



"Sport & Art for key competences improvement of marginalised young people"

Introduction

Dear colleagues and friends,

The Trainer's Toolbox "Development of Key Competences through Sport & Art activities" offers a collection of training units on social integration model for marginalised young people using non-formal education tools, developed by youth workers from Bulgaria, Germany, Poland, and Spain.

The approaches of Education Through Sport (ETS) and art education bring added value to the youth education sector of the Erasmus+ Programme, as previously they were mainly applied in school and VET education. They are fully part of the lifelong learning process, which could achieve an impact on the development of a knowledge-based society by enabling young citizens to improve their knowledge, skills, and attitudes.

The developed Training Toolbox intends to assist both experienced and future youth workers in acquiring knowledge on how sport & art activities could develop better communication skills, social and key competences, sense of initiative and improve the coexistence and learning to learn process. In addition to that, it offers advice on how to work with vulnerable groups and provides fresh ideas for workshops in multicultural environment. The activities follow participatory approach, enhancing critical thinking and empowerment of marginalised youth from different cultures and backgrounds.

The Toolbox offers a set of training units, including games, exercises, video tutorials, tips for facilitators, and recommendations for additional resources to be used, available in 5 languages.

The following topics are covered:

- Sensory Labyrinth Theatre methodology - relationship between body memory, sensorial languages and theatrical creation.
- Sport techniques and movement as tools for learning.
- Creative educational methods in social work.
- Self-Care Tools for youth workers.

We really hope that the materials will be useful for your daily work and practice.

Enjoy the education through sport & art process!

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UNIT	Sensory Labyrinth Theatre methodology-relationship between body memory, sensorial languages and theatrical creation. (DE)
<p>Introducing (Presentation of the unit and the theme)</p>	<p><i>“Theatre is a form of knowledge: it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it!” – Augusto Boal</i></p> <p>What is Theatre? The most basic form of theatre consists of the constellation; Person A plays the role of Person B and Person C is spectating. So, there is always a connection between the actor(s) and the spectator(s) that can have many different forms. Through this and by playing a certain role, the actor can not only show, but he can also teach, guide, talk, basically interact with the spectator(s).</p> <p>For the Sensitive Labyrinth Theatre (SLT) knowing and learning are central, with the leading question “How do you get to know the world?”</p> <p>We as humans have senses with which we can obtain information from the outer world that are then processed further into a perception. So as a participant in the SLT you are led to feel and think about how to deal with those steps from information into a perception or a feeling. In the context of SLT, to learn something means to take the risk and be surprised to allow your viewpoint and act of dealing to be shifted, to step out of the comfort of “knowing”. Learning becomes a quest, an action.</p> <p>One of the things the labyrinth does to people is challenge the roles they have in society. In fact, a participant in a labyrinth is an actor, as far as he/she is involved in the interaction in the different situational meetings. Ideally these meetings expand their notion of social and professional self and help the communication with the other. That is the reason this method could be very useful with groups in risk.</p> <p>The participants will be encouraged to become active in the local society by raising their social awareness through participative art.</p>
<p>Running time (Total duration)</p>	<p>120-150 Minutes</p>
<p>Methodology (Methods to use)</p>	<ul style="list-style-type: none"> • Ice-breakers – used in the beginning of the session aiming for participants to know each other, and to develop holistic complicity in the group. • Open-spaces – used to unblock creativity and inspire participants improvisation



	<ul style="list-style-type: none"> • Buzz groups – used when higher participation levels are required • Group works – used for concrete problem-solving tasks and can be facilitated. • Learning games – with special incidence at the beginning of the process to develop trust and interdependence within the group.
<p>Objectives (Targets, aims)</p>	<p>Young leaders, youth in disadvantaged situations</p> <ul style="list-style-type: none"> • Promoting dialogue and interaction between young leaders around a certain topic. • Promoting creative thinking and dialogue. • Learning how to motivate the youngsters to get active, and thus empower them to turn their ideas into real activities. • Be imaginative and creative, learning new skills.
<p>Materials required (Needs to be prepared)</p>	<p>blindfolds/ 2 spaces (interior and exterior)</p>
<p>Instructions (Steps to follow)</p>	<p>The especially important moment in the workshop is the beginning. And to invite the participants to sit in the circle is a possibility to provide elements as equality, safe, supportive and dialogue space. You can introduce yourself and explain what will happen during the workshop. It is important to create an atmosphere of respect and trust for the individual. Be aware of the verbal and body language that you use. In the next movement game is especially important for the participants to have fun, to start to be open and to be ready to learn something new. It is important for everyone to feel accepted.</p> <p>1. Warming up (10 min)</p> <p>In the warming-up phase, the main targets are to raise a group dynamic, to get the participants being more comfortable and relaxed, so they can “let them fall” more into the main exercises.</p> <p>1.a. Name Echo (5 min.)</p> <p>The participants stand in a circle. This gives the possibility to provide elements as equality, safe, supportive and dialogue space. The leader should introduce himself and explain what will happen during the workshop. After that the participants are asked to say their names one by one. Everyone shall go one step into the circle and say his name in the way he/she wants and do a certain movement. After that he/she steps back, and all the other participants echo their name back to them simultaneously in the manner and voice and movement in which they say it.</p> <p>1.b. Moving joints and body (5 min.)</p> <p>The group keeps standing in a circle. The leader asks everyone to stand still and to start moving only the index fingers of both hands up and down fast. After a reasonable time the group shall also start moving all fingers up and down, with the emphasis on that the rest of the body still is not allowed to be moved. With</p>



this task, gradually more and more parts of the body join the movement, so when a new part joins, the part before that doesn't stop its movement but keeps doing it. The order for the exercise is:

**index fingers – all fingers – hands – forearms –
whole arms – shoulders – neck/head – feet – whole
body**

In the end the participants should be moving all the parts of their body in a chaotic way.

After that for around a minute everyone is asked to stand again still, close their eyes, take a few deep breaths and feel their body.

This exercise gets the participants' bodies warm and helps them to get more comfortable in their being and behaviour, seeing how funny it is and looks like, to be moving like this.

2. Pass on an object (5 min.)

The group stands in a circle facing inwards. The leader describes and demonstrates what the task is. He starts by miming and forming an imaginary ball in front of him with his hands. After that he transforms this ball into a certain object and shows it by e.g. using it pantomimically. The person next to the right of him shall show when she/ he has understood what is it, by e.g. nodding. Then the leader passes the object, and the person is asked to first form a ball out of it (as kind of a baseline, so everybody knows that a new object is about to be shown) and after that transform it into an object, pass it to the next participant and so on.

This exercise can also be made without the baseline ball, so the participant that gets an object passed, is asked this time to use this object for showing his/her new one. But in our experience, this seems to be sometimes too confusing, so we recommend it with the baseline ball.

3. Instant sculptures (10 min.)

The group splits into smaller groups that work together. The trainer asks the groups to produce an image using all materials that they can find in the environment. There is no task about what or how it has to be shown. The groups are completely free to use everything they can find to create anything they want. In this exercise the leader should rush the people a bit so they are forced to act and create more spontaneously and are prevented from over-thinking.

After the time is over, all the groups walk from artwork to artwork and can talk or explain about what is shown.

This exercise shows the people the power but also the awe of the position of having the ultimate freedom for doing and creating anything you want. It can be at the same time the most simple and the most difficult task – similar to our lives.

4. Word image (15 min.)



The group splits into smaller groups of about 4 people who work together. The trainer prepares notes in advance for every group on which he writes down 5 different words. 3 of them are normal words and 2 are compound, e.g. living room, coffee mug, bookstore etc. The words can be completely different and from various topics. E.g. certain objects, feelings, emotions, nature phenomena, animals, abstract words, etc.

The groups are then given a few minutes to choose one of the first 3 words and to prepare an image of it, allowed to only use their bodies, gestures, and facial expressions. Then one by one the groups come into the front of the others and show their image. The other groups are asked to nod when they have found out what the shown image is and when every group has understood it, the next group can come to the front and show its image.

There are **two important rules** that should be emphasised a few times, so the exercise is more effective.

1. First, the participants are not allowed to talk. They can only communicate without words.
2. Second, the chosen word has to be shown as an image, a taken photograph. Movements or sounds are not allowed.

After every group has shown its images, a second round begins, where the groups shall show one of the compound words. For this there are two forms of doing the exercise: Either the rules are kept and an image has to be shown or the participants are given the new rule, that they are allowed to show 2 images, one for each word of the compound word. In between they can make a certain sound or movement, just so that the new word is about to be described. Depending on the compound words, the leader chooses, he can make the second round of this exercise this or this way.

This exercise really gets the whole group to stretch its imagination though care must be taken to make sure that the words are appropriate to the group.

The participants are given the situation to think of how to use their bodies, their facial expressions, and gestures, which raises body awareness and leads to a more reflected thinking about one's own facial and body appearance. Also, that talking is forbidden shows the people that communication can have many layers beyond words.

5. The plain mirror (15 min.) - For this exercise, music can be used.

Two lines of participants, each person looking directly into the eyes of the person facing them. Those in line A are the "subjects", the people, those in line B are the "images". The exercise begins. Each subject undertakes a series of movements and changes of expression, which his image must copy, right down to the smallest detail. The subject should not



be the enemy of his image – this exercise is not a competition, but a cooperation. The idea is not to make sharp movements which are impossible to follow, but to seek a perfect synchronisation of movement, so that the image may reproduce the subject's gesture as exactly as possible. The degree of accuracy and synchronisation should be such that an outside observer would not be able to tell who is leading and who is following. All movements should be slow (so the image may be able to reproduce and even anticipate the movement) and each one should follow naturally from the last. It is equally important that the participants are attentive to the smallest details of facial and body expressions.

After one round, the leader announces that the partners will swap roles. He gives a signal and at that moment the subjects and images change their roles, without stopping their movement and continuing it with the new roles.

The outside observer should not be able to perceive the change of roles, and this invisibility of change-over can be achieved if the synchronisation and imitation of actions are perfect.

