

Co-funded by the
Erasmus+ Programme
of the European Union



ADD@ME

Ambassadors of Diversity and non-Discrimination @ new Methods in non-formal Education



IO-1

ADD@ME Blended Training Programme for Visually Impaired Youngsters

Project number: 2020-2-IT03-KA205-019070

Project duration: 01/11/2020 – 31/10/2022

Financial support: European Commission,

Erasmus+ KA2 Strategic Partnerships for Youth



UNIVERSITY OF
THESSALY



Contents

About the ADD@ME project	3
Introduction to the Blended Training Programme	4
Ice-breaking games	7
Module № 1: Managing groups and group dynamics	11
Module № 2: Leadership Skills	20
Module № 3: Interpersonal and effective communication skills	31
Module № 4: Supporting personal development and providing emotional support when coming across diversity	43
Module №5: Disability-related knowledge: how to explain to other people the visual impairment?	52
Module №6: How to plan and implement awareness raising workshops	61
Tips for youth workers / facilitators	69
Closing words	70
Logotypes descriptions	71



About the ADD@ME project

The third EU Youth Goal (2018) states that 1/3 of young people in Europe are at risk of social exclusion. People with disabilities are included in this category and are often Victim of indirect discrimination. The UN Convention on the Rights of Persons with Disabilities recognizes that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. Furthermore, it says that persons with disabilities continue to face barriers in their participation as equal members of the society.

The EU resolution on the EU youth strategy 2019-2027 add that “disadvantaged youth are usually less active citizens” and that the European Union cannot waste these talents and cannot afford disengagement among its youth.

For this reason, the ADD@ME project aims at empowering young people with a Visual impairment (youngsters with Vi) to become KEY PLAYERS IN PROCESSES concerning THEIR OWN SOCIAL INCLUSION at EU level.

Target group

The direct target group of this project are youngsters with Visual impairment aged 18-30 from 6 participating countries (It, Es, Be, Pl, Ro, Gr) who will become key players in the process of their own social inclusion as Ambassadors of Diversity and non-Discrimination. At first, they take part in various training events in partner countries to test, revise and adapt the developed ADD@ME model (Blended Training Programme and the two digital tools) and to enhance their competences to become active citizens and agents of solidarity. Thanks to these new skills, they will lead ADD@ME Awareness Raising Workshops for their local community: a concrete action to foster local citizen awareness of the Visual disability, and therefore a better social inclusion of visually impaired people themselves.

Besides these youngsters, also youth workers are considered a target of the project: they are trained to use the innovative Blended Programme and the new digital tools in order to train even more youngsters with visual impairment to become Ambassadors of Diversity in the future.

Project objectives:

- Foster the social inclusion and the active participation of Vi youngsters through the development of new, innovative youth work practices (the ADD@ME model) to be used by youth with Vi themselves
- Empower and enhance self-confidence, spirit of initiative and self-esteem of young people with Vi through the development of a tailor-made Blended Training Programme and a set of digital adapted tools
- Combat prejudices and misinformation through the design of new and innovative non-formal learning methods to be used by Vi youngsters in awareness-raising events for their local community
- Encourage young people with Vi to undertake actions of active citizenship and commitment in the society, through the implementation of Awareness Raising events (the ADD@ME Awareness Raising Workshops) in order to make their community aware of diversity and disability issues
- Strengthen transnational cooperation among civil society organizations dealing with visual impairment.



Project results

To achieve these objectives, the partnership has decided to elaborate the ADD@ME intellectual outputs: a Blended Training Programme and two additional digital tools to empower youngsters with VI and to make them more active in the society through the implementation of ADD@ME Awareness Raising Workshops on visual disability in favor of their local community.

The products' development phase will be followed by a testing phase composed of a Joint Staff Training Event (C1 event in Poland), Local Trainings in partner countries and a Blended Mobility for Youth with VI (C2 event in Belgium).

Therefore, the main intellectual outputs of ADD@ME will be:

IO1-ADD@ME Blended Training Programme for Visually Impaired Youngsters: composed by:

- a training handbook with new and adapted to visually impaired participants non-formal learning methods to be used in a face-to-face training
- 6 e-modules (provided through audio podcasts) allowing self-directed learning of the Vi participants

Both aimed at empowering and boosting VI youngsters' self-confidence to become active citizens.

IO2-ADD@ME Mobile Toolkit for Visually Impaired youngsters: a web app, which contains non-formal learning methods, and activities VI youngsters can use to lead ADD@ME Awareness Raising Workshops addressed to their local community.

IO3-ADD@ME Online Trivial Game for Vi Ambassadors: an educational online game aimed at increasing local communities' knowledge on the visual disability; youngsters with VI to lead ADD@ME Awareness Raising Workshops can use it as further tool. The game is a web app with accessibility and usability features.

Introduction to the Blended Training Programme

This Training Handbook is part of the first Intellectual Output of ADD@ME. As already mentioned, it is aimed at empowering and boosting self-confidence and spirit of initiative of VI youngsters to become active citizens, agents of solidarity and participate actively in the society as Ambassadors of Diversity and non-Discrimination, promoting the social inclusion of visually impaired people at EU level.

Thanks to the blended methodology VI, youngsters will also be provided with the necessary competences and self-confidence to implement awareness raising workshops on visual impairment in favor of their local communities (the ADD@ME Awareness Raising Workshops, part of IO2).

This handbook, addressed to youth workers, describes and goes together with the training activities; it is composed by six modules, each one accompanied by its audio podcast for the self-directed learning of the VI participants.

