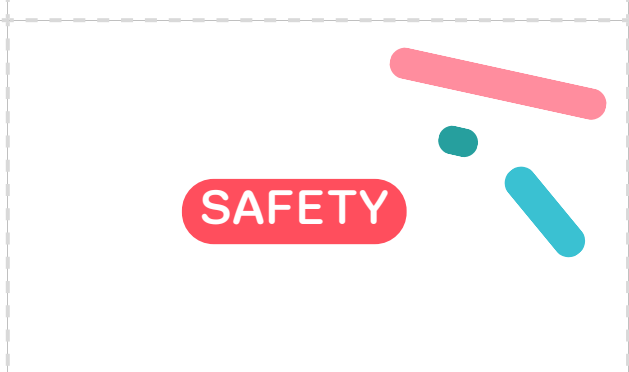
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# Values handout

 <p><b>FREEDOM</b></p> <p>Decorative elements: teal bar, teal bar, red dot, teal bar</p>	 <p><b>POWER</b></p> <p>Decorative elements: pink bar, teal dot, teal bar</p>
 <p><b>FUN</b></p> <p>Decorative elements: pink bar, teal dot, teal bar</p>	 <p><b>SUCCESS</b></p> <p>Decorative elements: teal bar, teal bar, red dot, teal bar</p>
 <p><b>COOPERATION</b></p> <p>Decorative elements: teal bar, teal bar, red dot, teal bar</p>	 <p><b>PEACE</b></p> <p>Decorative elements: pink bar, teal dot, teal bar</p>
 <p><b>EQUALITY</b></p> <p>Decorative elements: pink bar, teal dot, teal bar</p>	 <p><b>SUPPORT</b></p> <p>Decorative elements: teal bar, teal bar, red dot, teal bar</p>
 <p><b>MONEY</b></p> <p>Decorative elements: teal bar, teal bar, red dot, teal bar</p>	 <p><b>SAFETY</b></p> <p>Decorative elements: pink bar, teal dot, teal bar</p>



# TEAMBUILDING & GROUP DYNAMICS

## “Peanut Butter & Jelly”

### Objectives

To practise teamwork and non-verbal communication.  
To create a positive atmosphere in a group of participants.  
To get to know more about one another.



30 minutes



Any



Little

### Overview

Peanut Butter & Jelly is an easy activity that invites participants to communicate and solve a riddle finding pairs for everyone in the group and then learning more about one another.

### Materials

- Image cards for each participant
- Tape

### Step by step instructions

- 1 Double check that you have all the needed materials. Put the chairs according to the number of learners.
- 2 In the beginning only tell that each one will get a card taped on their back and they should not tell each other what they see on each other's backs.
- 3 Invite participants to form a line and stick one card to the back of each participant.
- 4 Once all participants have a card, invite them to find their pairs or trios by asking each other questions that can be answered by either “yes” or “no”. The aim is to guess your card and make sure that everyone in the group belongs to some pair.
- 5 Once they find each other, have them sit down, check if they know each other's images, hand them a paper & some pens and draw at least 5 non-obvious things they have in common while the rest of the team continues. And if they finish first, they can try to get to know more common things (10, 15 or even more).
- 6 Once everyone finds a pair and 5 common things, invite them to share in the circle some common things they found with each other that were surprising.

## Debriefing

### ! Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How do you feel about this game/exercise?
2. How did you manage to find your pair?
3. What questions did you ask to find a pair fast?
4. What did you learn about your teammates?
5. What would you do differently/the same if you would repeat such an activity in the future?

## Possible adaptations and variations

If in the group you have visually impaired persons, invite them to ask yes/no questions and if possible provide an assistant who can tell them what cards others have.

If you have participants with hearing impairment you can adapt the game to become a faster puzzle and drop the question rule and make it non-verbal instead. This is equally interesting for groups without persons with hearing impairment as well.

Feel free to include other possible pairs, which are easy to understand for people with visual impairment. e.g. King - Queen, towel - shower gel, door-window.

### Comments from the practice field

*A very good exercise, especially because of the taped cards on the backs. This created interest to communicate with some other young people with whom they usually don't. Very good and creative.*