6. Who said "Ah"? (blindfolded) (10 min.)

Everyone closes their eyes and wanders slowly and gently around the space. Talking or making sounds is not allowed. The leader who is not blindfolded designates by a soft touch on their head one person to say "Ah" loudly in any way they like. The rest of the group must work out who it was.

As a blindfolded exercise, the participants are taught to use their other senses to discover the world. With closed eyes you receive a whole new viewpoint on the world and your awareness for other information other than the visual is raised. By this you

7. Blind Journey (blindfolded) (20 min.) *Best if done Outdoors*

The participants are asked to work in pairs, preferably with partners that aren't from the same origin group. One person is blindfolded and the other takes them on a "journey" through the environment for about 10 minutes. The blindfolded person can also be led to e.g. listen to a certain sound, touch something, interact with other pairs, etc. The sighted partner always needs to take care of the blind one. After that partner switch roles.

Also, in this activity the participants aren't allowed to talk.

It is a silent exercise, so the participants can not obtain information by words or by seeing. They have to rely on the other sensual information that they actually always receive, but usually do not pay attention to. The environment can be "seen"



	<p>blindfolded in a much wider perspective and mindfulness is taught.</p> <p>7. Final Game: Finger Touch (5 min.)</p> <p>The whole group stands in a circle. The participants touch tip of their two neighbours' index fingers with their own index fingertips. Everyone in the group then tries to clap at the same time. Anyone can initiate the clap.</p> <p>It is important to emphasize that the target is not the clap as fast as you can or to make a certain movement before clapping to signalise the others that you want to clap. The exercise is about waiting a reasonable while and feeling the impulse, the energy of the group and to clap all together.</p>
<p>Evaluation (Questions for the participants)</p>	<p>After each exercise the participants should be given some moments to be able to say something and to evaluate and discuss. Because there are several exercises, we recommend evaluating after each one for a few minutes or as long as the group dynamic shows. After all exercises the group can then sit down in a big circle and talk about feelings, thoughts, emotions, recognitions, etc they had during the whole activity. Everyone should be given the chance to speak out for as long as he wants and the leader should also try to include also the people that tend to not talk so much. But no one should be forced to talk or to say something he/she doesn't want.</p> <p>There are several questions that can be discussed:</p> <ul style="list-style-type: none"> - Were you able to explore and develop your personal and cultural identities? - Raise awareness concerning key issues of today's society? - Can we say that this workshop promotes active citizenship and social skills? - What do you think about the sentence: Positive "strokes" are the best energy raisers of all? - What do you think about: <ul style="list-style-type: none"> - my relationship to me - my relationship to you - my relationship to my world?
<p>Recommendation for facilitators (What to be in your focus?)</p>	<p>Important:</p> <ul style="list-style-type: none"> ● For the activities you can choose Part2 or Part3, you can add some other games; you have to decide how many Minutes will be the Modul- 120 or 150; you can try it and decide on the final version!!! ● You, as a trainer should be experienced in facilitating communication and defining the culture of a group with a mixed background. ● Encourage and empower the young people to improve their social skills, to act on their role as active citizens of European society by fostering social awareness and inclusion through participative arts (more concrete-Sensory theatre method).



	<ul style="list-style-type: none">• You, as a trainer, could decide which activities to implement from all proposed, according to the profile of the participants and the specific target group.
<p>Bibliography (links, videomaterials, articles)</p>	<p>ANTONIN ARTAUD - The Theatre and its Double AUGUSTO BOAL - Theatre of the Oppressed AUGUSTO BOAL - Games for Actors and Non- Actors Theatr Fforwm Cymru 2007 - A toolkit to developing emotional intelligence; Just fun! Bernardi, R – Improvisation Starters https://www.youtube.com/watch?v=9MNSYc6G5Gk https://www.youtube.com/watch?v=j96a3CgNrJA https://www.youtube.com/watch?v=JVIS59VVXbc https://www.youtube.com/watch?v=2xFpSeoQBRs https://www.youtube.com/watch?v=N7oz366X0-8</p>



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UNIT	Sport techniques and movement as learning tools (ES)
<p>Introduction (Presentation of the unit and the theme)</p>	<p>Modern education proposes and implements new changes that enhance students' learning. One of these indispensable factors - based on new learning trends and dynamics - is movement.</p> <p>A brain that receives motor stimuli is equivalent to a mind in a learning attitude, ready to receive new knowledge and to remain balanced during the study day.</p> <p>Many previous generations were subjected to the rigidity of pedagogical practices that were not supported by any study. This, for the well-being of all, and thanks to scientific advances in health and kinetics, has changed in a revolutionary way, putting movement as the engine of learning, and providing the opportunity for holistic development involving the mind and body.</p> <p>Depending on the type of movement our body performs, it is controlled by some areas of the brain or others. Thus, the simplest movements will be carried out by the subcortical areas and the most complex ones will be carried out by the motor cortex.</p> <p>Incredible as it may seem, these are the same areas that are involved in the learning processes. Thus, if the movements have been worked on, acquired, internalised and automated correctly, this area will be free for other tasks, e.g. the process of acquiring reading or writing, can be carried out.</p> <p>But these are not the only areas involved in movement and learning; other areas such as the cerebellum, the vestibular system or the reticular activating system will influence aspects such as balance, coordination, posture, movement, spatial perception, memory and attention. Likewise, various areas of the frontal lobe, such as the prefrontal cortex and the dorsolateral areas, will intervene in both aspects, giving rise to problem solving, planning and sequencing of processes when doing or learning new things.</p> <p>Therefore, if physical education and movement were given the importance they deserve, we would facilitate the freeing of these brain areas for other higher level tasks such as reasoning, attention or language.</p> <p>This learning process is fundamental in working with young people with fewer opportunities, where sport and movement are essential to improve their social and physical skills and key competences.</p>
<p>Running time</p>	<p>60 minutes</p>



