



F.I.T. Toolbox

Foundation
For Inclusive Teams



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F.I.T.

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Contents

1. Introduction	5
Project: Foundation for Inclusive Teams (FIT)	6
What is Erasmus+?	7
<i>How to get started?</i>	<u>8</u>
Meet the project partners	9
<i>Poland (leader): Wałbrzyskie Stowarzyszenie Młodzieży</i>	<u>9</u>
<i>Lithuania: VšĮ Veik kurk atskleisk</i>	<u>10</u>
<i>Italy – Associazione Culturale Bubburiga</i>	<u>11</u>
<i>Spain – Aktive Kosmos</i>	<u>12</u>
<i>Romania – Asociatia Culturala Atelierul European de Arta</i>	<u>13</u>
Want to meet our trainers?	14
<i>Łukasz Hoppe (Poland)</i>	<u>14</u>
<i>Bogdan Ecobici (Romania)</i>	<u>15</u>
Non-formal Education context	16
<i>What exactly is Non-Formal Education?</i>	<u>16</u>
<i>Cool methods for engaging young people</i>	<u>17</u>
<i>How to keep people hooked!</i>	<u>19</u>
<i>Essentials of building a training course and working with groups</i>	<u>20</u>
<i>Conclusion</i>	<u>21</u>
“Safe Space” Principles	22
<i>Theoretical framework</i>	<u>23</u>

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Find out more about the partners and project activities within the book or visit:

www.wuesem.org

<i>Creating a “Safe Space”: our shared foundation</i>	24
Group integration & ice-breaking (the forming stage)	27
<i>Method 1: Name Games with a Twist</i>	27
<i>Method 2: Sensory Speed Dating (Adapted for diverse needs)</i>	28
<i>Method 3: The Common Ground Map</i>	29
<i>Method 4: The “Inclusive Hello” (Multilingual/Multimodal)</i>	30
<i>Method 5: The “Safe Space” Puzzle Pieces</i>	31
Building trust & communication (the norming stage)	32
<i>Method 6: The Audio-Described Trust Walk</i>	32
<i>Method 7: The Inclusive Communication Labyrinth</i>	33
<i>Method 8: Mirroring of Emotions (The Empathy Circle)</i>	34
<i>Method 9: The Inclusive “Minefield” (Strategic Reliance)</i>	35
<i>Method 10: The Collaborative Sculpting (Sensory Communication)</i>	36
Conflict resolution & problem solving (the storming stage)	38
<i>Method 11: The Bridge of Consensus</i>	38
<i>Method 12: The Spectrum of Perspective</i>	39
<i>Method 13: The Mediation Labyrinth</i>	40
<i>Method 14: The “Safe Space” Boundary Lab</i>	41
<i>Method 15: The Silent Architecture (Non-Verbal Conflict)</i>	42
Performance & team motivation (the performing stage)	44

<i>Method 16: The Universal Escape Room Challenge</i>	44
<i>Method 17: The Human Inclusive Machine (Synergy in Motion)</i>	45
<i>Method 18: The Inclusive Pitch (Advocacy in Action)</i>	46
<i>Method 19: The Synergy Web (Resource Mapping)</i>	47
<i>Method 20: The Inclusive “Clockwork” (Precision Synergy)</i>	48
Evaluation & adjourning (the closing stage)	50
<i>Method 21: The Youthpass Reflection Forest</i>	50
<i>Method 22: The Haptic Goodbye (Inclusive Closure)</i>	51
<i>Method 23: The Inclusive Competence Compass</i>	52
<i>Method 24: The “Safe Space” Suitcase (Transfer of Learning)</i>	53
<i>Method 25: The Haptic Web of Solidarity</i>	54
Closing remarks	139





1. Introduction

The “FIT – Foundation for Inclusive Teams” project was born out of a simple but powerful realization: a team is only truly successful if every member feels they belong. In the world of youth work, we often talk about “participation,” but participation without inclusion is an empty promise. This project, a specialized Mobility of Youth Workers (KA153-YOU), brought together 25 dedicated professionals from five European countries to redefine what it means to lead. Our mission was to move beyond the surface of team building and dive deep into the mechanics of “Safe Spaces,” ensuring that young people—regardless of their physical abilities, sensory impairments, or social backgrounds—can thrive together.

Connecting Europe This initiative is a proud part of the Erasmus+ programme, the European Union’s flagship engine for education, training, and youth development. Erasmus+ is more than just a funding source; it is a bridge that connects cultures and ideas.

At the heart of the FIT project lies the KSA Model (Knowledge, Skills, and Attitudes). We believe that to build an inclusive team, a leader needs more than just a list of games. They need the Knowledge to understand group dynamics, the Skills to adapt activities for someone on a wheelchair or with a visual impairment, and, most importantly, the Attitude to see diversity as a creative engine rather than a hurdle. Throughout our training, we focused on practical accessibility, ensuring that “inclusion” isn’t a buzzword found in a report, but a tangible reality in every workshop we facilitate.

[Your Guide to Building Better Teams](#)

The publication you are reading is the “digital legacy” of our time together. This Toolbox is not a dry academic text; it is a living collection of at least 25 non-formal education (NFE) methods that were tested, debated, and refined by experts during the project. We have organized these tools to follow the natural evolution of a group, providing you with a step-by-step roadmap to take any group from their first shy introductions to a high-performing, inclusive unit. We hope these pages inspire you to open your doors wider and build teams where everyone fits.

Project: Foundation for Inclusive Teams (FIT)

The FIT – Foundation for Inclusive Teams project is a vibrant international initiative created to help youth workers master the art of building strong, connected, and accessible teams. By bringing together partners from Poland, Lithuania, Italy, Spain, and Romania, we turned our training into a professional laboratory where diversity is seen as a superpower rather than a challenge. Using the Tuckman Model (Forming, Storming, Norming, Performing), we explored how to guide a group from their first meeting to high-level synergy, ensuring that everyone—regardless of their background or physical abilities—has a meaningful place in the circle.

These are the key objectives we achieved together:

- Boosting Professional Competences: Equipping youth workers with the essential Knowledge, Skills, and Attitudes (KSA) to lead diverse teams with confidence.
- Mastering Group Dynamics: Learning how to navigate the “Storming” and “Norming” phases to reach peak team performance.
- Real Inclusion: Developing practical methods to involve participants with fewer opportunities, including those with physical and visual disabilities.
- Building a Toolbox: Creating a set of proven, non-formal education methods that any youth worker can use in their daily activities.
- Combating Discrimination: Promoting openness and empathy to ensure that every youth project is a safe and welcoming space for all.

Take Action: Build Your Inclusive Team!

Now, the “Foundation” is in your hands. We invite you to dive into this toolbox, test these methods in your own community, and become an ambassador for inclusive youth work. Whether you are leading a small local workshop or a large international exchange, remember that a team is only as strong as its foundation. Let’s move beyond just “fitting in”—let’s create spaces where every young person is truly FIT to lead, contribute, and grow. The journey toward a more inclusive Europe starts with the very next group you lead!

What is Erasmus ?

Erasmus+ is a European Union program that supports education, training, youth, and sport across Europe. It offers funding for a wide range of opportunities, including student exchanges, international training for teachers and youth workers, internships, and cultural projects. By connecting people from different countries, Erasmus+ promotes cultural exchange, skill development, and mutual understanding, helping young people and professionals gain valuable experiences and build a more united, inclusive Europe.

It’s not just for young people; it’s also a fantastic opportunity for you as a youth worker! This European Union program is designed to support education, training, and professional development in the youth sector. Think of it as a way to connect with other youth work professionals across Europe, learn new methods, and enhance your skills, ultimately leading to better support for the young people you work with.

So, what can Erasmus+ do for you? It offers a wide range of opportunities tailored for youth workers. You can participate in training courses to develop new competencies, attend seminars to exchange best practices, or engage in job shadowing experiences to learn how other organizations work. These experiences can equip you with innovative tools and techniques to use in your daily work, improve your ability to work in international settings, and broaden your understanding of diverse youth work approaches.

Ultimately, Erasmus+ empowers youth workers to grow professionally, build strong networks,



Action starts here

and enhance the quality of their work. By participating, you'll gain valuable skills, knowledge, and perspectives that can be directly applied to your work with young people. This leads to more effective and impactful youth work, creating a positive change in your community and beyond. So, if you're looking to boost your career, expand your horizons, and make a greater difference, Erasmus+ has something for you!