### NOTES AND REFLECTIONS

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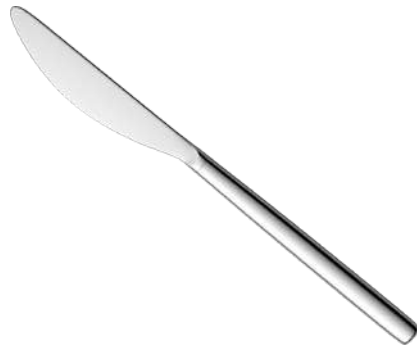
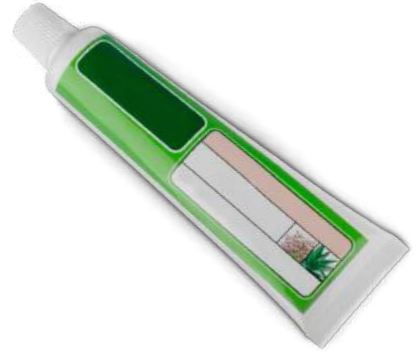
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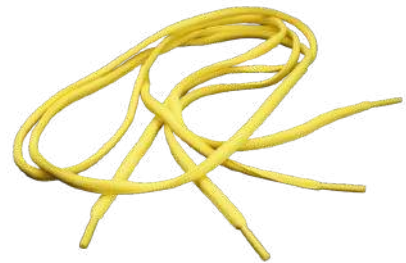
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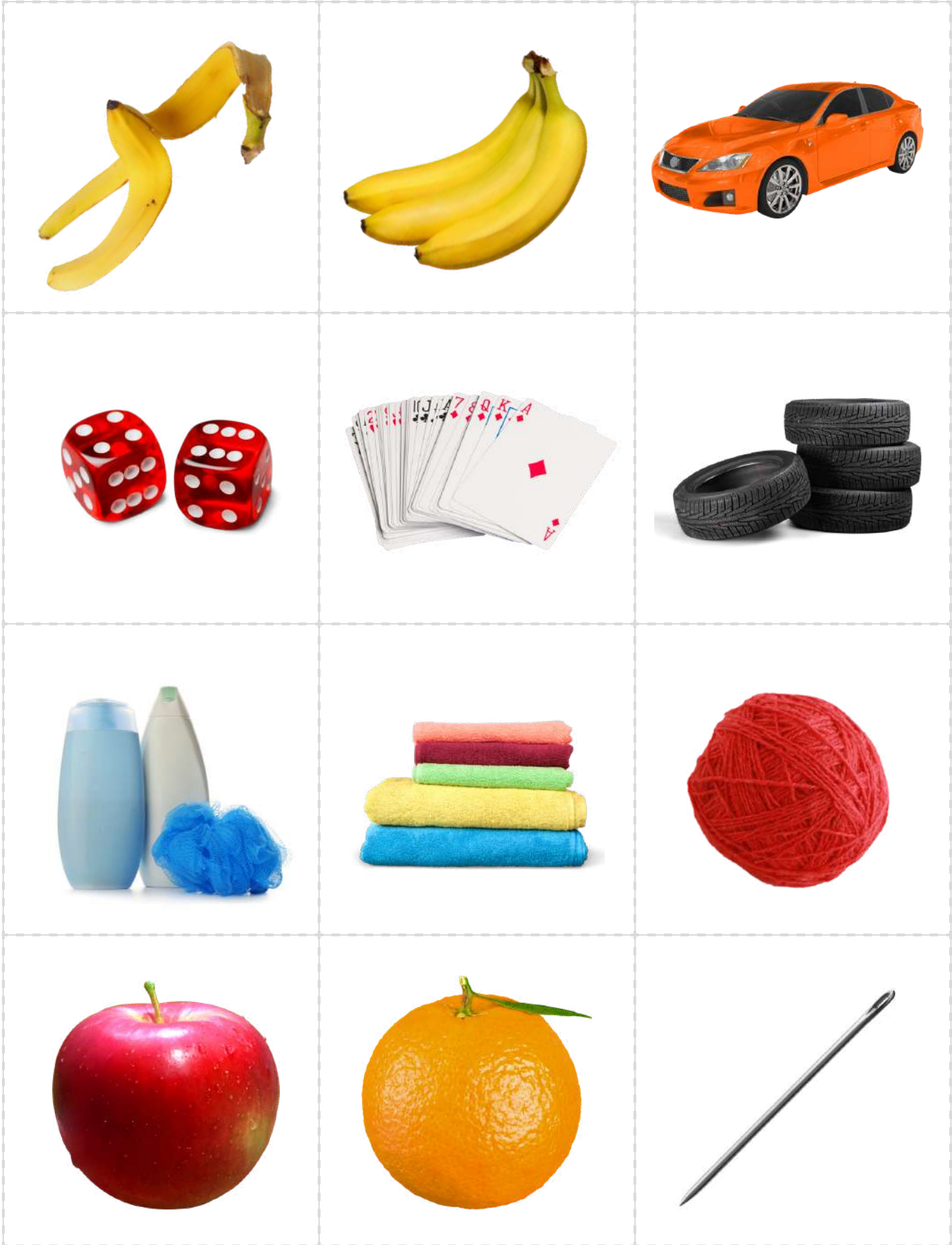
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# TEAMBUILDING & GROUP DYNAMICS

## “20-Min Challenge”

### Objectives

To build positive connections within the group.  
To identify interests and talents of the group members.  
To generate positive emotions from group achievements.



45 minutes



Any



Little

### Overview

20-Min Challenge is a simple team-building activity that invites the group to work together and build connections.

### Materials

- Handout with challenges.
- Projector with a countdown timer.
- Any materials needed for the implementation of challenges.

### Step by step instructions

- 1 Double check that you have all the needed materials.
- 2 Introduce to the group that they are invited to play a team-building activity where they need to really work together.
- 3 Tell the group that they will receive a common challenge list and they have to fulfil as many missions as possible in 20 minutes.
- 4 Make sure to mention that every participant has to be involved in the process and that you will check that.
- 5 Appoint one participant to be the challenge checker and give them the list of challenges.
- 6 Announce the beginning of the challenge and start the countdown timer.
- 7 Once the time runs out, invite participants to stop any activity they are engaged in and join the circle.
- 8 Invite the group to share how many & which missions they managed to fulfil.
- 9 Proceed to the debriefing.

## Debriefing

### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did it feel to work together on this list of missions?
2. How do you evaluate the process of your work?
3. How satisfied are you with the result?
4. What can you do to improve participation of everyone in the challenge?
5. What conclusion can you make from this experience?

## Possible adaptations and variations

Feel free to adapt the missions to fit the constellation of the group better (add higher energy missions, take out some missions you assess as inappropriate for the particular group).