More specifically, this Blended Training Programme is dedicated at the acquisition of the following skills:

- Managing groups and group dynamics



- Leadership skills
- Interpersonal and effective communication skills
- Supporting personal development and providing emotional support when coming across diversity
- Disability-related knowledge: acquiring skills to explain to other people the visual impairment
- Planning and implementation of awareness raising workshops.

A research made at application stage showed that in most awareness-raising activities on visual impairment visually impaired youngsters just testify about their experience. Thanks to this Programme, they will be able to plan and implement awareness raising activities and they will be more confident in their capacities, without improvising anymore.

The Blended Training Programme deeply keeps into account the visual impairment:

- All exercises use adapted methods and tools designed for this target group (tactile drawings, Braille/large print handouts, tactile materials).
- A huge part of interpersonal communication passes through the non-verbal channel, therefore, it is essential to increase non-verbal communication competences of VI youngsters: this is why a module is specifically dedicated at non-verbal communication, public speaking and presentation skills where gesture's, posture and face expressions are a must.
- The Programme takes into consideration difficulties of VI to travel: through the e-modules, participants with VI will be able to learn from home thus reducing the need to reach the training venue.

It is also important to emphasize that youth workers/facilitators are free to use the materials provided within the Handbook or add to them new ones, to fit the specific needs of the youngsters they train. It means also that, in accordance with youngsters' training needs, it is possible to deliver just a training module instead of the whole Programme.

The Handbook and its audio podcasts have been developed to be as much flexible as possible, to meet the specific needs of the youngsters.

The ADD@ME Training Handbook (part of the IO1 – ADD@ME Blended Training Programme for Visually Impaired youngsters) as well as its accompanying audio podcasts, is freely accessible and downloadable in En, Es, Fr, Gr, It, Pl and Ro via the project website <http://www.ambassadorsodiversity.eu>

We hope you will enjoy it!

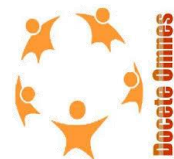


Project Consortium

Po UICI FI (promoter)
Unione Italiana dei Ciechi e degli Ipovedenti
sez. prov.le di Firenze (Italy)



P1 FDO
Fundacion Docete Omnes (Spain)



P2 VIEWS INT
Views International (Belgium)



P3 PZN
Polish Association for the Blind (Poland)



P4 OT
Ofensiva Tinerilor Asociatia (Romania)



P5 UTH
University of Thessaly (Greece)





Ice-breaking games

In this section, youth workers/facilitators can find some inspiring ice-breaking games that they can use to start their Training Programme, if participants do not know each other. They are useful games to start to know each other and to build trust and confidence as well as a relaxing atmosphere among participants before starting the activities.

In some modules, you can also find additional icebreakers you can use.

All games are accessible to participants with a visual impairment.

Feel free to use these games whenever you need during your training session!

Name: Take as much as you need

Type of activity: ice-breaking game

Description of the activity (step by step): The group sits in a circle, the facilitator passes along a roll of toilet paper asking participants to take as much as they need without giving any further explanation. Once everyone has his /her toilet paper, the facilitator explains that for each square of toilet paper they have, they will have to state one thing about themselves.

Duration: Depends on the number of participants

Resources/material: one roll of toilet paper

Results: a great icebreaker activity that helps participants to get to know each other in a relaxing and fun way.

Name: The story of your name

Type of activity: ice-breaking game

Description of the activity (step by step): The group sits in a circle. The facilitator asks the participants to go around the circle sharing with the rest of the group the story of their name (how did they get their name, if they like their name, if they were to have another name what would that name be). An alteration to the activity that can make it longer is to ask participants also to introduce themselves by providing two positive adjectives that characterize them and begin with the same letter as the initial of their first and last name. Another proposal is to ask participants to give for each letter of their name a word that relates to them.

Duration: depends on the number of the group

Resources / material: none

Results: the group gets to know each other in a relaxed way.

Name: Me too

Description of the activity (Step by step): This activity works best for small groups or with a large group divided into smaller groups of 4-6 participants.

1. Everyone in the group gets 10 pennies/toothpicks/scrap of papers, etc.
2. The first person states something he/she has done (e.g. water skiing).
3. Everyone else who has done the same thing admits it and puts one object he received before in the middle of the table.
4. Then the second person states something (e. g. I have eaten frogs' legs).
5. Everyone who has done it puts another penny in the center
6. Continue until someone has run out of pennies

Duration: 15 min

Resources / material: pennies/toothpicks/scrap of papers

Results: The group will become more united.



Name: Horse Race

Type of activity: Energizer

Description of the activity (Step by step): The participants are sitting on chairs in a circle. The chairs are as close as possible to each other. The facilitator is giving the instructions to the group. The participants should do few things.

They are clapping with their hands on their knees all the time.

The facilitator can choose and order however, he want the next parts. The parts can be mixed and repeated.

Obstacle: everyone jump (a bit)

Passing by the queen (wave with your hand)

The horse is going to the left or to the right (the participants are lining to the left or to the right).

Duration: 10 min

Resources / material: none

Results: The group will feel more energized and ready to work

Name: Draw the shape

Type of activity: Team building

Description of the activity (Step by step): The participants are divided in 2 groups standing in a row. The facilitator tells to the last person of the row a shape. The last person of the row should draw the shape with his finger at the back of the person in front of him. The person that the shape was drawn on should now draw the shape on the one in front of him. This continues until the beginning of the row. The first person in the row (the last one that was drawn the shape on), should say aloud what the shape looks like. The circle continues and the facilitator gives out another shape to the last person. Three circles are recommended. The winner is the group that guessed more forms.