(Total duration)	
<p>Methodology (Methods to use)</p>	<p>The presentation of kinaesthetic movements should be gradual, from simple to complex, adjusting in volume, intensity and depth, in relation to intellectual maturity and sporting experiences.</p> <p>The teaching of skills can be seen as a chain of events. Vorbeugung von Müdigkeit, Förderung von Konzentration und Aufmerksamkeit.</p> <p>EXPLANATION: You choose the skill you are going to teach, identify what you want the young people to learn. Explain briefly, clearly and concisely the movement to be performed (you can use some tools or didactic support material).</p> <p>DEMONSTRATION: Find the most effective way to accommodate the participants, this step can be done at the same time as the explanation. There are two options: the demonstration of the movement can be done by the coach, or the teacher can decide who is best suited to do it.</p> <p>In the demonstration, the movement is presented in its entirety. Remember that explanations and demonstrations must be:</p> <ul style="list-style-type: none"> - simple - short - interesting - that they reach everyone in the best possible way. <p>CORRECTION: This is also called feedback because it is the immediate information that the participants receive, comparing the current performance with the desired one, remember that you have to be present and detect errors almost immediately. If necessary you can stop the work to explain something that is not understood, make sure that everything is clear before moving on to the next phase.</p> <p>REPEAT: The movement or skill taught is repeated over and over again, but remember that it will be done WITHOUT ERROR, as this will lead to mechanisation.</p>
<p>Objectives (Targets, aims)</p>	<ul style="list-style-type: none"> ● Facilitate the learning process and develop the ability to learn how to learn. ● Develop physical skills. ● Improving general well-being, self-confidence and self-esteem in disadvantaged young people.
<p>Materials required (Needs to be prepared)</p>	<p>One ball</p>
<p>Instructions (Steps to follow)</p>	<p>Check that the training area is safe and prepare the materials.</p> <p>1. Phase I (15 min)</p> <p>Explain to the participants what the session is about, the ground rules and boundaries.</p>



Check the physical condition of the pupils and possible injuries.

Start with a short warm-up (if you don't know the exercise, use the link which contains a video explaining the movement).

1. a. Tabata 5': jumping jacks

<https://www.youtube.com/watch?v=iSSAk4XCsRA>

1. b. Plancha (supporting arms and feet, raising the body)

<https://www.youtube.com/watch?v=pvIjsG5Svck>

1. c. Skipping on the spot (continuous movement of the feet by bringing knees and elbows together at the same time)

<https://www.youtube.com/watch?v=98Obs7ghKnU>

1. d. Squats (straight down like when you are going to sit on a chair)

<https://www.youtube.com/watch?v=VkIeU5WCdGU>

1. e. Bring Sally up song with squats (song to do a squat every time she says down she goes down and up she goes up on squat position always)

Song link: <https://www.youtube.com/watch?v=koMp3ei4xJw>

2. Phase II (30 Min.)

Relay training phase, where with one ball and two teams we will do a series of relays with our teammates until the first team reaches the finish line.

2. a. Exercise 1

Carry the ball to the goal by walking in a crouching position with the ball above the head, and return by frog jumping, all team members must pass. Therefore, depending on the number of participants, we can use one or two balls per team.

2. b. Exercise 2

Do 10 push-ups with one hand on the ball and the other on the ground, then go to the goal kicking the ball as if it were a football and return with the ball as if it were a basketball, always controlling the ball, until you get to give it to your partner and so on until everyone does it.

2. c. Exercise 3

Do 10 sit-ups touching the ball backwards and forwards in a butterfly shape, get up without touching the ground and go in the same way as before, kicking the ball as if it were a football ball and come back with the ball as if it were a basketball ball, until you get to give it to your partner and so on until everyone does it.

2. d. Exercise 4

In teams, all team members must carry the ball passing it to each other as if it were a volleyball until they reach the goal, and touch the opposite wall and return with it in the same way, if the ball falls they must start from the beginning.