## Tips for facilitators

- In some groups, you can give a lot of different, at first glance, inappropriate material. It awakens creativity and surprising solutions.
- Adapt the missions according to your educational setting (e.g. at school create thematic missions in academic subjects).

## Comments from the practice field

*Good as an active game. Yet, some of the tasks were too hard or seemed too long for the task. Needs to adjust to age groups, younger kids smaller tasks, older kids longer, creative tasks.*

## NOTES AND REFLECTIONS

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## Instructions to read aloud

*Dear team!*

*You have 20 minutes to complete as many challenges as you can. Remember that it is important to complete these challenges as a group and make sure everyone feels involved, contributing and as part of a team.*

*Challenges can be completed in any order but once a challenge is complete it needs to be ticked off on this sheet. Good luck! The timer starts NOW.*

Mission	Responsible(s)	Complete
Find out if someone has a birthday this week		<input type="checkbox"/>
Take a funny group selfie		<input type="checkbox"/>
Create a logo for this group		<input type="checkbox"/>
Create a soundtrack for this group		<input type="checkbox"/>
Come up with a ritual when something is achieved by the group		<input type="checkbox"/>
Play a short game with the whole group		<input type="checkbox"/>
Get to know what is the most common country that is desired to be visited in this group		<input type="checkbox"/>
Make this room cosier for this group		<input type="checkbox"/>
Create a little gift that you can give to someone today		<input type="checkbox"/>
Learn something new as a whole group.		<input type="checkbox"/>
Define what keyword represents good teamwork for each member of the group		<input type="checkbox"/>
Create a social media post sharing a what is happening in this exercise		<input type="checkbox"/>
Draw a portrait of 3 people from the group		<input type="checkbox"/>
Create a list of agreements that can be followed by everyone to make the group atmosphere keep being great		<input type="checkbox"/>
Come up with a list of useful websites, apps, digital tools for collaborating in teams		<input type="checkbox"/>
Make a 2 minute meditation pause with the whole group		<input type="checkbox"/>
Make a list of energizers that can be played by the group		<input type="checkbox"/>
Come up with your own challenge that will include everyone and complete it		<input type="checkbox"/>
Come up with your own challenge that will include everyone and complete it		<input type="checkbox"/>
Come up with your own challenge that will include 5 people and complete it		<input type="checkbox"/>



# TEAMBUILDING & GROUP DYNAMICS

## “Secret Agents”

### Objectives

To foster getting to know each other in a group.  
To create a positive atmosphere within a group of participants.



**Variable**  
(From several hours to 1 day)



**Any**



**Little**

### Overview

‘Secret Agents’ is a simple group building activity where participants are invited to fulfil secret tasks that help the group to learn about one another.

### Materials

- One mission card/participant

### Step by step instructions

- 1 Double check that you have all the needed materials.
- 2 Tell the group that each one will receive a secret task and become secret agents for the duration of the exercise (your choice).
- 3 Make sure to mention that they are not allowed to share their task with anyone from the group and when they fulfil the task they should also not share it with anyone. Invite participants to ask clarifying questions to the facilitator in private if something about their mission is not clear.
- 4 Distribute one task card per participant.
- 5 Invite participants to fulfil their tasks in secret until the set deadline (before the evening, by the end of the day, by the next day’s session...).
- 6 Invite participants to write down, remember or draw the reactions of people when they completed their mission.
- 7 Once the deadline has passed, invite participants to share their task & outcome as well as share a short story how the task was achieved.

## Debriefing

### ! Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did it feel to fulfil a secret task?
2. What was the reaction of others?
3. What did you learn about the group?

## Possible adaptations and variations

If in the group you have a visually impaired person, read their task to them in private. It is also possible to form pairs (or groups of 3) for each mission, if this would increase the participation of all.

### Comments from the practice field

*Young people over 15 had a hard time remembering not to share a task.*

*It is important to choose for a mixed-ability group the duration of the exercise. Children with intellectual difficulties did not remember reactions after a day already.*

### NOTES AND REFLECTIONS

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Give a long compliment to someone's hair style	Get to know hobbies of at least 5 people in the group	Get to know dream destinations of 4 people in the group
Invite someone from the group to discover the surroundings	Get to know the favourite music bands of at least 3 people in the group	Create a present for someone from the group
Convince someone to dance with you during first break	In a conversation with someone learn a peculiar tradition from their place (that you didn't know about) and be ready to share it when we reveal the secret missions	From another person get to know a recipe for a favourite dish that you didn't know before
Recite a poem to 2 people during free time	Get to know favourite art forms of at least 3 people in the group	Tell a funny childhood story to a group of at least 3 people
Get to know spirit animals of 3 people in the group	Get to know 5 interesting facts about 1 person of your choice in the group	Get to know how many languages can be spoken by the whole group (even just a little bit)
Propose to do something fun with the whole group	Get to know from 3 people family items or artefacts that represent their culture and identity	Make a list of favourite school subjects of the whole group



# MENTAL HEALTH

## “Sculpture of Feeling”

### Objectives

To provide space for reflecting on personal feelings.  
To share personal feelings.



20 minutes



Any



Little

### Overview

In “sculpture of feeling” participants individually create still images of their feelings & emotions to share with a group. This activity supports exploring feelings and finding reasons and consequences for these.