An even number of participants in both groups is required.

Duration: 10 -15 min

Resources / material: none

Results: The group will communicate better and they will be more relaxed and ready to work.

Name: One word story

Type of activity: Team building

Description of the activity (Step by step): Participants stand side by side in a line and take turns telling a story about a topic chosen by the facilitator. However, each player will only speak one word each turn. For example, player one says, "Once." Player 2 says, "Upon." Play 3 says "a." Player 4 says "time." And so on. Once they get to the end of the line, begin again at the start of the line. Stop the story when it has reached a satisfying ending. Remind the participants to always listen so they will be ready. Encourage them to be quick. Tell them to "sell" their word, make it sound important in the story. Do not be afraid to put in a strange word, if it fits! Try not to have too much of a story planned in your mind, because you will only have one word to get it going. Debriefing: This is a great warm up game to teach participants that they have to work together to reach a goal. Ask each player what he or she originally thought would happen in the story.

Duration: 10 min

Resources / material: none

Results: The group will communicate better and they will work more efficiently as a team.

Name: Blind count off

Type of activity: Capacity building

Description of the activity (step by step): Ask the members of the team to stand in a circle facing the back of each other. Ask participants to count as high as they can aloud with only one person saying a number at a time. The game requires no planning and everyone must speak once before someone can say another



number. If two people say the same number at the same time or a number is said twice, the group must start over again. The game can become more challenging by setting up a number from which the team has to count up or down.

Duration: 15 min

Resources / material: none

Results: teaches communication, listening skills, team work, strategy, patience and persistence¹

Name: A few of my favorite things

Type of activity: Ice breaking game - Knowing each other

Description of the activity (step by step): the facilitator should arrange the group of learners so that they are standing up in a circle. Going around the group, the facilitator asks the learners to share some of their favorite things, i.e. favorite dish, drink, color, film, song, country, animal, hobby, actor, singer, etc. According to the mentioned item (song, favorite dish, etc.), participants have to create small groups: e.g. if the facilitator says “favorite dish” participants have to create groups according to the dish they like (a group may like pizza, another may like meat, etc.); if the facilitator says “color” participants should look for other participants who like the same color e.g. a group may like pink color, another the blue one, etc.).

This icebreaker can be played through a series of rounds, with each round dedicated to one of the items listed above. At the end of each round, each group should state the specific thing its components like and should state their names so that all participants with Visual impairment are aware of persons involved in each group.

Duration: 20-30 min

Resources / material: Empty training room where participants with visual impairment can move freely (no obstacles around the way)

Results: By the end of the activity, learners should be able to identify where they have similar interests or things in common.

Name: The hat

Type of activity: Team building exercise, helps to create a good “team atmosphere”, stimulate cooperation and active participation

Description of the activity (step by step):

- Participants write one interesting fact about themselves on a piece of paper (for blind participants we suggest to write it with an electronic device and then print it or someone can write and read for them).
- Put all the papers into a hat, and then draw them out one at the time, reading them aloud.
- The task of the group is to match the fact with the correct person.

Duration: 25 min

Resources / material: Pens, papers, hat, electronic devices connected to a printer for blind participants (e.g. note taker or computer with screen reader connected to a printer)

Results: Make a little brainstorming with the team, what kind of project you could do using all the interesting facts you have collected. Will it be crazy, will it be funny, or will it be realistic? It depends on you.

Name: Memorizing names and movements

Type of activity: ice-breaking game, knowing each other

¹ The above methods were published in the “Compendium of activities for youth with Visual impairment” developed through the “Erasmus 4 VIP” KA2 strategic partnership project, coordinated by Ofensiva Tinerilor and financed by the Erasmus+ Program of the European Union. The full compendium can be downloaded on www.inclusion.ofetin.ro



Description of the activity (step by step): The facilitator should arrange the group of learners so that they are standing up or sitting in a circle. ←

Learners are asked to state their name and make a movement that tells something about themselves (e.g. if they like singing, they say mime singing into a microphone, if they like reading they put their hands together showing they read something, if they spend the whole day on their computer screen, they pretend to type with their fingers, etc.). While doing their movement, the next learner has to touch this movement. This way, the next learner repeats the previous name and movement and then speaks her own name and shows her own movement, and so on. Each learner is asked to repeat the activity only of his or her neighbor. Repeat this activity until all learners have had the opportunity to introduce themselves.

Duration: 20-30 min

Resources / material: Training room with chairs arranged in a semi-circle

Results: Learning the names of the other participants and overcoming personal distance/physical barriers thus creating confidence among participants, by touching the neighbor's gesture.



Module № 1: Managing groups and group dynamics

Module Objectives:

This module is designed to help participants gaining a deeper understanding as well as to build competences (skills, knowledge and attitudes) on how to manage group activities, having in consideration the group dynamics process and what to do in a conflict situation.

Learning outcomes:

Upon completion of this learning module, participants (young people with visual impairment) will be able to:

- Define what a group dynamics process is
- Manage the group, taking in consideration the group dynamics process
- Describe the main roles that participants undertake in a group
- Identify the current problems in the group and to solve them
- React properly in a conflict situation
- Create a safe space for the participants of the ADD@ME workshops to share their opinions, beliefs, personal experiences or feelings

Methodological approach

The methods presented are non-formal using a peer educational approach. The pedagogical approach is designed as a learning journey, with several steps to achieve and for each of the steps a method is proposed, facilitated by a trainer, to create the experiences that can be used to develop the necessary competencies of the participants.