How to get started?

The entire programme is a rather large initiative that has different sectors and agents throughout the entire EU. But the best place to start will be finding an Erasmus+ National Agency. These are organizations that operate the programme in each country. Of course a google search will do if you type "Erasmus+ National Agency Poland" etc. but please find the list of all of them on the official website:

<https://erasmus-plus.ec.europa.eu/contacts/national-agencies>



Meet the project partners

Poland (leader): Wałbrzyskie Stowarzyszenie Młodzieży

Wałbrzych's Youth Association (Wałbrzyskie Stowarzyszenie Młodzieży) is an organization created by and for young people. It was established in October 2005, in Wałbrzych. Since 2006 we are a non profit NGO doing our best to encourage young people to being active. Currently the team besides youngsters are also experienced youth workers to whom Youth, their development, ambitions, goals or challenges are an important part of life.

Mission of Wałbrzych's Youth Association:

- /// To encourage young people to be active in local society
- /// To promote and support volunteers
- /// To make reality of youth's life more meaningful, colourful and conscious
- /// To establish projects, systems and activities that provide ongoing support for young people and youth-workers
- /// To promote culture among young people
- /// To organize free time for young people
- /// To support activities aimed to and brought out by young people
- /// To develop entrepreneurial skills of young people that will give them a start for their future professional life

The organisation's activities differ from project to projects as most of the activities are inspired, prepared and realized by young people that are part of the institution or seek support in it. There have been concerts, charity actions, trainings, voluntary work camps, social campaigns, workshops and non-formal educational activities at schools, supporting in difficulties related to social exclu-



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sion, education, entrepreneurship and many other action projects. Besides that there have been a number of ongoing activities like operating of a volunteering centre, organizing cooperation with schools, local governments, business sector and other non-profit organisations in Poland. WSM members have also established other non-profit NGOs in Krakow, Wroclaw and Warsaw developing and supporting youth in different spheres of their lives.

The Association has developed several international partnerships with EU organisations from Spain, Romania, UK, Slovenia, Turkey, Latvia, Holland, Italy, France and also from other countries like Israel, Georgia or Egypt by organising or co-participating in trainings, exchanges and other initiatives.

The organisation has experience in international trainings, youth exchanges, facilitating international youth teams that organize their projects together. The association has also great interest in finding what is best in young people and developing it or presenting it to a larger audience.

Lithuania: VšĮ Veik kurk atskleisk

VšĮ Veik kurk atskleisk (English – Act. Create. Reveal) is a new organisation established in October 2022 and based in Klaipeda (Lithuania). The organisation’s mission is to provide youth with quality civil society education and to increase young people’s participation in decision-making. To ensure the recognition of youth work in Klaipeda and in Lithuania and to strengthen the quality of youth work. The values of the organisation are equality, volunteering, democracy, education, interculturality, and civic involvement.

Act
Create

“Act Create Reveal” is an organisation established to promote youth social and civic activity, involvement in the development of their community, to strengthen the skills of young people that are not provided by the education system, to promote non-formal education, developing new compe-

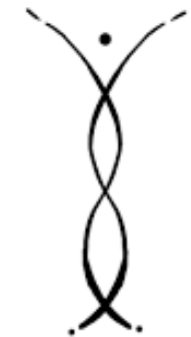
tencies of youth workers and to improve those they have. Also to develop a network of partners, with whom we could share our experience and use theirs, in order to ensure the quality of youth work and provide new opportunities for young people and youth workers through project activities and promote Erasmus+ opportunities.

The organisation was established by three active, highly experienced people who were directly involved in the preparation and implementation of the European Youth Capital 2021 title awarded by the European Youth Forum. During 2020 – 2022 over 300 activities have been implemented to strengthen the voice of young people, to develop leadership and creativity skills, to develop and use new tools to promote and improve attitudes towards volunteering, to create new youth traditions and spaces in the city, work on excluded groups and create equal opportunities for them to get involved and participate in city life and to reinforce the identity of Europe’s youth. Klaipėda has become an example not only in Lithuania but also in Europe.

Italy – Associazione Culturale Bubburiga

Associazione Culturale Bubburiga, established in early 2020, is a vibrant team of professionals specializing in youth engagement and international cooperation. Born from years of experience in the NGO sector, the association was created by dedicated youth workers who saw the need for a more inclusive and cooperative platform. Their goal is simple: who generate fresh, high-quality opportunities for the young people within their local community.

In Sardinia, where awareness of European programs like Erasmus+ is often limited, Bubburiga acts as a vital window to the world. They strive to broaden the horizons of local residents, working hard to eliminate the sense of isolation that can come from living on an island. The association serves as a bridge, helping young individuals and youth workers travel abroad to acquire new knowledge and skills that they can then bring back to enrich their own towns and villages.



The organization’s roots go back to an informal group called “Intre.Nos,” where the founders first tested their collaborative potential through small-scale local initiatives. After seeing the positive impact of their work and realizing they shared a deep motivation, they moved toward a more structured organization. “Our primary objective is to cultivate a safe and inclusive space where everyone can freely express themselves, and where their needs are acknowledged and respected without judgment.”

Buburriga is built on the belief that the most effective way to collaborate is through open dialogue, active listening, and mutual support. Whether through local actions or international mobility, the whole team is dedicated to creating a supportive environment where life-long learning and proactive attitudes are the norm.

Spain – Aktive Kosmos



Aktive Kosmos is a non-profit organization based in Herencia that acts as a catalyst for the personal, social, and cultural growth of young people. Believing that youth are the foundation of our future and the key to social development, the organization is dedicated to empowering active youngsters who take real action within their communities to create a better world.

The heart of Aktive Kosmos lies in promoting and embracing human rights to build a better society. The organization focuses on fighting all forms of discrimination and prejudice, viewing education as the vital first step toward these goals. Their work is built on several key pillars, ranging from social change to environmental responsibility. They utilize non-formal education to promote human rights and work closely with local town halls to foster an “Eco-friendly” mindset, encouraging the community to reduce, reuse, and recycle through creative workshops and active social media engagement.

A core objective is the promotion of international mobility and intercultural learning. Through programs like Erasmus+, volunteering camps, and youth worker exchanges, they open doors for young people to explore the world. “We want to promote active youth participation and combat social exclusion. Our goal is to create common spaces where everyone—including refugees and immigrants—can meet, socialize, and create lasting bonds.” By organizing activities centered on universal acceptance, the association spreads awareness in local communities about the importance of not just accepting, but actively integrating everyone.

They focus on searching for new volunteers and training youth workers in innovative non-formal methods, often using art and sports to enhance the learning process and group management.

Romania – Asociatia Culturala Atelierul European de Arta

Asociatia Culturala Atelierul European de Arta aims to be the compass that guides young people towards artistic, interactive, truthful and high quality activities.

In a world dominated by social media and misinformation, the Asociatia Culturala Atelierul European de Arta aims to be the compass that guides young people towards artistic, interactive, truthful and high quality activities. We carry out our activities in placement centres, social apartments and high schools where we propose cultural projects that address the needs of young people. When we are talking about art, our organisation focuses mainly on 2 forms of art: film production and dance. These activities come from the members’ experience and passion for these types of art.

An objective of the association is to promote inclusion. “We want to bring together young people from high schools and from social apartments, to work together, to make friends. We want to create a better, more inclusive society, without prejudice and discrimination. The values we promote through our activities are equality, inclusion, friendship, tolerance, art.



Asociatia Culturala Atelierul European de Arta is an organisation that encourages its members to propose actions, to get involved in society. Most of the volunteers are between 16 and 35 years old. During the meetings it promotes active participation and engagement. If any of the volunteers proposes an idea, the whole team is there to support them, as long as they help improve the world in which we live. The association promotes open communication, knowledge sharing, learning new skills (from training or from each other), life-long learning, reflection and a proactive attitude.

Want to meet our trainers?

If you are interested in the topic of non-formal education or team dynamic workshops and activities you can use the opportunity to reach out to the trainers that have taken up the role of facilitating the learning process in our project. They will probably be very happy to assist you in your journey, support your project or share some advice in case you are trying your ways in leading some workshops. Who knows? Maybe you can even meet on one of the many projects that are happening in Europe and all over the world?