### Materials

- (Optional) visual list of feelings available (Feeling Wheel)

### Step by step instructions

- 1 Introduce the activity and connect it to the context of the session.
- 2 Introduce the Feeling Wheel and discuss together with the group different feelings, what causes them and practice miming, posturing or mimicking these feelings.
- 3 Once the group is comfortable, ask the participants to think about a recent feeling they have felt (or are feeling now after a certain exercise or before the end of the day/activity or anything relevant). Give a minute for that.
- 4 Once the group is ready ask half of the group to close their eyes and make a pose that represents that feeling well. Remind participants that they can use not only their bodies but also face expressions.
- 5 Ask the second part of the group to stand in front of one of the sculptures (not invading personal space of the sculpture) and describe what they see, giving ideas of what feeling is represented here and interpretations of reasons for it.

- 6 After a few minutes ask participants to switch roles with the other part of the group now becoming sculptures.
- 7 Once the second round of descriptions is finished invite the group to join the circle and discuss the sculptures.

## Debriefing

### ! Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did it feel to represent emotions through your body?
2. How did it feel to hear interpretations of your pose by others? Was it accurate?
3. Is it important to express feelings? What are the reasons for that?
4. What reasons made you choose this feeling?
5. How do you most often express feelings?
6. What can we do to express feelings and be better understood by others?

## Possible adaptations and variations

If there is a visually impaired participant and the group is comfortable with one another, invite the visually impaired person to touch the “sculpture”.

## Tips for facilitators

The activity can be emotional if the group builds up strong feelings or the questions raised are very personal. Before starting the activity set the mood with calm music and a relaxing mini-game or anything. We advise the exercise to be used when you feel that the group is comfortable with one another.

### Comments from the practice field

*There was a participant in the group who was almost fully immobilised. Since he could not be part of one of the groups and then change, we introduced the numbering of sculptures for him and he wrote down his guesses for both groups under the numbers and commented on his conclusions.*

*It turned out to be important before starting to discuss how close the people viewing it can approach the sculpture, so as not to violate personal space, since some sculptures were with their eyes closed or in “vulnerable” poses.*



@AVANMUIJEN

Image by Abby VanMuijen  
 (<https://www.avanmuijen.com/>)



# MENTAL HEALTH

## “Letter to Oneself”

### Objectives

To provide space for reflection on personal goals and priorities.  
To declutter the mind and find motivation for action.  
To encourage personal growth.



45 minutes



Any



Little

### Overview

In “letter to oneself” participants individually create a motivating letter that they will read once a specific period comes to an end (training week, semester, year, camp or even a longer period).

### Materials

- Papers
- Envelopes
- Markers/pens
- (Optional) typing device
- (Optional) audio recording device

### Step by step instructions

- 1 Check if you have all materials available and choose appropriate guided questions for the group, write them down on a flipchart.
- 2 Ask participants if they have ever received or have written a letter/postcard to anyone. Ask how that makes them feel and if they have ever thought of sending one to themselves. Ask and show where the address(es) are written on a postcard or envelope.
- 3 Introduce the activity being an individual one, where each participant will have a chance to write a letter to themselves that will return to them within a set timeframe (identify the timeframe). Let them know that they can write/type/narrate in any language.
- 4 Invite the participants to think about where they are currently in their life journey and how they feel about it (e.g. how is it for you to be in 8th grade now, what do you like about how everything is and what you would like to change?). Invite them to share a few answers if they feel like it.
- 5 Introduce different possible ways of completing the activity according to the group (audio recording, typing, writing).



- 6 Introduce the guided questions and invite participants to find a comfortable space in the area and dedicate about 30 minutes to writing.
- 7 Remind participants when there is 5 minutes left.
- 8 Once the time is up, gather the group to share a few impressions of the activity. Gather the envelopes and invite those who typed or recorded their messages to attach their messages to emails and schedule them to a certain date.

## Debriefing

### Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did you feel about this activity?
2. How did it feel to reflect about your current life point?
3. Was it difficult at any point? To start? To finish?
4. Do you think it is important to pause and write about personal goals and plans? Which are the reasons for that?
5. Do you take time for yourself to reflect? When and how do you organise this?

## Possible adaptations and variations

If there is a visually impaired participant you can invite them to record an audio message to oneself instead.

If there are participants who struggle with writing you can use a scheduled email or futureme.org service to type in the message and select when it will be sent. Alternatively, the writing can be replaced by making a drawing.

## Tips for facilitators

- As an introduction and mental preparation, the exercise 'Bicycle and more' can be beneficial.
- The activity can be emotional if the group builds up strong feelings. Before starting the activity set the mood with calm music and a relaxing mini-game or similar. It could be beneficial to formulate some leading questions depending on the topic chosen which supports them to navigate the situation.
- We advise the exercise to be used when you feel that the group is comfortable to take personal time and space. Make sure that everyone knows that their 'Letter to oneself' will be private and no one else will be reading/listening to it.



## HANDOUT

### Guided Questions for the Letter to Oneself

**For a short period between writing and sending (few weeks or months):**

- What is it that you want to achieve in the next few months?
- How will it make you feel when you achieve your goal?
- How are you planning to achieve it?
- Is there anything that you are doubting about at the moment?
- Who can you reach out to for support?
- What do you need to do first to achieve your current goals?
- What will you do today to make your goal closer?
- What will you do this week to help you achieve your goal?
- What do you want to wish for your 'future you'?