Content (Topics/Units):

1. Self-presentation of the facilitator (if needed) and of the topic of the workshop
2. An exercise to know / or to remember the first names (if needed)
3. Energizer/ breaking the Ice game - Zzum
4. Exercise - My expectations of this part of the training programme
5. Game - "Desert Island"
6. Brain storming - Conflicts
7. Game - "Verbal boxer"
8. Game - "Long and happy life"
9. Rounds - "With what I leave today and to which extent my expectations are met"



Learning hours by topics/units



№	Topic/Unit	Duration/approach		Notes
		Face to Face	E-module in audio format	
1	Managing groups and group dynamics, with a focus on conflict management		1 hour	The podcast is an obligatory companion to the face-to-face module and is meant to be listened to before the participants go through the face-to-face exercises.
2	Self-presentation of the facilitator (if needed) and introduction to the module		10 min	
3	Exercise for knowing or first names reminder (if the group members know each other well, to skip)		5 min	
4	Ice-breaker – Zzum		10 min	
5	Exercise – My expectations		15 min	
6	Interactive game – Desert Island		60 min	
7	Brainstorming - Conflicts		20-25 min	
8	Game – Verbal boxer		5 min	
9	Game – Long and happy life		15 min	
10	Rounds – With what do I leave today? To which extent, my expectations of this module defined at the beginning are met?		10 min	



Step by step implementation



Module 1 - F2F Session

Duration	Methods and Content	Tools/adapted materials
10 min.	Welcome Self-presentation of the facilitator. Module introduction	No tools needed
5 min.	An exercise for knowing / remembering the first names – to be skipped if the group members know well each other Each participant tells his/her name one after another and each person says, how would they like to be called (it can be a nickname, an abbreviation, etc.). The whole group repeats this name together, in the form given by the participant in question. Another version – each person says his / her first name in a sad, then in a very happy mood. The person who presents himself / herself holds a ball in his/her hands and gives it to the person next to him/her, who will take the floor.	A ball
10 min.	Icebreaker – Zzum The facilitator informs the group that „zzum“ it is a magic word which will allow everybody to leave all the things, all the burden which was left outside this room, i.e. different daily problems, leaving them free of all the things which were bothering the participants, i.e. from different problems at home, at work, etc. This word will allow all the participants to be present „here and now“. Game description: All the participants sit or stay in a circle. The facilitator is the first to put his/her thumb forward (for the blind and partially sighted participants the facilitator describes precisely this gesture) and says the word “zzum”. He / she hits the arm of the person on his /her left or right side. At this moment this person repeats the same, i.e. repeats the gesture – puts his/her thumb forward, says the word “zzum” and hits the arm of the following person, the next person does the same (first puts the thumb forward, says “zzum” and hits the following person on his/her arm – like giving the floor to this person), until this activity reaches again the facilitator. At this moment, the facilitator gives the instruction, that now it will be the same, i.e. each person, one after another will put the thumb forward, says the magic word “zzum” and gives the floor to the next person by hitting this person on his/her arm, but it shall be done twice as fast. Then, it will be repeated, even	No materials needed



	<p>faster. This element of hitting the arm in order to make the person aware that now it is his/her turn is added because of the visual dysfunction of the participants.</p> <p>This exercise is carried out faster each time until the moment, when there are no gaps between the words, when almost one sound is achieved.</p> <p>When the intended effect is reached, at this moment the facilitator squats down and informs the participants, that he/she will lift from the floor a heavy rope, and it would be nice, if someone helps him/her to take it up from the floor. He adds that it would be good, if all the participants join this action, because this rope is really very heavy and fat (because of the participation of the blind and partially sighted people in the group, the indications have to be precise; blind persons have to be well-informed on all the details of the exercise – e. g. blind persons have to know, that the rope is imaginary). The facilitator informs the group that this rope is to be lifted, and then it will be thrown away behind with all the worries.</p> <p>After this exercise, with no worries, the group moves to the next program’s item.</p>	
15 min.	<p>Exercise – My expectations</p> <p>Participants are divided into pairs (any way of division possible, e. g. counting to 6 (if the group counts 12 persons) and then ones work together, twos work together, etc., or participants are divided into pairs in the order like they are seated, two by two, or any other way of the group division is possible).</p> <p>Participants in pairs share their expectations concerning this module – about 8 minutes.</p> <p>Then, within the forum of the whole group, participants present their most important expectations concerning this module – each person presents the main expectations of the other person in the pair (about 7 minutes).</p> <p>Those expectations can be noted on the flip chart.</p>	Flip-chart printed in Braille
60 min.	<p>Interactive game – “Desert Island”</p> <p>2 versions of the game (the most suitable for the given group to be chosen)</p> <p>The facilitator tells the participants to imagine that they are shipwrecked on the desert island and have to organize their life there.</p> <p><u>1 version of the game:</u></p> <p>For the first part of this game, we have to count about</p>	<p>Flip-chart printed in Braille</p> <p>For the second version-small papers with the roles to draw lots by the participants, with the description of the given role</p> <p>For the facilitator and</p>