	<p>3. Phase III (15 Min.)</p> <p>Return to calm, stretching and meditation.</p> <p>Feedback of the session with emphasis on the important points.</p>
<p>Evaluation (Questions for the participants)</p>	<p>Start by reviewing the activity. The following questions can be used:</p> <ul style="list-style-type: none">• Were the instructions for the session clear and did you understand how to do it?• Did you enjoy the session?• How have you dealt with the rules and limitations?• How did you feel when you found an exercise difficult?• What did you learn from this session?
<p>Recommendation for facilitators (What to be in your focus?)</p>	<p>All this requires a quasi-individual process as the coach is involved in assisting the learning process and therefore needs to handle basic concepts and principles of the learning process in relation to motor skills without underestimating the intellectual and emotional aspect.</p>
<p>Bibliography (links, videomaterials, articles)</p>	<p>MTRA. LOURDES OTERO VOLLRATH https://deporte.unam.mx/cecesd/investigacion/pdf/01.pdf</p> <p>Explanatory videos of exercises:</p> <ul style="list-style-type: none">• Jumping Jaks https://www.youtube.com/watch?v=iSSAk4XCsRA• Plancha: https://www.youtube.com/watch?v=pvIjsG5Svck• Skipping: https://www.youtube.com/watch?v=98Qbs7ghKnU• Squats: https://www.youtube.com/watch?v=VkJeU5WCdGU• Bring sally up song: https://www.youtube.com/watch?v=koMp3ei4xJw



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UNIT	Creative educational methods in social work (BG)
<p>Introducing (Presentation of the unit and the theme)</p>	<p>Social workers are required to make difficult decisions and to intervene to change and improve the circumstances of people's lives. They deal with a range of problems and work alongside colleagues in other professions to plan and implement programmes of care and support. They help people to cope and deal with ill health, isolation, poverty, disadvantage, racism and other forms of discrimination.</p> <p>They often work with people in times of crisis to support them and to help them take control of their lives and live more independently. The profession demands maturity and a high level of personal commitment and social workers need to be open-minded and prepared to examine and even change their own attitudes and possible prejudices. It is difficult and challenging work and social workers must have patience, determination and be both physically and emotionally resilient.</p> <p>Social workers play a key part in a network of services operating within the community, residential, hospital or health related settings. They specialise in areas such as: child and family-care, including child protection work, fostering and adoption; work with offenders or people with substance misuse problems; work with adults with special needs such as learning disabilities, physical or mental health problems; work with elderly people. The social worker may be an advocate, negotiating on behalf of the service user, or be making decisions alongside other professionals to protect and prevent harm to vulnerable people.</p> <p>The Social Worker's creativity is motivated by and directed to improving the lives and conditions of the people who need to be helped in society. People and their circumstances are infinitely variable, so cannot be represented by simple formulas or procedures. Much of the creativity of the social worker is directed to understanding and resolving or mediating the complex social problems that arise in unique, difficult and challenging circumstances. There is also a belief that social workers help others to re-create their lives by helping them move out of difficult situations or entrenched positions. The Social Worker must create partnerships with resource providers and act as a broker to make things happen. A social worker's creativity emerges through social interaction in their particular working/problem solving contexts.</p> <p>Social work teachers identify a huge range of teaching and learning methods through which students' creativity can be promoted. The methods tend to be those that result in active</p>



	<p>engaged learning – students doing things to learn often collaboratively. They are methods that encourage open-ended exploration through problem working and story telling. They sometimes/often combine techniques, for example creative thinking/problem working with problem based learning or scenarios. They require forms of teaching that are facilitative rather than based on transmission.</p> <p>Some of the most used forms of teaching:</p> <ul style="list-style-type: none"> ● Problem-based learning ● Challenging scenarios/creative thinking/problem working techniques ● Group story telling, experiential exercises, including role play, more use of drama technique ● focused small group work ● Relating to professional practice/work environments ● Learning rich in experience ● Specific creative approaches as Creative writing, use of creative arts, sculpturing, creative thinking techniques like brainstorming, and problem solving techniques. <p>Creativity is essential to be used in the learning process by the educators working with young people with fewer opportunity.</p>
<p>Running time (Total duration)</p>	<p>70 Minutes</p>
<p>Methodology (Methods to use)</p>	<ul style="list-style-type: none"> ● Learning by doing - the participants implement an action which assist them to understand better the social environment in need ● Problem based learning and case studies via group discussions the participants discuss and propose alternative decisions ● Group story telling, experiential exercises, including role play, more use of drama technique
<p>Objectives (Targets, aims)</p>	<ul style="list-style-type: none"> ● Grappling with unique situations and understanding complex situations and resolving or mediating unique problems. ● Identifying and Working with the problems of young people ● Engaging and mobilizing service/provider organisations and other forms of support.
<p>Materials required (Needs to be prepared)</p>	<p>A4 paper, pen, etymicons printed</p>
<p>Instructions (Steps to follow)</p>	<p>Desert Island rescue (25 min) The facilitator breaks up the participants into teams and have them make their common decision. After the small groups have ranked their decision, a speaker from the group justifies why the decision has been taken and justifies it.</p> <p>Time management:</p> <ul style="list-style-type: none"> ● for in-group discussion and argumentation – 15 min



- for presentation – 10 min

The facilitator reads the text:

“A luxury cruise tanker gets caught in a very strong storm and crashes. By absolute chance, a group of passengers manage to save themselves and swim to a deserted island. The good news for everyone is that one of the passengers has taken the ship’s radio and they manage to establish contact with land. Rescue is coming. A helicopter will fly and rescue the injured, but can only take one passenger. How will the passengers decide the order for their rescue - who will be first and who last? What will this decision be based on?”