**For a long period between writing & sending (few years):**

- What is it that you are proud of the most about your current achievements?
- What do you want to achieve in the next 3-5 years?
- What is the most important of these goals?
- How will it make you feel when you achieve this?
- How are you planning to achieve it?
- Is there anything that you are doubting about at the moment?
- Who can you reach out to for support?
- What do you need to do first to achieve your current goals?
- What will you do today to make your goal closer?
- What will you do this week to help you achieve your goal?
- What do you want to wish for your 'future you'?





# MENTAL HEALTH

## “A bicycle and more”

### Objectives

To share how you see your place and role in the group.  
To understand how others place themselves in the group.  
To create a safe space for sharing feelings.



**60-90 minutes**  
Depending on the  
size of the group



**5-25**



**Little**

### Overview

In this exercise an image of a bicycle is used to represent the group. Each participant is invited to identify with a part of the bicycle.

### Materials

- Printed image of the bicycle (A4 format) for each group.
- Colouring pencils for each group.

### Step by step instructions

- 1** Double check that you have all the needed materials, that the setting is foreseen to run the activity smoothly.
- 2** Divide the group in smaller groups with an equal number of people (ideally 4 to 5). Give each group an A4 printout of the bicycle and colouring pencils.  
  
Tell the groups they have to imagine that the bicycle represents the whole group. Equally as every piece in the bicycle has an important function for the bicycle to function well, so does everyone in the group has as well. Tell that each one has to imagine themselves as being a part of this bicycle and identify that on the A4 image they have.
- 3**
- 4** Within each smaller group, everyone shares with each other the reason they identify with a bicycle part. Tell everyone that after 10 minutes, you will all sit together and we will hear the story of each one. BUT: each one needs to explain the story of another person in their subgroup.

*(Continues in the next page)*

- 5 In the plenary -ideally around a bigger image of the bicycle- everyone shows and explains the chosen bicycle part of a colleague.
- 6 Tell that the second part will start, and for this new groups will be formed. To do this, each sub group gives numbers from 1 to 5 to their members. Then all numbers 1 from all the different groups form a new group, same for number 2, etc.
- 7 This time, each group gets an image of a Smartphone. A very similar task, but this time it is not about a technical part of the Smartphone. "If this entire group was a cell phone, which software programme would you be?". Give some examples: "I would be the wake up function because ..." or "I would be the online game app because...".
- 8 Repeat steps 4 and 5.
- 9 Start a short debriefing.

## Debriefing

### ! Disclaimer

These are some suggested questions and order. However we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions.

1. How did it feel to identify with a bicycle element?
2. How did it feel to identify with a software application?
3. Was it rather easy or rather difficult to explain the choice of your colleague to all? What made it so?
4. Did anyone discover something new about themselves?
5. What do you think of this exercise?
6. What can we do to improve our living and working together as a group?

## Possible adaptations and variations

If neither a bicycle or a Smartphone are a right entrance for your group, choose another object which has multiple dimensions and objects (e.g. a laboratory, a TV remote control, or simply the youth centre infrastructure).

There are different levels which can be approached using the bicycle metaphor:

- *With which bicycle part do you identify yourself?*
- *With which bicycle part would you like to be identified?*
- *With which bicycle part do you believe that others identify you?*

## Tips for facilitators

- A real bicycle can be used instead of a drawing. In this case, participants can mark the piece they identify with by using tape with their name on it.
- When someone explains the story of a colleague, this is most of the time not entirely the 'correct story'. Be aware that some people will like or need to react and correct. If relevant, make space and time for this, but be aware that then everyone will have this right.
- If the bicycle has given the desired results, there is no need to do the 'smartphone' part. Alternatively, if you believe it is better to start with the smartphone, please do so.
- Be aware that some supporting questions can be very sensitive, e.g. Which part would you like to be? This would lead to answers and an exercise flow that goes beyond the objectives and complexity of this exercise. Very powerful though, but if not well prepared, this might lead you towards therapy rather than education.
- It is beneficial to give a concrete example at the start. E.g. "I feel like I am the saddle because in this group I..."
- This exercise can also be used as part of a debriefing of an exercise.

## Comments from the practice field

*We tried with a mixed-ability group of youth workers - a very good exercise.*

*We tried it in a group of young people, where there were young people with mild mental retardation and cerebral palsy - it didn't work, the instructions and sequence of actions were too complicated.*

*We used a colleague's Diversity Day poster. This was useful for those who do not ride a bicycle or cannot immediately figure out what parts a bicycle has.*

## NOTES AND REFLECTIONS

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# POINTERS ALONE ARE NOT YET A WATCH



Example of alternative images to use



**EVERY TEAM MEMBER COUNTS!**

[mitmekesisus.ee](http://mitmekesisus.ee)  
[#mitmekesisus](https://twitter.com/mitmekesisus)





# 3 DEBRIEFING: MAKING LEARNING CONSCIOUS

## A debriefing is the final touch

As educators, our final aim is to stimulate and support learning, and this for all the young people we accompany. In this mixed-ability tool manual we propose to use different game-based learning exercises, and we apply several gamification techniques in our set-up.

This with the intention to create a different –and particularly accessible and enjoyable- learning environment for all. However, one of the possible dangers of this approach is that the shape can take over the content. In other words, the fun and playful elements overtake the intended learning dimension.

In our experience (including our personal and professional educational path), the uncertainty and lack of experience in organising well thought through and effective debriefings can lead to the dismissal of this essential part in the learning process. Very often time flies by in the excitement of the gamified exercise, and we find ourselves constrained by time when the debriefing phase is to start. Assuming that the learning within the activity is clear enough for everyone and ignoring the debriefing is not advised.