	<p>35 minutes. The facilitator does not give a precise instruction for it in order to allow the participants to undertake freely the activity. The facilitator makes observations of the group structure, of the roles in the group.</p> <p>Then, the game is being discussed for about 25 minutes. The facilitator asks the participants, how they felt like during this game, what was their role, what they achieved at the end of the game as a group and thanks to what it could happen.</p> <p>All the participants share their comments and remarks concerning their behaviors in the group and the group functioning as a whole.</p> <p><u>II version of the game:</u></p> <p>The facilitator, as with the first version of the game, tells the participants to imagine that they are shipwrecked on the desert island and have to organize their life there. The first part of the games will last about 35 minutes.</p> <ul style="list-style-type: none"> ● The facilitator asks the participants to draw one of the sheets of paper from the basket (or from the box, the hat, etc.) with the game roles to be played in the group. Depending on the group size, 2-4 participants will play the role of the observers. This role can be among other roles to be drawn from the basket, but another option is to ask the group, who would like to play the role of the observer and they can be established in this manner, on a voluntary basis. ● The papers should have two options at the same time – the information has to be written in Braille and in large print. ● When the participants have read the text on the papers and are acquainted with their roles to play in the game (they cannot tell to others the role they will play – they have to keep it secret), they can always, in case of doubt, consult it with the facilitator. ● All the actors gather in the circle or in any other form of group together in the middle of the room, and they try in the time frame defined by the facilitator (about 35 minutes) to establish among them, how they will live their lives on this desert island. The actors behave according to the instructions given to their roles, but they cannot say openly which role they play. ● If there is a big risk, that the observers will not 	<p>the observers, if needed a paper with the description of all the roles</p>
--	--	---





	<p>manage to recognize the roles, they can be given the role description in the game before the game starts.</p> <ul style="list-style-type: none"> • Now it is the time to discuss the situation, which was played. Observers share their remarks concerning the behaviors and the speeches of the particular actors, then all the observers (if possible without any help from the actors) try to give the names to all the roles played in this game. • The facilitator can as well write all the roles on the flip chart and read them out and then he/she can ask the whole group to attribute them to the particular actors. It is worth as well to note 1-2 typical behaviors of each role. When it is all done, the actors may share their feeling while playing a role and their attitudes to the roles they had to play – if this role is close to their way of being in the group situations, if the given role is likeable for them, what are the pleasant and unpleasant aspects of the given role, etc. • In conclusion, the facilitator initiates the discussion concerning the behaviors and attitudes, which foster the realization of the common task and of those, which hinder such group activity. The remarks of the observers can be noted on the flip chart. 	
20 min.	<p>Brainstorming – Conflicts in the group</p> <p>First, participants work in small groups, depending on the total size of the group, it can be the work of pairs, or the groups of 3-4 persons – the participants speak about their experience concerning the conflicts, e.g. which are the most frequent conflict causes, situations, etc. Are they often in conflict with other people? What are their own effective methods to overcome conflict situations, to solve the conflict?</p> <p>Then, this topic is continued in a group forum. Each small group chooses a group’s spokesperson who will present all the ideas shared within this group.</p> <p>The main causes of the conflicts occurring in the groups and the effective methods of solving them are to be written on the flip chart.</p>	Flip-chart printed in Braille
5 min.	<p>Game “Verbal boxer” – more information about this game can be found in the podcast.</p> <p>Participants speak in pairs. They speak simultaneously for 5 minutes.</p> <p>The game’s conclusion – the facilitator asks the participants, how they feel now and how their well-being has changed.</p>	No tools needed
15 min.	<p>Game “Long and happy life”</p> <p>The facilitator, starting the game, says the phrase that will be repeated in an unchanged way by other</p>	No tools needed



	<p>participants. This phrase has to be addressed to the specific person, e.g. Thomas, I WISH YOU TO LIVE A LONG AND HAPPY LIFE, BUT IT GETS ON MY NERVES, THE WAY YOU... (E.g., interrupt the speeches of the others).</p> <p>The person to whom those words were addressed, Thomas in this example, responds: THANK YOU VERY MUCH, MARIA, FOR TELLING ME THIS, BUT I AM NOT IN THIS WORLD TO BE, AS YOU WANT I TO BE. HOWEVER, I WANT TO THINK IT OVER.</p> <p>Now, it is Maria's turn to choose someone she would like to criticize, using this ritual phrase.</p> <p>The facilitator, introducing this exercise to the participants, informs them that in this exercise it is essential to keep the ritual expressions mentioned above.</p> <p>However, the personal feelings and the annoying behaviors of the given person can be described in a freeway.</p> <p>There is freedom in choosing the person to whom the words of critics will be addressed.</p> <p>The facilitator is the person who starts the exercise and provides the model – ritual phrase to be used by all.</p> <p>The facilitator has to pay attention to keeping the ritual expression intact by all its users. The facilitator interrupts the game, when there is no more ideas, no more words of critics to be said. If later it occurs, that there is someone who would like to come back to this exercise, it can be done.</p> <p>This game is very recommended by Klaus W. Vopel because of its uplifting effect on the group atmosphere.</p> <p>It is worth to practice this game in a group, even if there is no conflict situation in the group. In such a situation, the participants can draw the papers with the description of the behaviors, which are annoying for the group, and they can use it addressing any group members (just to exercise it). The ritual phrases have to, in any case, remain intact.</p> <p>A list of the possible annoying behaviors is presented in Resources / materials, point 2.</p>	
10 min.	<p>The module's conclusions – Rounds</p> <p>At the end of the module, the participants sit in the circle. Each person, one after another, says what is the most important thing he/she takes with him/her from this workshop and on the scale from 1 to 10 (1 is the lowest note and 10 the highest), to which extent his/hers expectations are met (expectations defined at the beginning of this workshop).</p>	No tools needed





Resources / materials

- Auxiliary material for the second version of the „Desert Island” game.
 - a) Card with a roles' description for the observers, both in braille and large print.
 - b) Small papers with the roles to be played by the participants, with a short description of each role
- List of the potential annoying for the group behaviours to be used in the game “Long and good life”



Annexes Module 1



Annex one

Card with role description – for the “Desert Island” second version game.