Łukasz Hoppe (Poland)



Łukasz is a trainer, educator, learning process and group dynamics facilitator whose experience dates back to 2006. He is experienced in group learning, implementation, evaluation phases, individual mentoring and coaching through the learning curve all the way to external examination. With over 10 thousand didactic hours experience he is a very flexible and group oriented trainer following the needs of the participants without losing the learning objectives of the learners. His expertise is oriented towards putting learning into practice through combining knowledge, skills and attitudes, balancing through the amount of work teach of these spheres that will end up in an effective learning experience

for the participant.

He is one of the experts and NGO representatives working on the implementation of the EU Just Transformation Fund for the 2021-2027 financial perspective, the President of Wałbrzych's Youth Association, 108 Foundation, Wałbrzych's Social Welfare Activity Council. As the head of a number of bodies and teams he has practices inclusion through

different circumstances. Combining it now with years of facilitating he bring a diverse and wide perspective on the topic of group dynamics, inclusion conflict and general growth of individuals as well as teams.

Get to know him better or contact him through the projects he is part of like: www.wuesem.org; www.108.org.pl; or find him on social media.

Bogdan Ecobici (Romania)

Bogdan is a seasoned youth work professional from Romania with more than 15 years of dedicated experience in the field of international education and community development. His journey began with a focus on structural change, having led the County Youth Council in Gorj, where he played a pivotal role in national debates concerning the Education Law and the Youth Law. This early involvement in policy and advocacy provided him with a deep understanding of the systemic barriers young people face and fueled his lifelong commitment to creating better opportunities through active citizenship.



His professional portfolio is remarkably diverse, spanning the full spectrum of the Erasmus+ and European Solidarity Corps programs. Bogdan has successfully implemented and facilitated dozens of Youth Exchanges, Training Courses, and Youth Participation projects, as well as complex cross-border cooperation activities.

Bogdan's favorite fields of expertise include youth work, active citizenship, the environment, and interculturality.

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Non-formal Education context

In this section of the publication you will find different information about NFE and methods used in the learning process. We will share some general structure of methods that one can use when working with youth and not only. We will also share some general rules that keep the participants engaged. We will share the basis of what is a training course and touch in how a group process can evolve in the context of a learning activity.

If any of the information will not be clear, or you would like to dive deeper in some areas please feel free to go to the section where we present our trainers. They are there for you, waiting to answer all doubts and guide you through the process of grasping what is non-formal education, a training course and a non-formal education method.

This part is all about Non-Formal Education (NFE) and how we can use it to empower young people (and others!) to make a difference in the world. We'll explore different teaching methods, how to keep everyone engaged, and what to think about when organizing a training or workshop. Think of it as a toolkit for creating dynamic and impactful learning experiences.

What exactly is Non-Formal Education?

So, what's the deal with Non-Formal Education? Well, it's learning that happens outside of the traditional classroom. Imagine a workshop in a community center, a youth group meeting to plan a campaign, or even just a group of friends getting together to learn about climate change. That's NFE in action!

Unlike school (which is very structured and follows a set curriculum), NFE is much more flexible. It's designed to fit the needs of the people involved. It's often organized by communities, and it puts learners at the centre of the experience. Think about it: if you're working with young people passionate about animal rights, you can design a program that directly addresses that, allowing them to take the lead in their own learning.

Some big thinkers have really shaped how we understand NFE. People like Malcolm Knowles emphasized how adults learn best when they're involved in planning their own education. Paul Freire talked about "learning by doing" and how education can help people become more aware of the world around them. John Dewey believed that learning should be connected to real-life experiences. All of these ideas are super important when we're working with young people!

When it comes to activism, NFE is incredibly powerful. It's not just about learning facts; it's about giving people the skills and confidence to create change. It can help people:

- /// Become strong leaders
- /// Work together effectively
- /// Think critically about social problems
- /// Learn how to organize campaigns
- /// Build a sense of community and support

Think about the Civil Rights Movement, for example. NFE played a huge role in teaching people about non-violent resistance, organizing protests, and building a movement for equality. That's the kind of impact we're talking about!

Cool methods for engaging young people

Okay, how do we actually do NFE? There are tons of different methods we can use, and it's all about choosing what works best for the group. Here are a few favorites, especially for working with young people:

- **Getting People Talking:** Group discussions are amazing. You can create a space where everyone feels comfortable sharing their thoughts and ideas. It's not just about listening to the facilitator; it's about learning from each other. To make discussions work well, it's helpful to have some structure, like setting clear questions or having everyone agree on some ground rules for respectful communication.
- **Brainstorming Power:** When you need fresh ideas, brainstorming is your friend! It's a way to get everyone's creativity flowing. The key is to encourage everyone to share whatever comes to mind, without judging or criticizing. You can use different techniques to spark ideas, like mind maps or "round-robin" sharing.
- **Walking in Someone Else's Shoes:** Role-playing and simulations are super engaging. They let people step into different roles and experience situations firsthand. For ex-

ample, you could simulate a meeting with a politician or a protest march. This helps people develop empathy, practice their communication skills, and learn how to handle challenging situations.

- **Learning from Real Life:** Case studies are like real-life stories that we can analyze. We can look at successful (and unsuccessful) activism campaigns and try to figure out what made them work (or not work). This helps us learn from the past and make better decisions in the future.
- **The Power of Story:** Storytelling is a fundamental way humans connect. Sharing personal stories and collective histories can build strong bonds within a group and help people understand the “why” behind their activism. It’s a way to pass on knowledge, inspire action, and create a sense of belonging.
- **Express Yourself!** Art and music are powerful tools in non-formal education and activism. They can help people express their emotions, communicate their message in creative ways, and build a sense of community. Think about songs, murals, or street theater – they’re all part of NFE!
- **Learning Through Play:** Games and simulations can make learning fun and engaging. You can use them to teach about complex topics like social justice or political systems. When people are having fun, they’re more likely to remember what they’ve learned.
- **Going Digital:** In today’s world, digital media is essential for activism. We can use social media, videos, online platforms, and other digital tools to raise awareness, organize campaigns, and connect with people around the world. But it’s also important to teach young people how to use these tools responsibly and effectively.
- **Getting Our Hands Dirty:** Community projects are a great way to combine learning with action. You can involve young people in projects that directly benefit their community, like cleaning up a park, starting a community garden, or advocating for local change. This helps them develop skills and see the real-world impact of their activism.
- **Speaking Truth to Power:** Advocacy training gives young people the skills they need to communicate effectively with decision-makers. This might include learning how to lobby politicians, write persuasive letters, or organize public awareness campaigns.

The most important thing is to remember that every group is different. What works for one group might not work for another. So, it’s crucial to be flexible, listen to the participants, and adapt your methods as needed. When working with young people, it’s especially important to create a fun, engaging, and empowering learning environment.

How to keep people hooked!

Keeping people engaged is key to successful NFE. Here are some golden rules:

- **Safety First:** Create a space where everyone feels safe to be themselves, share their ideas, and take risks. This means setting clear ground rules for respect, listening actively, teaching each other, and making sure everyone’s voice is heard. It’s also important to be aware of power dynamics and work to create a level playing field.
- **Learning by Doing:** People learn best when they’re actively involved. So, avoid lectures and create opportunities for hands-on activities, discussions, and projects. Ask open-ended questions that encourage critical thinking, and give people space to reflect on what they’re learning.
- **Teamwork Makes the Dream Work:** Use group activities to build connections and encourage collaboration. Celebrate diversity, value different perspectives, and create a sense of belonging. When people feel supported by their peers, they’re more likely to stay engaged.
- **Make it Real:** Connect the learning to the real-world experiences and concerns of the participants. Show them how their learning can make a difference in their lives and communities. Celebrate their achievements and keep things fun and interactive.
- **The Facilitator’s Role:** The person leading the NFE session is called a facilitator. They’re not just a teacher; they’re a guide who helps the group learn together. It’s important for facilitators to have good communication skills, be able to manage conflict, and act ethically.

Essentials of building a training course and working with groups

If you're planning a longer learning experience, like a training course, there are a few things to keep in mind:

Planning is Key:

- **Figure Out What's Needed:** Start by understanding what the participants already know and what they want to learn.
- **Set Clear Goals:** Decide what you want the participants to be able to do or understand by the end of the training.
- **Choose Your Activities:** Select methods and materials that will help participants achieve the learning goals.
- **Put it All Together:** Create a schedule that flows logically and keeps people engaged.
- **Check for Understanding:** Plan how you will assess whether participants have learned what you intended.