In this chapter, we explore together how to organise such a debriefing, and this in different possible ways. Firstly however, let's clarify some terminology: many among us have the tendency to confuse the evaluation of an activity with a debriefing.

## An evaluation, a reflection or a debriefing?

All these concepts are different. Within the project IncED, we define these in the following perspective:



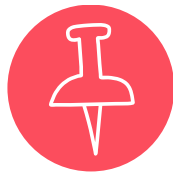
### Reflection

This is the process in which you review/think about/look back upon an experience and your part in that, in order to learn from that. It is an analysis of our experience and explores how we can make changes based on our mistakes, continue what is successful and enrich our knowledge, practice or attitudes. It's a search to understand yourself/others and our behaviours.



### Evaluation

This is the process of making a judgement about an experience or a person/group, compared to previously set objectives. It is a verification of accomplishment and success according to your set indicators. It's the analysis of the performance with the goal to improve it.



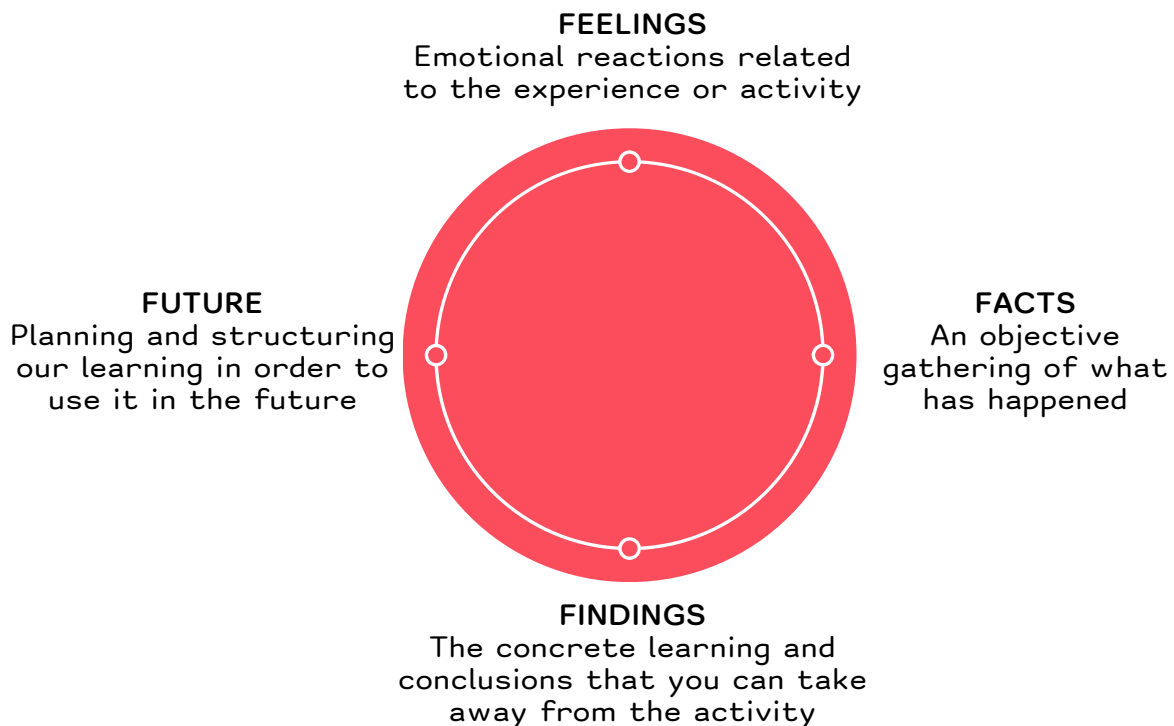
### Debriefing

This is an organised and structured process of reflection, which can happen individually, with peers or in bigger groups.

All of the above can be done on individual level (e.g. one to one) or in groups.

## Organising a debriefing

We follow the 4 basic stages based on the model by Roger Greenaway, called the “4F model”:





## Feelings

During this first phase, we explore emotions and feelings. We consider this a very important part of the debriefing, as it allows each person to express how the activity or experience has a personal and emotional impact. This phase allows all the players/learners to express their emotions, and create a first impression/layer to analyse later during the facts and findings. Giving enough time for this phase gives people the emotional space to differentiate subjective and objective views on the facts.

Important: Even though you may have implemented a simulation activity (role-play or similar exercise where the participants deal with a fictional scenario), the emotions and feelings are real, and they need to be discussed and respected.

## Facts

In this second phase we explore together 'hard facts'. During an activity, many different actions can happen and this is the moment to clarify this for everyone, so the group has a broader view of all the different elements and actions that happened. This is the time when we practise 'objective reporting' without judgmental or opinionated biases. It is exciting to see if we all agree on these facts. We do not explore the 'how' or 'for which reasons', that's something we keep for the 'Findings'. This, however, is a good moment for 'demystification' of the exercise e.g. in case there were hidden rules'.

## Findings

After the Feelings and the Facts, we start 'investigating' and interpreting the situation. We explore the reasons why some things were said or remained unspoken, reasons for actions taken or not. The main questions to explore in this phase refer to 'how' and 'for what reasons'. A kind reminder: we advise you to limit direct 'why' questions, since they often provoke a defensive response and lead to justifying replies. It's also at this stage that the learning outcomes start to emerge, so the participants become aware of the intentions of the exercise(s).