CHIEF. Takes care of the group work, sometimes he/she interrupts others who speak, he/she sums up the outcomes of the deliberations, „let’s go back to the subject”, „it is a good idea, that each person should be responsible for something concrete”, „we cannot go home before we do not establish something”. He/she encourages others and has a clear vision of the objective.

EXPERT. He/she knows everything, gives advice, sometimes over-pretends to be smart: “remember, it is scientifically proven, that.....”

GUARD. He/she pays attention to the rules of cooperation and to the moral norms: „Do not talk over each other”, „the task should be distributed fairly, without cronyism ”.

MEDIATOR. He/she helps the others to get along with each other: „tell me, what you mean?” „let’s try to get along somehow”, „why do you not want to understand his arguments?”.

DETRACTOR (OVERLY CRITICAL PERSON). He/she criticizes, grumbles, looks for the weak points in everything: „nothing will come out of it for us”, „what you say does not make sense”.

REBEL. He/she does not want to obey the decisions of the others, he/she rebels against the chief and majority’s power above all: „he cannot decide for all of us”, „I wash my hands of this, I hate such discussions in the group”.

IDEAS GENERATOR. He/she has many ideas and is keen to share them with the others; however, he/she is not always keen to carry them out: „we can do it in many different ways”.

SUBCONTRACTOR. He/she does not invent the tasks, but is keen to execute them in a responsible way: „I can take it upon myself”

JESTER. He / she jokes around, makes people laugh, and turns serious problems into a joke.

CRYBABY. He/she is worried that will not manage, and does not really understand what others expect from him/her: „Who can help me to do it...”

RASCAL. He / she does not want to join the discussion, ostentatiously, but without aggression, shows his/her lack of interest.

OBSERVER: „Your role is to observe the behaviors in the group. Please note on the paper or remember the characteristic features of the group behaviors, characteristic features of the particular persons and their speeches. Try to find out who plays which role”. If there is a risk that the observers might have problems in role recognition (even defining them in their words), the facilitator can give them the card with all the roles defined before the game begins.

Annex two

Examples of annoying behaviors for other group members

- Being late
- To interrupt others, while they are speaking
- Judging other people
- Saying bad words
- Making fun of others
- Speaking too much not allowing others to speak
- Making or answering the phone calls during the group meetings
- Etc.



Module № 2: Leadership Skills

Module Objectives:

- Learn about key leaderships skills
- Practice self-determination skills

This module is designed to help participants gain a deeper understanding of leadership and its various characteristics and types, as well as develop skills related to some of the key qualities of a leader such as empathy. Self-determination encompasses many skills, behaviors, and values and is on a continuum (or range). Teaching self-determination skills in early childhood may help to prevent learned helplessness, overdependence, and a low sense of self-efficacy.

Learning outcomes:

Upon completion of this learning module, participants (young people with visual impairment) will be able to:

- Define leadership and characteristics of a good leader
- Identify the different characteristics and types of leadership
- Differentiate between being proactive and reactive, and recognize the importance of proactivity in the context of leadership
- Understand empathy and its importance in leadership
- Have practiced some qualities of empathy such as perspective taking (cognitive empathy) skills and empathetic communication

Methodological approach

A non-formal methodology will be used. The youth worker (professional or not), acting as facilitator of the group, will provide visually impaired participants with different paths and participatory methodologies. Through experiential and cooperative learning, the learning process of participants will be meaningful, and they will be able to acquire the necessary skills to achieve the objectives proposed in the training module.

Content (Topics /Units):

- **What is Leadership?**
 - Defining leadership and what makes a good leader
 - Understanding the differences: Leadership vs. Management
- **Leadership styles**
 - Lewin's Three Leadership Styles;
 - Leadership Styles based on Path-Goal Theory;
- **What is empathy?**
 - Key elements of empathetic communication (understanding and active listening)

Learning hours by topics/units



№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	E-module in audio format	
	Presentation module and participants	10 minutes		
1	What is Leadership?	20 minutes		
1.a	Defining leadership and what makes a good leader	10 minutes		
1.b	Understanding the differences: Leadership vs. Management	10 minutes		
2	Leadership styles	20 minutes		
2.a.	Lewin's Three Leadership Styles	20 minutes		
2.b.	Leadership Styles based on Path-Goal Theory	10		
3	What is empathy?	20 minutes		
3.a	Key elements of empathetic communication (understanding and active listening)	20 minutes		