Understanding Group Dynamics:

- **Groups Change Over Time:** Groups go through different stages (like forming, when people are getting to know each other, and storming, when there might be conflict). Understanding these stages can help you facilitate more effectively.
- **Everyone Plays a Role:** People take on different roles in groups, some helpful, some less so. It's important to be aware of these roles and how they affect the group's progress.
- **Communication is Crucial:** Pay attention to how people are communicating and interacting. Encourage everyone to listen actively, express themselves clearly, and respect different communication styles.
- **Conflict Happens:** Conflict is normal, but it's how you handle it that matters. Teach participants how to communicate constructively, find common ground, and resolve disagreements peacefully.
- **Guiding the Group:** As a facilitator, you play a vital role in guiding the group process. Use techniques that encourage participation, build trust, and support learning.

- **Power is Real:** Be aware of power imbalances within the group (based on age, experience, etc.) and take steps to create a fair and inclusive environment.

Creating a Community:

- Help participants feel like they're part of something bigger.
- Encourage them to learn from and support each other.
- Establish shared values and norms that promote respect and trust.
- Use reflection activities to help people connect with each other and deepen their learning.

Conclusion

Non-formal education is a powerful tool for empowering individuals and communities to create positive change. By using learner-centered methods, fostering engagement, and understanding group dynamics, we can create transformative learning experiences that equip young people to become active citizens and agents of social change. It's all about making learning relevant, fun, and impactful!

“Safe Space” Principles

- 1. Architectural and logistical accessibility: All activities were conducted in barrier-free facilities (elevators, ramps, wide passages) to ensure independence for wheelchair users. Workshops were planned with appropriate to able heights and access to adapted restrooms.
- 2. Information and communication accessibility for the blind: All printed materials were provided in digital formats (compatible with screen readers) or Braille. Facilitators used audidescription, verbally explaining slide content and spatial movements (e.g., „I am now raising my hand,” „there is a whiteboard in the center of the room”).
- 3. Collaborative Group Contract: Each team-building process began with establishing safety rules (e.g., confidentiality, mutual respect, the „right to pass”). It included provisions on patience and mindfulness regarding participants’ varying work paces due to their functional abilities.
- 4. Elimination of economic barriers: To ensure equity, the organizer guaranteed full coverage of costs for materials, tickets, and on-site catering, preventing financial status from excluding anyone. Activities requiring expensive personal equipment were avoided.
- 5. Sensory-aware methodology: For diverse groups (including blind participants), exercises based solely on visual perception were avoided. Integration games focused on touch, hearing, and movement were introduced, ensuring every person fully understood the task’s objective.
- 6. Raising awareness of social barriers: Awareness sessions on privileges and stereotypes were conducted. This helped the group understand that individuals such as refugees or those in difficult financial situations might require different types of emotional support.
- 7. „Nothing about us without us” principle: When planning activities involving wheelchair users or blind participants, leaders consulted them on the form of the exercise. Participants were treated as experts on their own accessibility – guessing needs was replaced by active dialogue.
- 8. Psychological and mentoring support: Constant access to a leader/mentor was provided, allowing participants to discuss concerns in a safe one-on-one environment, which is crucial for those with fewer opportunities or social anxieties.

- 9. Schedule flexibility: The program included an adequate number of breaks (e.g., for regeneration for those who fatigue faster physically or need more time for transitions). Well-planned logistics served as the foundation for psychological comfort.
- 10. Competence validation (Youthpass): The focus was placed on appreciating each participant’s individual progress. It was emphasized that team success is defined by the inclusion of every member, rather than just the speed of completing technical tasks.

Theoretical framework

The Magic of Non-Formal Education (NFE)

Non-formal education is the heart beat of the FIT project. Unlike formal schooling, which often follows a rigid, top-down structure, NFE is voluntary, learner-centered, and deeply participatory. It’s about “learning by doing.” In our workshops, there are no wrong answers—only experiences. We use NFE to create an environment where participants can step out of their comfort zones, to take risks, and reflect on their actions. This process allows youth workers to develop not just academic knowledge, but the real-world emotional intelligence needed to lead diverse teams.

Mastering Group Dynamics: The Tuckman Model

To build an inclusive team, you must first understand that every group goes through a natural evolution. During the FIT training, we used Bruce Tuckman’s Stages of Group Development as our roadmap. Understanding these five stages helps a leader anticipate challenges and provide the right support at the right time:

- Forming: The “honeymoon” phase. Participants are polite but guarded. Inclusion here is about making everyone feel safe and welcome.
- Storming: Boundaries are tested, and conflicts may arise. This is a critical stage where “Safe Space” rules are put to the test.
- Norming: The group starts to find its rhythm. We develop shared values and an inclusive “team spirit.”
- Performing: The team is a well-oiled machine. Energy is channeled into tasks, and the diversity of the group becomes its greatest asset.

- **Adjourning:** The project ends. We reflect on our growth and prepare to take our new skills back to our home communities.

The KSA Model: The Three Pillars of Competence

A key takeaway from the FIT project is that competence isn't just about what you know. We use the KSA Model to ensure our training is holistic:

- **Knowledge (The Head):** Understanding the theory of inclusion, the legal rights of people with disabilities, and the psychology of group behavior.
- **Skills (The Hands):** The practical ability to facilitate a workshop, adapt a game for a visually impaired participant, or mediate a conflict between team members.
- **Attitudes (The Heart):** This is the most vital pillar. It's the internal commitment to empathy, openness, and the belief that every person—regardless of their background—has value.

Creating a “Safe Space”: our shared foundation

What Does “Safe Space” Really Mean?

In the FIT project, a “Safe Space” is much more than just a physically accessible room. It is a psychological and emotional climate that we intentionally build from the very first minute of our encounter. It is an environment where every participant—regardless of their physical mobility, sensory abilities, cultural background, or previous experience—feels that they are in a “judgment-free zone.” In a Safe Space, vulnerability is seen as a strength, and “not knowing” is seen as an opportunity to learn. For an inclusive team, this space is the oxygen that allows honest communication and creative risk-taking to exist.

The Pillars of Our Safe Space

To ensure that inclusion was a reality and not just a slogan during our training in Wałbrzych, we established four key pillars that governed our interactions:

1. **Emotional Safety & Confidentiality:** We practiced the “Vegas Rule”—what is learned here leaves the room, but what is said here stays in the room. This allowed youth workers to share their real-life challenges and failures without fear of professional judgment, leading to deeper, more authentic peer-to-peer learning.
2. **The Right to pass:** True inclusion means respecting individual boundaries. We ensured that every participant had the right to “pass” or opt-out of an activity if they felt it pushed them to far past their “stretch zone” into their “panic zone.”
3. **Active & Empathetic Listening:** We moved away from listening to respond and toward listening to understand. By practicing active listening, we ensured that even the quietest voices—and those who communicate differently—were heard and valued equally.
4. **Brave Space Advocacy:** We recognized that growth often happens in discomfort. A Safe Space is also “Brave Space” where we encourage participants to challenge their own stereotypes and biases in a supportive environment.

Inclusion in Action: Practical Accessibility

A Safe Space must be accessible to be truly inclusive. In the FIT project, we implemented specific technical standards to remove barriers:

Visual Accessibility: For participants with visual impairments, we utilized AudiDescription (AD). This meant that every visual cue, movement, or written text on a flipchart was described out loud by the facilitator or peers, ensuring none was left in the dark during group work.

Physical & Logistical Mindfulness: We ensured that the “geography” of our workshops was inclusive. This meant choosing venues without architectural barriers and arranging our working circles so that wheelchair users were integrated into the heart of the group, rather than sitting on the periphery.

Communication Flexibility: We recognized that people process information differently. We used a mix of visual, auditory, and kinesthetic (tactile) methods to present instructions, ensuring that everyone, including those with neurodivergent traits, could follow along comfortably.

The Group Agreement: A Living Document

The Safe Space was not imposed by the trainers; it was co-created. On the first day, the participants drafted a “Group Agreement.” This was a living contract, signed by everyone, which outlined how we wanted to treat each other. By giving the participants “ownership” of these rules, we ensured that the responsibility for inclusion shifted from the trainers to the entire team. This shared responsibility is the secret ingredient that transforms a collection of individuals into a Foundation for an Inclusive Team.