## Future

Looking at the future and deciding which findings/learnings we want to take along with us, and how we will apply this in our future life. We consider this a very important phase in the debriefing, as it links directly to the original purpose of the activity/experience in the first place.

Following the previously mentioned '4F model', we suggest the following questions in below order as a possible guideline. However, every activity and exercise in this manual has a tailored debriefing question list included.

### **FEELINGS**

How did you feel during the activity?  
How do you feel after the activity?  
What do you think about the activity?

### **THE ACTIVITY**

What happened (in general terms)  
What did you do?  
How did you achieve the objective (or not)?

### **REMEMBER**

What will you remember?  
What made you remember something?

### **RELATION REALITY – ACTIVITY**

What was this activity about?  
Do you find similar situations in real life (your life)?  
Do these things happen in reality?

### **WHAT IF**

If ... (give an activity element) was changed?  
If ... you would play it again?

### **WHAT'S NEXT**

What would you change in reality?  
Which concrete activities are you inspired to take now?

## A few tips while organising a debriefing

- Remember that the players are sharing personal impressions and experiences. There is no need to all agree on the same.
- If something is too heavy or big to handle during the debriefing phase, agree to put it on the agenda for another time.
- Silence is not a 'bad' thing, it allows everyone to think and reflect.
- Share and agree with the group how much time the debriefing will last. This promotes patience for some, as 'being more to the point' for others.
- Summarise and paraphrase regularly to make sure everyone has understood the same. Use sentences as 'Is my understanding correct that ...' or 'Can we conclude that ...'.
- It's ok to be wrong. Don't hesitate to share with the group if you believe you made a mistake. It contributes to transparency and an open atmosphere.
- Ensure that everyone can see and hear everyone (e.g. a circle setting). This contributes to the participation of each one.
- To avoid someone going straight to conclusions at the start of the debriefing, it is good to explain the different steps in the debriefing. After the group gets used to this order, debriefings become smooth and fruitful.

Find below a few links where you can find other qualitative materials: swiftly free download and print or simply order:

**The Heart of Reflection** [theheartofreflection.com](http://theheartofreflection.com)

Here you can download for free the three different reflection tools, video tutorials and a facilitator manual (materials available in 6 different languages):

- Self-reflection: map for yourself goals, competences, learning objectives and feelings. Every card set is accompanied with supportive question cards.
- Peer and small group reflections: the same materials as for self-reflection, but here added a reflection map.
- Group reflections and debriefing: a map and guiding debriefing cards create a rich debriefing process.

**Pip Wilson and the Blob Tree** [www.pipwilson.com](http://www.pipwilson.com) | [www.blobtree.com](http://www.blobtree.com)

On this website you can download and/or order 'Blob images'. They are excellent to reflect, evaluate and debrief any activity.

A 'Blob' is an image of a person, neither young neither old, neither female nor male and outside of any culture. They are timeless.

**Dixit cards** [www.libellud.com](http://www.libellud.com)

These cards form a board game, but are excellent material to use for reflections and debriefings. Dixit is a deck of cards illustrated with dreamlike images. Learners can choose one or more cards to explore different questions of a debriefing. The images support verbalising the answers.