List of the saved people:

- An 81-year-old academic who discovered a cure for cancer that he hasn't yet shared with his assistants
- young Roma woman, 8 months pregnant
- a rich businessman with international business
- an ambitious Harvard-educated politician
- a 21-year-old drug addict
- a high school teacher
- a family celebrating a silver wedding
- farmer
- a social worker who works with youth
- an athlete

2. Competitive individual exercise / 15 min/

Very often in their daily work, social workers need to show care and sympathy to their clients. Finding the correct and most proper word or phrase wording in each situation is a real art and is important part of social worker life.

Each participant receives A4 sheet of paper and a pen. He/she needs to write as many words and phrases as he/she can think in order to say

I love you

After finishing the time of individual writing /10min/, the facilitator asks each participant to share how many words and phrases has written down. A participant starts to read his/her answers. The other participants add the missing versions. The winner is the participant who has written the most words and expressions

3. Feeling words /20 min/

Very often in their daily work, social workers need to show care and sympathy to their clients. Finding the correct and most proper word or phrase wording in each situation is a real art and is important part of social worker life.

The group is in a circle. The Facilitator explains the game rules. Each participant has to write one word /ordinary adjective/ that expresses an etymicon - happy, sad, angry, strong, panic, energized.



	<p>Once everyone is ready, the first participant reads one word from each adjective group and the rest have to choose the etymicon that reflects it by showing it. Then the second participant, the third one..... The game continues until all participants have shared one word from each adjective group. The words must not be repeated.</p> <p>Sample of feeling words</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Happy</p> <ul style="list-style-type: none"> - amused - delighted - glad - joyful - pleased - charmed - optimistic - enthusiastic - loving - marvellous - grateful </td> <td style="vertical-align: top;"> <p>Sad</p> <ul style="list-style-type: none"> - depressed - desperate - dejected - crushed - disgusted - sorrowful - hateful - upset </td> <td style="vertical-align: top;"> <p>Anger</p> <ul style="list-style-type: none"> - annoyed - fed up - irritated - resentful - furious - bitter - outraged </td> </tr> <tr> <td style="vertical-align: top;"> <p>Strong</p> <ul style="list-style-type: none"> - sure - certain - unique - dynamic - hardy - secure - ambitious - powerful - confident </td> <td style="vertical-align: top;"> <p>Panic</p> <ul style="list-style-type: none"> - mixed up - desperate - unsure - anxious - stuck - insecure - hurt - troubled - uncomfortable </td> <td style="vertical-align: top;"> <p>Energized</p> <ul style="list-style-type: none"> - inspired - motivated - creative - focused - healthy - renewed - refreshed - determined - strengthened </td> </tr> </table> <p>4. Caring sculpture /10 min/</p> <p>Participants are divided into 4 groups. They need to present a caring sculpture to the other teams.</p>	<p>Happy</p> <ul style="list-style-type: none"> - amused - delighted - glad - joyful - pleased - charmed - optimistic - enthusiastic - loving - marvellous - grateful 	<p>Sad</p> <ul style="list-style-type: none"> - depressed - desperate - dejected - crushed - disgusted - sorrowful - hateful - upset 	<p>Anger</p> <ul style="list-style-type: none"> - annoyed - fed up - irritated - resentful - furious - bitter - outraged 	<p>Strong</p> <ul style="list-style-type: none"> - sure - certain - unique - dynamic - hardy - secure - ambitious - powerful - confident 	<p>Panic</p> <ul style="list-style-type: none"> - mixed up - desperate - unsure - anxious - stuck - insecure - hurt - troubled - uncomfortable 	<p>Energized</p> <ul style="list-style-type: none"> - inspired - motivated - creative - focused - healthy - renewed - refreshed - determined - strengthened
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<p>Evaluation (Questions for the participants)</p>	<p>Evaluation: Draw a target. Make the participants place a dot with a marker in the target according to how useful they found the session to be.</p> <p>Questions for reflections:</p> <ul style="list-style-type: none"> - Why is a social element and solidarity needed in each field action? - Why is it important to know and think about social work and solidarity in each group? - What would motivate you to become a social worker? 						
<p>Recommendation for facilitators (What to be in your focus?)</p>							



Co-funded by
the European Union



Bibliography

(links, videomaterials,
articles)

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"Sport & Art for key competences improvement of marginalised young people"