Group integration & ice-breaking (the forming stage)

The goal of this phase is to move participants from being a collection of individuals to a cohesive group. We focus on lowering anxiety, establishing the “Safe Space,” and ensuring that everyone—regardless of their starting point—feels that they are a fundamental part of the team.

Method 1: Name Games with a Twist

Target Group: Youth workers, trainers, and group leaders.

Group Size: 10–25 participants.

Time: 30–40 minutes.

Goal: To memorize names, break initial social barriers, and introduce the concept of “active listening” through a fun, low-pressure dynamic.

KSA Focus:

- // Skills: Initial group facilitation and memorization.
- // Attitude: Openness and focus on others.
- // Materials: A soft ball or a “talking stick.”

Step-by-Step Instructions:

1. The Circle: Have everyone stand in a circle. The facilitator starts by saying their name and a unique “personal fact” that starts with the same letter as their name (e.g., “I am Maria and I love Mountains”).
2. The Chain: The next person must repeat the previous person’s name and fact before adding their own. This continues around the circle.

3. The Twist: Once the names are known, introduce the ball. Participants must make eye contact with someone across the circle, call their name clearly, and toss the ball.

4. The Inclusive Speed-up: In the final round, the group tries to pass the ball to everyone in the shortest time possible, requiring the team to coordinate their movements and help each other.

Inclusion & Accessibility (FIT standards):

- For Visually Impaired: Instead of eye contact, the person holding the ball must say: "I am Maria, I have the ball, and I am passing it to Thomas." Thomas responds: "I am Thomas, I am ready." This ensures the auditory environment is fully mapped.
- For Limited Mobility: The circle should be wide enough for wheelchairs. If tossing a ball is a barrier, participants can "pass" the name by pointing or using a laser pointer, or a neighbor can assist in moving the ball.

Method 2: Sensory Speed Dating (Adapted for diverse needs)

Target Group: Youth workers interested in sensory inclusion.

Group Size: 12–25 participants (must be an even number, or one person joins the facilitator).

Time: 45 minutes.

Goal: To go beyond superficial introductions and build "micro-trust" through quick, high-intensity sensory and verbal exchanges.

KSA Focus:

- /// Knowledge: Understanding how different senses impact communication.
- /// Skills: Adapting communication styles to the partner's needs.

Materials: A bell or whistle, a set of "sensory prompt cards" (printed in large font and Braille if possible).

Step-by-Step Instructions:

1. The Setup: Arrange chairs in two concentric circles facing each other.

2. The Rounds: Participants have 3 minutes to talk to the person facing them. Every time the bell rings, the outer circle moves one seat to the right.

3. The Prompts: Each round has a specific "Sensory Twist":

- /// Round 1 (Visual): "Describe your favorite landscape using only colors and shapes."
- /// Round 2 (Auditory): "Describe a sound that makes you feel safe."
- /// Round 3 (Tactile): "Describe the texture of your favorite childhood toy."

4. Debrief: Discuss how it felt to focus on senses rather than job titles or backgrounds.

Inclusion & Accessibility (FIT standards):

- AudiDescription: If a participant cannot see their partner, the partner should start the round with a brief self-description: "I am wearing a soft wool sweater and I am sitting directly in front of you."
- Physical Space: Ensure the "aisle" between the concentric circles is at least 1.5 meters wide to allow easy movement for those with mobility aids.
- Safe Space Note: Some sensory topics can be intimate. Remind participants of the "Right to pass" if a prompt feels too personal.

Method 3: The Common Ground Map

Goal: To visually and physically identify shared experiences and skills among the group members.

Time: 15 minutes.

KSA Focus:

- /// Knowledge of the group's diverse background;
- /// Attitude of finding unity in diversity.



Step-by-Step Instructions:

1. The facilitator calls out a category (e.g., “People who have worked with youth for over 2 years” or “People who speak more than two languages”).
2. Those who fit the category move to the center of the room and high-five or wave teach other.

Inclusion & Accessibility (FIT standards):

- For those with limited mobility, the “movement” can be replaced by raising a hand or a colored card. For visually impaired participants, the facilitator should narrate the result: “About half the group is in the center now, representing our experienced youth workers.”

Method 4: The “Inclusive Hello” (Multilingual/Multimodal)

Goal: To acknowledge the international nature of the partnership and explore different ways of communicating.

Time: 10 minutes.

KSA Focus:

- /// Skills in intercultural communication;
- /// Attitude of respect for different origins.

Step-by-Step Instructions:

1. In a circle, each person teaches the group how to say “Hello” or “Welcome” in their native language (Polish, Romanian, Spanish, Italian, or Lithuanian).
2. In the second round, each person adds a non-verbal gesture (a wave, a nod, or a sign language gesture).

Inclusion & Accessibility (FIT standards):

- Encourage the use of Tactile Signing or clear, slow pronunciation to ensure participants with hearing or visual impairments can fully participate and replicate the greetings.

Method 5: The “Safe Space” Puzzle Pieces

Goal: To introduce the Group Agreement and the concept of “fitting together” as a team.

Time: 20 minutes.

KSA Focus:

- /// Knowledge of group rules;
- /// Attitude of shared responsibility.

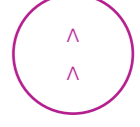
Materials: Large cardboard puzzle pieces.

Step-by-Step Instructions:

1. Each participant receives a large puzzle piece. They write one thing they need from the group to feel “Safe” (e.g., “Patience,” “Honesty”).
2. One by one, they describe their word and place their piece on the floor/to able to build the “Foundation” of the team.

Inclusion & Accessibility (FIT standards):

- Provide markers with high contrast for better visibility. Facilitators should read out each word as it is added to the puzzle to ensure everyone follows the creation of the shared agreement.



Building trust & communication (the norming stage)

In this phase, we move beyond “knowing” each other to “relying” on each other. The goal is to strengthen the bonds and develop a shared language of support and accessibility.

Method 6: The Audio-Described Trust Walk

Target Group: Youth workers and team leaders.

Group Size: 12–26 participants (organized in pairs).

Time: 45–60 minutes.

Goal: To build deep interpersonal trust and master the skill of AudiDescription (AD) as a tool for inclusion.

KSA Focus:

- // Knowledge: Understanding the limitations of purely visual navigation.
- // Skills: Precise verbal communication and empathy-led guidance.
- // Attitude: Responsibility for the safety and well-being of a partner.

Materials: Blindfolds (one for every pair), a safe outdoor or indoor area with minor obstacles (stairs, narrow paths).

Step-by-Step Instructions:

1. Pairing: Divide the group into pairs. One person is the “Explorer” (blindfolded) and the other is the “Guide.”

2. The Mission: The Guide must lead the Explorer through a designated path. Crucially, the Guide is not allowed to touch the Explorer. They must lead using only their voice.

3. The AudiDescription Twist: The Guide must not only give directions (“Turn left”) but also describe the environment to ensure the Explorer feels safe and included (“We are now walking on grass; it’s a bit damp, and there is a large tree about two meters to your right”).

4. Role Swap: After reaching the destination, roles are reversed.

5. Debrief: Focus on how it felt to lose a sense and how the quality of the “AudiDescription” directly impacted the Explorer’s level of trust.

Inclusion & Accessibility (FIT standards):

- Physical Safety: Facilitators must pre-screen the area for major hazards. For participants who already have a visual impairment, this exercise is adapted so they can be the “Expert Guides,” teaching their sighted peers how they prefer to receive verbal information.
- Mobility Adaptation: For wheelchair users, the Guide must describe the terrain (slope, surface texture) to ensure the Explorer knows how to navigate the wheels safely.

Method 7: The Inclusive Communication Labyrinth

Target Group: NGO staff and youth facilitators.

Group Size: 10–20 participants.

Time: 40 minutes.

Goal: To practice complex problem-solving while managing different communication needs.

KSA Focus:

- // Skills: Adapting communication methods to fit the recipient.

- /// Attitude: Patience and perseverance in overcoming communication barriers.
- /// Materials: A large grid marked on the floor (using masking to apear), a “map” of the safe path through the grid held only by the facilitator.