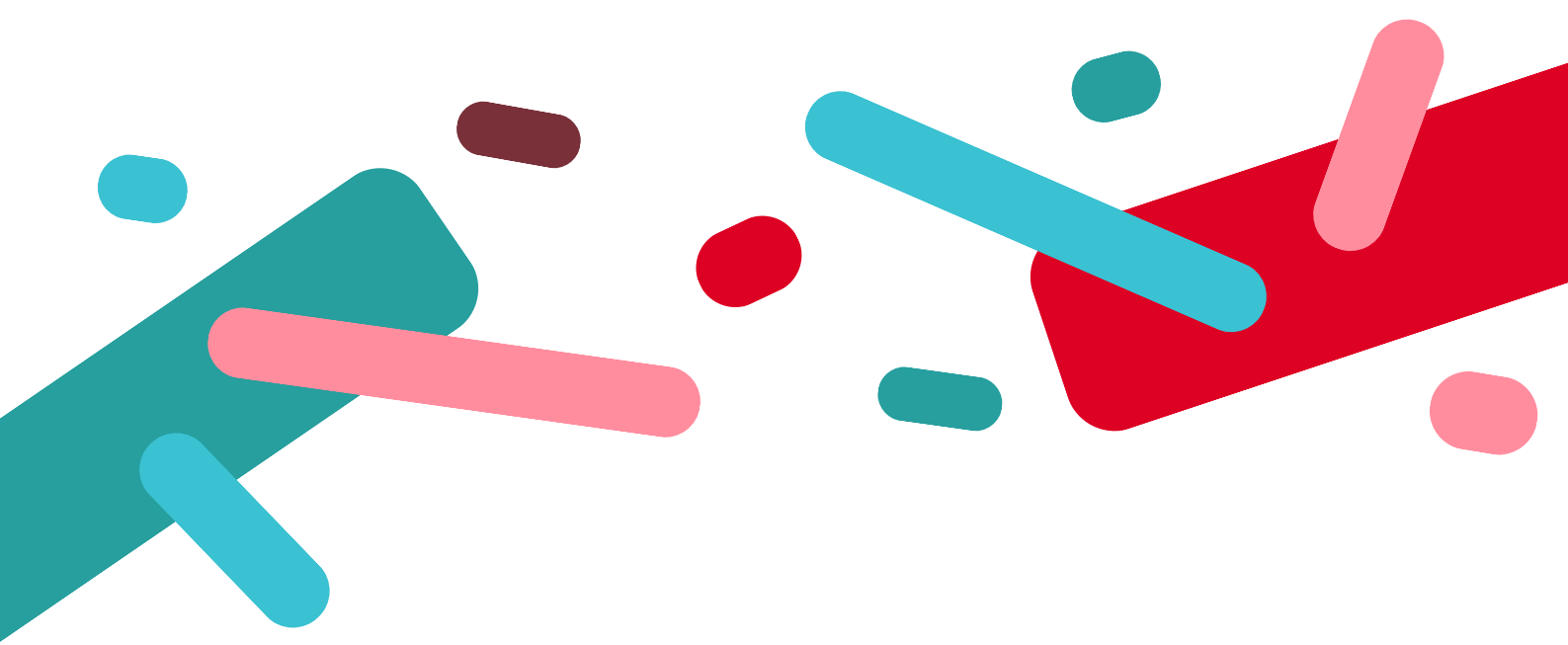
# 4 GET TO KNOW OUR INCLUSIVE MANUAL

This Toolkit is complementary to the 'Un-Manual' which gives a rich background context for working with mixed ability groups.

You can find this publication through the below link/QR code.



[inced.vivereekool.ee](https://inced.vivereekool.ee)

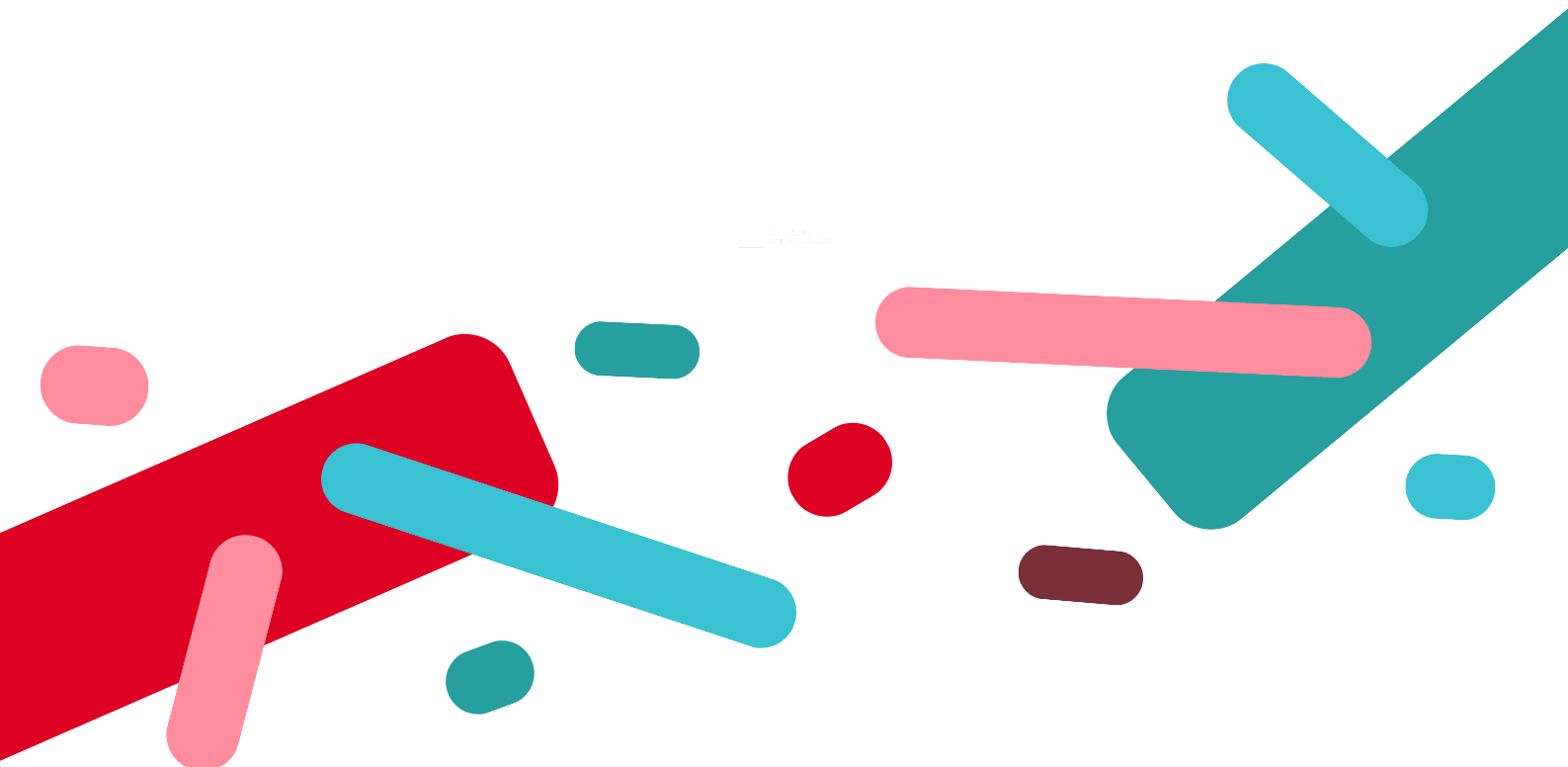




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Inclusive Education

## Educational TOOLBOX



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