UNIT	Self Care Tools for youth workers. (PL)
<p>Introducing (Presentation of the unit and the theme)</p>	<p>The term self-care refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being.</p> <p>Self-care is about paying attention to your own needs and learning to accept yourself. You should not compare or compete with anyone. Self-care is about taking time to rest and taking a moment for yourself. Physical exercise, reading the press and books, napping, home SPA, or doing nothing - these are some of the methods of taking care of yourself. You should listen to your body and give it what it needs. Self-care is necessary for your effectiveness and success in honoring your professional and personal commitments. It covers conscious actions you take, to take care of your health and well-being in four areas:</p> <ol style="list-style-type: none"> 1. Emotional health/ emotional wellbeing 2. Physical health, 3. Psychological health, 4. Spiritual health. <p>The level of need for self-care varies from person to person and remains variable with age. All activities should be performed regularly to reduce stress and improve well-being.</p> <p>1. As regards the first area, self-care for emotional health is on the mental level. It's about finding a balance between stimulating the mind and letting it rest. Using the emotional self-care dimension helps you better understand yourself, deal with challenges, and develop and foster healthy relationships.</p> <p>Examples of tools: - reading books; - self-learning or transferring knowledge to others; - listening to the music; - learning a new language; - art therapy as a stress tool; - chatting with friends; - contacts with the peer group; therapeutic meetings and workshops.</p> <p>2. Physical aspect of self-care includes physical safety and health. Examples of tools: - healthy lifestyle (adequate quality and duration of sleep, physical activity, avoiding stimulants, proper nutrition, playing sports); - dancing as a form of relaxation - bath, long shower, massage; - a break from work for lunch or walk.</p>



	<p>3. The area of psychological self-care – includes taking care of mental health, preventing burnout and reducing negative stress. Strengthening family and social ties helps to create a sense of belonging and acceptance, and gives support in stressful situations.</p> <p>Sample tools: - organization of family and social meetings - participation in workshops and therapeutic meetings (teaching, for example, healthy expression of emotions and reducing tension); - visualization of the success we dream about (an imaginary technique that prepares for difficulties and teaches positive thinking); - volunteering; - participation in joint trips, trainings, meetings; - using various forms proposed by employers (as part of well-being strategy), e.g.: participation in events.</p> <p>4. As regards spiritual health - it involves personal practice that helps you find more meaning in life, develop a sense of belonging and self-worth, and lead to self-acceptance.</p> <p>Examples of tools: -- contact with nature (trips, walks); -hobby; - animals care; - practicing yoga or meditation; practicing mindfulness (meditation, mindfulness training); participation in religious rituals; - getting involved in helping others.</p> <p>Among the mentioned tools, mindfulness training deserves special attention. It is a tool recommended for all ages and professions. These are mind exercises that are useful primarily for people who cannot cope with stress and negative emotions. To sum up, self-care is not simply about limiting or addressing stressors. It is also about enhancing our overall well-being.</p>
<p>Running time (Total duration)</p>	<p>120 - 150 Minutes</p>
<p>Methodology (Methods to use)</p>	<ul style="list-style-type: none"> ● Learning by doing - the participants can try out as much as possible and then do the exercises on their own ● Prevention of fatigue, support of concentration and attention ● Encouraging participants to do Self-Care Assessment and then start with developing their own self-care plan ● Useful links and websites will also be introduced which the participants can visit, whenever they need to know more.
<p>Objectives (Targets, aims)</p>	<ul style="list-style-type: none"> ● Developing the skills of self-care ● To achieve general relaxation, physical as well as mental ● Taking care of physical and psychological health. ● Managing and reducing stress. ● Honoring emotional and spiritual needs.



	<ul style="list-style-type: none"> • To achieve an equilibrium across one's personal, school, and work lives. • To improve memory, creativity, motivation and enhancing participants well-being.
<p>Materials required (Needs to be prepared)</p>	
<p>Instructions (Steps to follow)</p>	<p>Warming up exercises – integration session, icebreaker questions - simple, but effective, questions designed to encourage participants to get to know each other a little better.</p> <p>RELAXATION TECHNIQUES Relaxation exercises can help break the cycle of tension and complaints. By learning how to reduce their tension, participants can feel more relaxed and can rest better. Stress arises from unpleasant experiences and harsh living conditions. This can disturb body and mind. A person's behavior can also create or reduce stress. Prolonged stress causes physical harm and hinders people from doing useful works. Individuals suffering from stress do not often complain about stress directly, but rather about various physical symptoms.</p> <p>1. Conscious breathing training: (15 min)</p> <p>1.a. Alternating breathing through nostrils. What does it work for: - calms the nervous system; - helps with insomnia; - relieves headaches; - helps with depression and anxiety; - relaxes and refreshes the body.</p> <p>Execution:</p> <p>- sit comfortably with your back straight (on a chair or on the floor in Japanese); - raise your right hand to your face and close your left nostril with your ring finger; - take a deep breath with the right nostril (count up to four); -close the right nostril with your thumb and hold your breath for 4 seconds open the left nostril and breathe out, lasting from 4 to 8 seconds. Focus entirely on emptying the lungs of the used air.</p> <p>- through the same left nostril take a deep breath and count to four; - then close the left nostril with the ring finger and hold your breath (from 1 to 4 seconds); - exhale through the right nostril (1 to 4 seconds). This exhalation completes the full breathing cycle.</p> <p>The exercise should be repeated, recommended for at least 10 minutes. Breathe slowly, rhythmically, calmly and noiselessly.</p> <p>1 b. The cleansing breath. What does it work for: - strengthens the nervous system; - cleans the blood and brightens the mind; - brings relief to colds; - improves digestion.</p>



Execution:

- sit comfortably with your back straight (on a chair or on the floor in Japanese); - take a deep breath, while sticking out your stomach, take in as much air as you can in 1 second; - pull in the belly so that the air is pushed out through the nostrils.