Step by step implementation

Module2 / Unit 1: *What is Leadership?* - F2F Session



Duration	Methods and Content	Tools/adapted materials
10 min.	<p>Presentation of the module and participants.</p> <p>The facilitator will make a brief introduction of each of the units to be worked on in the training module, presenting the contents of the module and the learning objectives. If the facilitator and group do not know each other, it is necessary to make a “Getting to know each other” session before continuing with the unit.</p>	No materials needed
20 min.	<p>Group activity - Stand by your Quote</p> <p>This exercise introduces the topic of leadership and encourages each participant to make a personal statement about his or her understanding of what makes a good leader. Thoughtful leadership quotes are placed on the walls - touch on different aspects of leadership. Participants are asked to choose to stand by one quote that resonates well with their personal views on what makes a good leader.</p>	<p>Quotes printed Make sure that appointments are also printed in Braille / large print for visually impaired participants</p>
10 min.	<p>Group discussion of Stand by your Quote</p> <p>All participants explain their choice of quote to the group – sharing a leadership insight. The facilitator can write key ideas or words on the flip chart. These will launch further discussion questions or serve as a "bridge" to additional leadership content. Facilitated discussion with flip chart entry of the main conclusions.</p>	Flipchart, markers
10 min.	<p>Presentation: Manager role vs Leader role</p> <p>The facilitator presents the main differences between being a manager and being a leader, making clear those points which reflect upon the following:</p> <ul style="list-style-type: none"> ● Is a good manager automatically a good leader? ● Promote ideas vs Assign tasks ● Inspire confidence vs Exercise control ● Motivate vs Approve ● Proactive vs reactive ● Counting Value vs Creating Value ● Circles of Influence vs Circles of Power ● Leading People vs Managing People 	Presentation, PC, Flipchart



Duration	Methods and Content	Tools/adapted materials
20 min.	<p>Teamwork activity. Leaders in action</p> <p>The objectives to be achieved with this activity are:</p> <ul style="list-style-type: none"> ● Experience the different types of leadership ● Analyze how the types of leadership operate in teams and in people ● Identify the leaderships that favor or hinder obtaining the best result ● Identify how we behave in the face of different types of leadership <p>3 groups will be formed, and a responsible person will be designated in each team. Those responsible will leave the room and the facilitator will give each one a paper with the role to play (authoritarian, democratic and laissez-faire). It is important that no one knows the information that is provided to you.</p> <p>Managers should be informed that they must help their teams meet the objectives. While waiting outside the room, the facilitator will hand out a challenge sheet and 12 toothpicks to the 3 groups. In addition, they will be told that they will be able to turn to their managers for help.</p> <p>Once each group has started working, those responsible are invited to enter the room and join each team.</p> <p>After 10 minutes, the activity should be concluded even if the challenge has not been resolved, and a space for reflection is opened about how they felt guided by their leaders.</p> <p>It is always convenient to have several challenges prepared in case a team solves it immediately or one of its members already knew it.</p> <p>IDEAS FOR A MOMENT OF REFLECTION AND DEBATE</p> <p>It is not about knowing whether or not they were able to meet the objective. In this space, they should reflect on how they felt led, if they needed more help from the person in charge, if they needed someone to guide them and order the tasks. How the leaders responded to each demand. How they felt about the different types of leadership and which one is best for each one.</p>	<p>Sheets with leadership type roles. Sheets with challenges. Make sure the sheets are also printed in Braille / large print for the visually impaired participants. Explanatory images of the handout should be in a tactile form for the blind participants</p>
20 min.	Teamwork activity. Forming figures.	





	<p>The objectives to be achieved by carrying out this activity are:</p> <ul style="list-style-type: none"> ● Identify those who assume leadership and to whom it is granted. ● Analyze how communication flows in the group. ● Observe group interaction when they must meet an objective. <p>The facilitator will propose to the group an activity in which everyone must participate actively. For this, it is necessary that they form a great circle holding hands, it is explained to them that they will not be able to separate.</p> <p>They must comply with the slogan that the facilitator will say aloud, it must be fulfilled within a specified period. For example, and as a test, tell them to form a square in a certain time, simulate a wave of the sea, and make a triangle.</p> <p>The facilitator will take into account the profile of the participants to give more or less complex instructions and leave more or less time for the execution of the activity.</p> <p>IDEAS FOR A MOMENT OF REFLECTION AND DEBATE</p> <p>The important thing about this dynamic is not the result of the figures, but how communication flows and who are the people who take the initiative when carrying out the exercises.</p> <p>-What obstacles did you detect; how did you solve them? - Could any of the figures have been made in a faster and more practical way? -What would they improve? - Were they able to communicate effectively? - Did everyone agree on the same strategy? - Did anyone think they had the solution but did not dare to say it or were they not allowed to participate? -What improvement did each one identify to make? - Who assumed the leadership role?</p>	<p>Large room free of obstacles.</p>
<p>10 min</p>	<p>Presentation. Path-target theory</p> <p>The facilitator will present the main leadership styles based on the path-objective theory, making the following points clear:</p> <ul style="list-style-type: none"> ● Achievement-oriented leadership ● Executive leadership ● Participatory leadership ● Supportive leadership 	<p>Presentation, Flipchart, PC,</p>