Step-by-Step Instructions:

1. The Challenge: The team must get every member across the grid from one side to the other. Only one square is “safe” at each step.
2. The Rules: Only one person can be on the grid at a time. If they step on a “wrong” square, a buzzer sounds, and they must return. The team must remember the path together.
3. The Inclusive Twist: During the process, the facilitator imposes “challenges” (e.g., “The next person cannot use their voice,” or “The next person must keep their eyes closed”). The team must find ways to communicate the correct path (using clapping, tapping, or audiodescription).

Inclusion & Accessibility (FIT standards):

- Universal Design: The grid squares should be large enough for a wheelchair. If a participant has a sensory disability, the team is encouraged to develop a system of signals (e.g., one clap for ‘forward’, two for ‘left’) that is accessible to everyone in that moment.

Method 8: Mirroring of Emotions (The Empathy Circle)

Goal: To develop emotional intelligence and recognize non-verbal cues in an inclusive setting.

Time: 20 minutes.

KSA Focus:

- /// Skills in non-verbal communication;
- /// Attitude of empathy.

Step-by-Step Instructions:

1. Participants sit in pairs facing each other.
2. One person expresses an emotion (e.g., joy, frustration, confusion) using only their facial expression or a simple gesture.
3. The partner must “mirror” that emotion back and then describe it in words: “I see that you feel energetic and happy.”

Inclusion & Accessibility (FIT standards):

- For participants with visual impairments, the “mirroring” is done through voice. The first person expresses the emotion through the tone of a single word, and the partner mirrors the tone and describes the feeling they heard.

Method 9: The Inclusive “Minefield” (Strategic Reliance)

Target Group: Youth workers and team coordinators.

Group Size: 10–24 participants (in pairs).

Time: 40 minutes.

Goal: To enhance verbal precision and foster a high level of trust between partners in a high-stakes environment.

KSA Focus:

- /// Skills: Detailed verbal instruction and active listening.
- /// Attitude: Patience and accountability for a partner’s physical safety.

Materials: Various “mines” (plastic bottles, balls, cones, or noisy toys) scattered across the floor.



Step-by-Step Instructions:

1. The Field: Create a “minefield” by scattering various objects in a designated area.
2. The Challenge: One partner (The Traveler) must navigate through the field from start to finish without touching any objects. The Traveler is blindfolded (or must keep their eyes closed).
3. The Remote Guide: The second partner (The Controller) stands at the finish line and provides verbal-only instructions.
4. The Inclusive Twist: After the first round, the facilitator introduces “Interference”—other pairs start guiding at the same time. The team must develop a unique “voice code” or specific keywords to distinguish their guide’s voice from the background noise.

Inclusion & Accessibility (FIT standards):

- Neurodiversity: For participants who may find high-noise environments overwhelming, provide the option to use a “tactile guide” (guiding by gentle taps on the shoulder instead of shouting).
- Mobility: Ensure the path between “mines” is wide enough for a wheelchair (minimum 1 meter). If a Traveler uses a wheelchair, the Guide must provide instructions relative to the chair’s dimensions (e.g., “Rotate 45 degrees left to clear your rear wheel”).

Method 10: The Collaborative Sculpting (Sensory Communication)

Target Group: NGO trainers and facilitators.

Group Size: 12–20 participants (in groups of 3).

Time: 30 minutes.

Goal: To practice non-verbal communication and understanding “unspoken” team needs.

KSA Focus:

- // Knowledge: Understanding tactile and spatial communication.
- // Skills: Cooperative creation without relying on sight or speech.
- // Attitude: Sensitivity to the physical boundaries and creative input of others.

Materials: Modeling clay or playdough.

Step-by-Step Instructions:

1. The Triads: Participants form groups of three. They sit in a small circle around a table.
2. The Silent Task: Without speaking, the group must collectively create a sculpture that represents “Inclusion.”
3. The Sensory Challenge: One person in the triad is the “Observer” (can see but not touch), one is the “Creator” (can touch but is blindfolded), and one is the “Coordinator” (can neither see nor touch, but must guide the Creator’s hands using only verbal cues).
4. Debrief: Discuss how it felt to have your “creation” guided by someone else’s eyes, and the importance of precise, patient instruction.

Inclusion & Accessibility (FIT standards):

- Sensory Consideration: Provide clay with different textures (some gritty, some smooth) to enhance the tactile experience for everyone.
- Visual Accessibility: Since the sculpture is physical, participants with visual impairments can fully appreciate the final result through touch, making the “Evaluation” phase of the activity naturally inclusive.



Conflict resolution & problem solving (the storming stage)

Method 11: The Bridge of Consensus

Target Group: Youth leaders, project managers, and NGO staff.

Group Size: 12–25 participants (divided into teams of 4–5).

Time: 60–75 minutes.

Goal: To navigate conflicting interests and reach a unanimous decision that considers the needs of all “stakeholders.”

KSA Focus:

- // Knowledge: Understanding the difference between a “majority vote” and “consensus.”
- // Skills: Negotiation, active listening, and structural problem-solving.
- // Attitude: Patience and a commitment to finding a solution where none is left behind.

Materials: Recycled materials (cardboard, straws, to ape, string), a heavy object (e.g., a 0.5l water bottle), and “Role Cards.”

Step-by-Step Instructions:

1. The To ask: Each team must build a bridge that can support the weight of the water bottle for 30 seconds.
2. The Roles: Each member is secretly assigned a priority:

The Inclusivity Advocate: Wants to ensure the bridge design is “accessible” (theoretically).

The Budget Manager: Wants to use the absolute minimum amount of to ape.

The Aesthetician: Wants the bridge to be visually symmetrical.

The Engineer: Only cares about the weight-bearing capacity.

3. The Storm: The team has 20 minutes to plan without touching the materials. They must reach a consensus on the design while satisfying all roles.
4. The Build: Once consensus is reached, they have 15 minutes to build.
5. Debrief: How did the roles create tension? Did the “Inclusivity” role feel heard, or was it sacrificed for “Efficiency”?

Inclusion & Accessibility (FIT standards):

- Tactile Planning: Provide participants with string or pipe cleaners t“sketch” their designs in 3D, allowing visually impaired participants to feel the proposed structure before building begins.
- Role Adaptation: Ensure Role Cards are available in large print or digital formats for screen readers.

Method 12: The Spectrum of Perspective

Target Group: Youth workers dealing with diverse or polarized groups.

Group Size: 10–30 participants.

Time: 40 minutes.

Goal: Tvisualize the diversity of opinions within the group and practice “Brave Space” advocacy without judgment.

KSA Focus:

- // Knowledge: Recognizing subjective biases and cultural differences.
- // Skills: Expressing sensitive opinions clearly and respectfully.
- // Attitude: Tolerance for “disagreeing agreeably.”

Materials: A long piece of to ape on the floor or a rope.

Step-by-Step Instructions:

1. The Setup: One end of the rope is “Strongly Agree,” and the other is “Strongly Disagree.”
2. The Statements: The facilitator reads controversial or complex statements related to youth work (e.g., “It is impossible to make every activity 100% accessible,” or “Conflict is always a sign of poor leadership”).
3. The Movement: Participants stand on the point of the spectrum that represents their view.
4. The Dialogue: The facilitator asks people at different points to explain why they are standing there. None is allowed to argue; they only listen to the “perspective.”

Inclusion & Accessibility (FIT standards):

- Non-Physical Movement: If a participant has limited mobility, they can use a “virtual spectrum” on a shared digital board (like Padlet) or simply hold up a number from 1 to 10.
- Auditory Mapping: For visually impaired participants, the facilitator must describe the “shape” of the group: “Most people are standing near ‘Agree,’ but three people are standing alone at ‘Strongly Disagree.’”

Method 13: The Mediation Labyrinth

Goal: To practice peer-to-peer mediation in a controlled, safe environment.

Time: 30 minutes.

KSA Focus:

- /// Skills in conflict mediation;
- /// Attitude of neutrality.

Step-by-Step Instructions:

1. The participants act out a minor conflict (e.g., a disagreement over project deadlines).
2. A third participant acts as the “Inclusive Mediator,” whose job is to ensure both sides

are heard and to remind them of the “Safe Space” agreement they signed on Day 1.

3. The rest of the group observes and suggests “Inclusive Phrases” that could de-escalate the situation.

Inclusion & Accessibility (FIT standards):

- Encourage mediators to look for “unseen barriers”—asking if the conflict is actually about a communication style difference or a lack of accessibility in the original to ask.