Repeat the exercise 10 times. Inhale and exhale are short and should not last longer than 1.5 seconds. Inhale and exhale is strong and quite loud. After this exercise, do the deep breathing exercise.

1c. Deep breathing.

What does it work for: - restores energy; - cleans the blood; - improves lung function; - calms the nervous system; - improves immunity and strengthens muscles.

Execution:

- sit comfortably with your back straight (on a chair or on the floor in Japanese); - breathe very slowly, consciously and deeply inhale the air through your nose; - slowly pulling in the air, stick out the chest and stomach as far as possible your breath - from one to five seconds; - breathe out very slowly, until the lungs are completely empty.

Repeat the exercise four to five times.

2. Coloring and drawing (30 min.)

Coloring is a simple, repetitive activity that drives out negative emotions. Coloring is one of the tasks involving both hemispheres of the brain. When we consider how to choose the colors, the right hemisphere of the brain works. When we try not to follow the coloring line with the crayon while coloring - the left cerebral hemisphere is activated. Harmonizing both hemispheres has a good effect on the nervous system and the immune system. Coloring is a form of meditation, compared to any drawing, it is better at reducing the level of stress.

3. Marching/walking - (5 min.)

Marching releases endorphins, the happiness hormone that helps you achieve peace. A walk in nature brings the best relaxing effects. You can also walk in a closed room (preferably with the windows open), to the sounds of your favorite music. The marching can also be performed on the spot.

Execution: - open the windows; - line up, one after the other, at a distance of 1 m; - turn on the music (marching music); - start marching at the given sign, first in place, raising our knees (1 min.); - continue marching (1 person gives direction, the others follow him) - 4 min.

4. Self-massage – (5 min.)

- Head massage
- Hand massage

5. Mind training – (15 min.)



	<p>- rebuses, charades, Sudoku, memory training, mind and concentration exercises.</p> <p>6. Visualization – (15 min.)</p> <p>Visualization engages the imagination. We evoke positive, soothing images in our head - forest, mountains, sea, beach places we want to go to, which calms us down. It is best to visualize in a lying, comfortable position, in a quiet place. We equalize our breathing and imagine our peaceful space engaging the sense of sight, hearing and smell (we recall sight, smells and sounds).</p> <p>7. Yoga (30 - 45 Min.)</p> <p>Note: Asanas performed in a standing position that do not require the use of a mat.</p> <p>Tips: - exercise regularly; - take your time; - do not make any sudden movements, stop the painful movement; -do not compare yourself with others who do better asanas - there should be no competition in yoga; - take care of normal, calm breathing, do not hold your breath; - you should rest between exercises; - proper performance of the exercise requires complete concentration.</p> <p>Sample exercises</p> <p>7.a. Salutation to the sun (knees straightening and bending, arms raised, bends)</p> <p>7.b. Raising the arms</p> <p>7.c. Stretching the arms and legs (virabhadrasana)</p> <p>7.d. Fountain (virabhadrasana)</p> <p>7.e. Triangle (Trikonasana)</p> <p>7.f. Hands on the wall</p> <p>7.g. Edge</p> <p>7.h. Head rotation</p> <p>7.i. Pendulum</p> <p>7.j. Bows of the torso while standing (uttanasana)</p> <p>8. Dancing in a circle (10 min.)</p> <p>- we form a circle and embrace each other with our arms, then we make simple dance movements, moving in a circle to the melody accompaniment.</p>
<p>Evaluation</p> <p>(Questions for the participants)</p>	<p>Self-care Assessment</p> <p>Self-Care Assessment worksheet for assessing self-care, not exhaustive, merely suggestive. Participants rate themselves on how often and how well they are taking care of themselves these days.</p> <p>When finished, look for patterns in your responses. Are you more active in some areas of self-care but ignore others? Are there items on the list that make you think, "I would never do that"? Listen to your inner responses, your internal dialogue about self-care and making yourself a priority. Take particular note of anything you would like to include more in your life.</p>



**Recommendation for
facilitators**

(What to be in your focus?)

Among the presented methods, **mindfulness training** deserves special attention. It is a tool recommended for all ages and professions.

Mindfulness is a conscious directing your attention to what you are experiencing at the moment - here and now, not going back to the past and not running ahead in the future.

Mindfulness training uses various meditation techniques to help calm down your emotions and focus on experiencing the present moment.

A person is often stuck in the past and pondering unfavorable events from the past, or looking into the future, about it. In this way, he forgets about the present disturbs his internal emotional balance. This can lead to the development of anxiety disorders and even depres

With mindfulness training, you can achieve emotional balance, learn the art of concentration and relaxation, and how to deal with stress, how to reduce nervous tension, and develop the ability to calm down.

Bibliography

(links, videomaterials,
articles)

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