Method 14: The “Safe Space” Boundary Lab

Target Group: Youth workers and community facilitators.

Group Size: 10–25 participants.

Time: 45 minutes.

Goal: To navigate conflicting personal boundaries and practice “Brave Space” advocacy when the “Safe Space” feels compromised.

KSA Focus:

- /// Knowledge: Understanding the fluid nature of safety in a group.
- /// Skills: Assertive communication and setting healthy boundaries.
- /// Attitude: Courage to speak up and respect for others’ hidden limits.

Materials: Red, Yellow, and Green “Traffic Light” cards for each participant.

Step-by-Step Instructions:

1. The Scenario: The facilitator presents a series of “Tension Scenarios” (e.g., “A participant repeatedly uses a term that others find insensitive,” or “One group member is constantly interrupted because they speak more slowly”).
2. The Feedback: Each participant holds up a card: Green (I feel safe), Yellow (I feel uncomfortable/need a pause), or Red (This is a boundary violation).

3. The Mediation: When a Red or Yellow card is shown, the group must stop the “simulation” and work together to find an Inclusive Pivot. What specific phrase or action could resolve the tension?

4. Debrief: Discuss how the “Right to pass” and “Active Listening” (from our Intro) were applied here.

Inclusion & Accessibility (FIT standards):

- Visual Accessibility: For visually impaired participants, replace colored cards with sounds (e.g., a bell for Green, a clap for Yellow, a whistle for Red) or tactile objects of different shapes.
- Neurodiversity: This method provides a structured way for participants who find social cues difficult to interpret to see a clear, visible representation of the group’s comfort levels.

Method 15: The Silent Architecture (Non-Verbal Conflict)

Target Group: NGO trainers and project coordinators.

Group Size: 12–20 participants (in groups of 4).

Time: 40 minutes.

Goal: To experience the frustration of being “unheard” and finding ways to resolve technical conflicts without verbal dominance.

KSA Focus:

- /// Knowledge: Recognizing power dynamics in a team.
- /// Skills: Collaborative construction using alternative communication.
- /// Attitude: Resilience and shared leadership.

Materials: A large set of building blocks, legos, or wooden scraps.

Step-by-Step Instructions:

1. The To ask: Each group must build a tower that is at least 50cm to all.

2. The Conflict Constraint: None is allowed to speak or write. Furthermore, each member has a “conflict trait” given on a secret card:

- The Reformer: Always wants to move pieces others have placed.
- The Minimalist: Wants the tower to be as thin as possible.
- The Protector: Wants to build a wall around the base.

3. The Struggle: Participants must build while their conflicting traits naturally cause friction. Without speech, they must find a way to compromise through gestures and observation.

4. Debrief: How did it feel when someone moved your piece? How did you find a middle ground without a single word being spoken?

Inclusion & Accessibility (FIT standards):

- Tactile Feedback: Use blocks with varied textures (rough, smooth, heavy, light) to ensure participants with sensory needs can contribute to the “architecture” of the solution through touch.
- Mobility: Ensure the building surface is at a height accessible for both seated and standing participants. If someone cannot physically reach the tower, they act as the “Silent Observer” who uses a laser pointer or gestures to suggest where the next piece should go.



Performance & team motivation (the performing stage)

Method 16: The Universal Escape Room Challenge

Target Group: Advanced youth workers and NGO project teams.

Group Size: 12–25 participants (divided into “Mission Squads” of 4–5).

Time: 90 minutes.

Goal: To solve a complex multi-stage puzzle that can only be completed if the team utilizes different sensory channels (Sight, Sound, Touch, Logic).

KSA Focus:

- // Knowledge: Strategic application of the “Universal Design” principle.
- // Skills: Rapid delegation based on individual strengths and accessibility needs.
- // Attitude: Trusting the “Expertise” of every member, especially those with different abilities.

Materials: Padlocks with codes, “clue” envelopes, Braille alphabet sheets, audio recordings (QR codes), and high-contrast maps.

Step-by-Step Instructions:

1. The Mission: The team is “locked” in a simulation. To “escape,” they must find a 4-digit code to open a final box.

2. The Puzzles: The team encounters four distinct stations:



Station A (Tactile): A box containing objects of different shapes. The code is hidden in the number of edges on a specific 3D shape.

Station B (Auditory): A recording of a rhythm or a series of tones that translates to a number.

Station C (Visual/Logic): A high-contrast riddle that requires solving a spatial puzzle.

Station D (The Braille Clue): A message written in Braille. If none knows Braille, they must use the provided “FIT Inclusion Guide” to decode it.

3. The Performing Twist: The team must solve all four simultaneously to get the final code. They must decide who goes to which Station based on who is most “FIT” for that sensory to ask.

Inclusion & Accessibility (FIT standards):

- Mobility: Ensure all Stations are at a height (approx. 80cm) accessible for both wheelchair users and standing participants.
- Neurodiversity: Provide “Hint Cards” that use simple, clear language to prevent cognitive overload during the high-pressure timer.

Method 17: The Human Inclusive Machine (Synergy in Motion)

Target Group: Trainers, facilitators, and youth activists.

Group Size: 10–30 participants.

Time: 20–30 minutes.

Goal: To create a synchronized “human machine” where every person provides a vital “gear” (movement and sound), demonstrating that the machine fails if even one person is excluded.

KSA Focus:

- // Skills: Physical coordination and rhythmic synchronization.



- Attitude: Realizing that every contribution, no matter how small or “different,” is structurally necessary.

Step-by-Step Instructions:

- The First Gear:** One person enters the center and starts a repetitive movement and a unique sound (e.g., clapping and saying “Tick”).
- The Connection:** The next person joins, connecting their movement to the first person (e.g., moving their foot in time with the clap and saying “Tock”).
- The Full Machine:** One by one, everyone joins until the whole group is one large, moving, noisy “Inclusive Machine.”
- The Test:** The facilitator asks the machine to “Speed Up,” “Slow Down,” or “Operate in Silence.”

Inclusion & Accessibility (FIT standards):

- Sensory Mapping:** For participants with visual impairments, every “gear” must maintain their sound so the participant can “hear” where the machine is and find a safe place to “connect” their movement.
- Physical Diversity:** Movements are not restricted to standing. A wheelchair user can spin their wheels or move their head; a person with limited reach can use their voice as the “vocal gear” of the machine.

Method 18: The Inclusive Pitch (Advocacy in Action)

Goal: To use the team’s high-performing energy to create an “Inclusive Action Plan” for their home organizations.

Time: 60 minutes.

KSA Focus:

- Knowledge of dissemination strategies;

- Skills in public speaking and accessible presentation.

Step-by-Step Instructions:

- Teams have 40 minutes to design a “Pitch” for a new inclusive project.
- The pitch must be presented in at least two formats simultaneously (e.g., Speaking + Visual Posters, or Speaking + Sign Language/Gestures).
- Every team member must have a speaking or “acting” role in the pitch.

Inclusion & Accessibility (FIT standards):

- During the presentations, the audience is encouraged to provide “Inclusive Feedback”—not just on the content, but on how accessible the presentation itself was.

Method 19: The Synergy Web (Resource Mapping)

Goal: To map out the collective “Power” of the group for future European cooperation.

Time: 30 minutes.

Materials: A giant roll of paper, markers, and colored yarn.

Step-by-Step Instructions:

- Participants write their “Superpower” (a specific KSA they offer) on the paper.
- They draw lines (or use yarn) to connect their power to someone else’s power to create a “New Project Idea.”

Inclusion & Accessibility (FIT standards):

- Use 3D elements (yarn, stickers) to ensure the “Map” is tactile.



Method 20: The Inclusive “Clockwork” (Precision Synergy)

Target Group: Senior youth workers, project coordinators, and facilitators.

Group Size: 12–30 participants (in groups of 6–8).

Time: 45 minutes.

Goal: To complete a high-precision physical to ask that requires simultaneous action from every member, proving that the team’s success depends on the specific “timing” and “rhythm” of each individual.

KSA Focus:

- // Knowledge: Strategic understanding of “critical path” teamwork.
- // Skills: Precision timing and multi-sensory signaling.
- // Attitude: Trusting the hidden contributions of others.

Materials: A long rope tied in a loop, a lightweight ball (like a tennis ball), and a “target” (a small bucket or a marked spot on the floor).

Step-by-Step Instructions:

1. The Setup: Each group stands in a circle holding the rope loop with both hands, keeping it taut at waist height. The facilitator places the ball on the rope.
2. The Objective: The team must move the ball around the entire circle and then “drop” it in the target in the center by tilting and vibrating the rope—without anyone touching the ball with their hands.
3. The Performing Challenge: Once the team masters basic movement, the facilitator introduces the “Clockwork” constraints:
 - // The members must keep their eyes closed (relying on the tension of the rope).
 - // The members must remain silent (communicating through the rope’s vibration).
 - // One member (the “Lead Engineer”) can see and speak but cannot touch the rope.
4. The Execution: The group must find a collective “pulse.” They must lift, lower, and tilt the rope in perfect synchronicity. If the ball falls, they reflect on which “gear” in the

clockwork lost its rhythm and adjust.

Inclusion & Accessibility (FIT standards):

- **Mobility Adaptation:** If a participant uses a wheelchair or has limited arm reach, the rope can be rested on their lap or a table. They become a “fixed pivot point,” and the rest of the team must move around them, making their position the most stable and vital part of the machine.
- **Sensory Mapping:** This is a haptic-heavy exercise. For visually impaired participants, the “tension” of the rope provides 100% of the information needed to participate. They can feel exactly when the group is lifting or tilting, making them equal partners in the precision to ask.
- **Safe Space Note:** This to ask can be frustrating. Remind the group that “Storming” might resurface, and they must use their “Inclusive Communication” tools (from Part II) to stay in the “Performing” zone.

Evaluation & adjourning (the closing stage)

As we reach the final stage of the Tuckman Model, the focus shifts to Adjourning. This is a delicate phase where we transition from a high-performing team back to individuals. The goal is to “harvest” the learning, recognize personal growth through the Youthpass framework, and ensure a meaningful, inclusive closure.

Method 21: The Youthpass Reflection Forest

Target Group: All project participants.

Group Size: 10–30 participants.

Time: 60 minutes.

Goal: To translate the intensive 10-day experience into the 8 Key Competences of the Youthpass, allowing for self-assessment in an inclusive, non-competitive way.

KSA Focus:

- /// Knowledge: Understanding the European framework for non-formal learning.
- /// Skills: Self-reflection and articulating personal professional growth.
- /// Attitude: Ownership of one’s learning journey.

Materials: Large “Tree” posters (one for each of the 8 competences), sticky notes in various shapes/textures, and markers.

Step-by-Step Instructions:

1. The Competence Stations: Set up 8 Stations around the room, each representing a competence (e.g., Multilingual, Digital, Personal/Social/Learning to learn).

2. The Harvest: Participants walk through the “forest.” At each tree, they reflect: “What Knowledge, Skill, or Attitude did I gain here during the FIT project?”

3. The Record: They write or draw their reflection on a “leaf” and stick it to the tree.

4. The Peer Review: In pairs, participants share one “leaf” they are particularly proud of, practicing how they would describe this skill to a future employer.

Inclusion & Accessibility (FIT standards):

- Cognitive Accessibility: Provide “Prompt Cards” at each Station with simple questions to help participants who find abstract reflection difficult.
- Visual/Tactile: Use different 3D shapes for each tree (e.g., a square leaf for Digital, a round leaf for Social) so visually impaired participants can identify the Stations by touch.

Method 22: The Haptic Goodbye (Inclusive Closure)

Target Group: All participants and facilitators.

Group Size: Any.

Time: 20 minutes.

Goal: To provide a sense of closure that respects the “Safe Space” and acknowledges the emotional bonds formed without relying solely on visual or verbal cues.

KSA Focus:

- /// Attitude of gratitude and emotional intelligence.

Step-by-Step Instructions:

1. The Silent Circle: The group stands in a circle. The facilitator leads a 1-minute silent reflection on the “Foundation” they have built together.

2. The Pulse: Everyone holds the hands of the people next to them (or holds a shared

rope). A “pulse” (a gentle squeeze) is sent around the circle.

3. The Personal Acknowledgment: Participants are invited to move around the room and say goodbye. They are encouraged to use the “Inclusive Greeting” methods learned on Day 1 (signs, touch, or words).

Inclusion & Accessibility (FIT standards):

- Always reiterate the “Right to pass” regarding physical contact. A “Haptic Goodbye” can also be a wave or a warm verbal description: “I am waving at you with a big smile.”

Method 23: The Inclusive Competence Compass

Target Group: Youth workers, NGO staff, and trainers.

Group Size: 10–30 participants.

Time: 50 minutes.

Goal: To visualize personal growth across the KSA (Knowledge, Skills, Attitudes) model and identify specific inclusive strengths developed during the FIT project.

KSA Focus:

- // Knowledge: Deep understanding of the Erasmus+ Key Competences.
- // Skills: Self-assessment and analytical reflection.
- // Attitude: Ownership of professional development.

Materials: A large “Compass” drawn on the floor (using masking to tape), 3D tokens (e.g., stones, shells, or textured coins).

Step-by-Step Instructions:

1. The “Compass” has four directions: Knowledge, Skills, Attitudes, and Future Application.
2. Participants move physically to the area where they feel they have grown the most during the training.

3. Once in their area, they must share one “Concrete Evidence” of this growth with a partner (e.g., “I now have the Skill to lead a group while using AudiDescription”).

4. They place a textured token on the “Compass” to mark their peak learning point.

Inclusion & Accessibility (FIT standards):

- Tactile Mapping: Use different floor textures (e.g., a rug for ‘Skills’, smooth floor for ‘Knowledge’) so visually impaired participants can orient themselves independently within the Compass.
- AudiMapping: The facilitator should narrate the “Landscape of the Group” (e.g., “The Skills area is very crowded, showing that we have become much more practical over these 10 days”).

Method 24: The “Safe Space” Suitcase (Transfer of Learning)

Target Group: International project teams.

Group Size: 12–25 participants.

Time: 40 minutes.

Goal: To select the most vital “tools” from the project to carry back to their home countries (Poland, Lithuania, Spain, Romania, or Italy).

KSA Focus:

- // Knowledge: Synthesis of the 25 methods learned.
- // Skills: Prioritization and strategic selection.
- // Attitude: Commitment to disseminating inclusive values.

Materials: Two large boxes—one labeled “The Suitcase” and one labeled “The Bin.”

Step-by-Step Instructions:

1. The group reflects on all the methods and behaviors experienced during the project.

2. On high-contrast cards, they write down methods they will “Pack” (take home) and habits they will “Bin” (leave behind, like “assuming everyone can see the screen”).

3. The Pitch: When placing a card in the Suitcase, the participant must briefly explain how they will adapt it for their local youth (e.g., “I will use the Sensory Speed Dating with my youth council in Romania”).

Inclusion & Accessibility (FIT standards):

- Universal Design: Ensure the “Suitcase” and “Bin” are at a height accessible to wheelchair users.
- Digital Alternative: Use a screen-reader-friendly digital board (like an accessible Padlet) for participants who prefer digital input over handwriting.

Method 25: The Haptic Web of Solidarity

Target Group: All FIT project participants.

Group Size: Any.

Time: 30 minutes.

Goal: To physically and emotionally conclude the project, reinforcing the “Razem Lepiej” (Better Together) philosophy through a shared tactile experience.

KSA Focus:

- /// Attitude of gratitude, emotional intelligence, and interpersonal solidarity.

Materials: A ball of thick, textured yarn or soft rope.

Step-by-Step Instructions:

1. The group stands in a circle. The first person holds the yarn and shares one “Lasting Impression” or a word of gratitude to a specific person.

2. Holding the end of the string, they pass the ball to that person. This continues until every participant is connected.

3. The Tension Test: The facilitator asks everyone to lean back slightly. The group feels the collective tension—proving that the “Foundation” is only strong because everyone is holding their part.

4. The Cutting Ceremony: The facilitator cuts the yarn into individual bracelets. Each person ties their piece around their wrist as a reminder of the “Inclusive Foundation.”

Inclusion & Accessibility (FIT standards):

- Sensory Awareness: Use yarn with a distinct texture (e.g., thick wool) the “Web” is highly perceptible to all.
- Physical Support: If a participant has limited grip, a peer can help hold the string or loop it around their arm/wheelchair handle so they are a full link in the chain.



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Find out more about the partners and project activities within the book or visit:

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