Duration	Methods and Content	Tools/adapted materials
20 min.	<p>Empathy map.</p> <p>Empathy maps can be a powerful tool for building a deeper understanding of how our words and actions connect with our thoughts and feelings. Empathy maps are divided into four sections: thinking, feeling, saying, and doing. Lead the participants through an example, using yourself as a model. (For example: When I feel nervous, I might think I am making mistakes. When I feel like this, I apologize a lot (I say) and often take a deep breath (do).)</p> <p>Example of a map: to carry out one of the most graphic empathy dynamics that exist, it is enough to start with a blackboard or flipchart where a circle is drawn in the center. This will be titled "our group." Then it divides into four quadrants, labelled with four verbs: Think, Feel, Say, and Do. 4 sticky notes are given to each participant and they are asked to think and / or write an emotion that they sometimes feel, a thought that they connect with that emotion, an action they take when they have that feeling, and something they could say about it.</p>	<p>Flipchart or whiteboard. Felt pens Paper or sticky notes Braille (or any other electronic device) for blind participants</p>
20 min.	<p>Group activity. Just listen.</p> <p>The objectives to be achieved with this activity are:</p> <ul style="list-style-type: none"> - Strengthen members' listening skills - Encourage participants to communicate how they feel about a topic <p>The facilitator should prepare 4 cards with a different theme each. They should be interesting and, if possible, uncontroversial topics so that people can express themselves freely.</p> <p>Request the participation of 4 volunteers to talk about the subject. Whoever volunteers will choose a card and then talk for 3 minutes about how they feel about it.</p> <p>While the person speaks, the rest of the group should only listen, that is the objective of the rest of the participants. Then ask one of the people in the group to summarize what was said.</p> <p>They cannot debate whether they agree or disagree; they should only limit themselves to summarizing. Whoever spoke should inform if he or she did not say</p>	<p>Cards with the themes (preferably in large print). Make sure the sheets are also printed in Braille for the blind participants</p>





	<p>something of the summary, whoever is moderating may also participate.</p> <p>The activity should be repeated with the other three volunteers to analyses if there are modifications in the abstracts.</p> <p>IDEAS FOR A MOMENT OF REFLECTION AND DEBATE</p> <p>How did the speakers feel about their peers' ability to listen? How did the listeners feel about not being able to speak about their own Views on the subject?</p> <p>How well did they listen? How well did the listeners summarize the speakers' opinions? Did they improve as the exercise progressed? How can you use what you have learned today in everyday life?</p> <p>Dynamic Solo Listening makes it possible to work on the following topics: empathy, active listening, emotions</p>	
--	---	--



Resources / Materials

We summarize here the resources / materials needed for the activities of this module:

Quotes printed

Flipchart, markers, Presentation, PC, Sheets with leadership type roles.

Sheets with challenges. Large room free of obstacles. Cards with the themes. Box of toothpicks.

All handouts should be accessible to VI participants (Braille, large print).

Annexes Module 2

Annex one

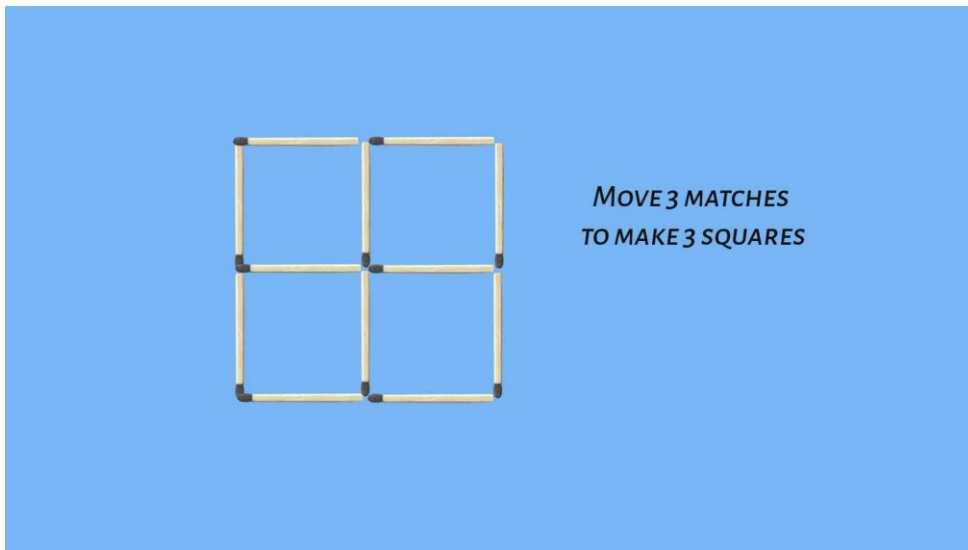
Challenge Sheet

You have 10 minutes to complete the following challenge: Moving only three toothpicks should be a figure with three squares. All the toothpicks must be used in the squares.

Challenge of toothpicks



Move three sticks and convert four squares to three squares toothpick puzzle



The image above is of twelve matches in the shape of a square. The outside perimeter consists of eight matches, two matches per side. Four matches placed in the middle of each pair of matches then subsequently divide the larger square into four smaller squares.

How many unique solutions can you find?

Total recommended time is 10 minutes.

It is not a difficult puzzle and you should enjoy solving it.

Two solutions, both systematic, are presented after initial analysis.

The solutions are:

- Systematic solution by common stick elimination in details.
- Quick solution by End state analysis, an especially powerful general problem-solving concept.

You should try it before going through the detailed solutions.

Systematic Solution to the toothpick puzzle: Move 3 sticks to make three squares


We will first take up an analytical approach to arrive at conclusions based on matchstick puzzle concepts and deductive reasoning.

First stage: Structural analysis to know what exactly you have to do

In the first step, you need to count total number of sticks and then in second step, analyses the difference between given puzzle figure and the goal solution figure. The outcome helps us to get a clear idea on steps to be taken to reach the solution.

How many sticks are required to form a SINGLE square? It is four. Therefore, to form four squares 16 sticks would have been used four more than the 12 sticks we have. How could then four squares have been formed



even with number of sticks 4 less than the number needed to form 4 squares? This is where the key concept in matchstick puzzle solving comes in—the concept of sticks common between two adjacent unit shapes. 

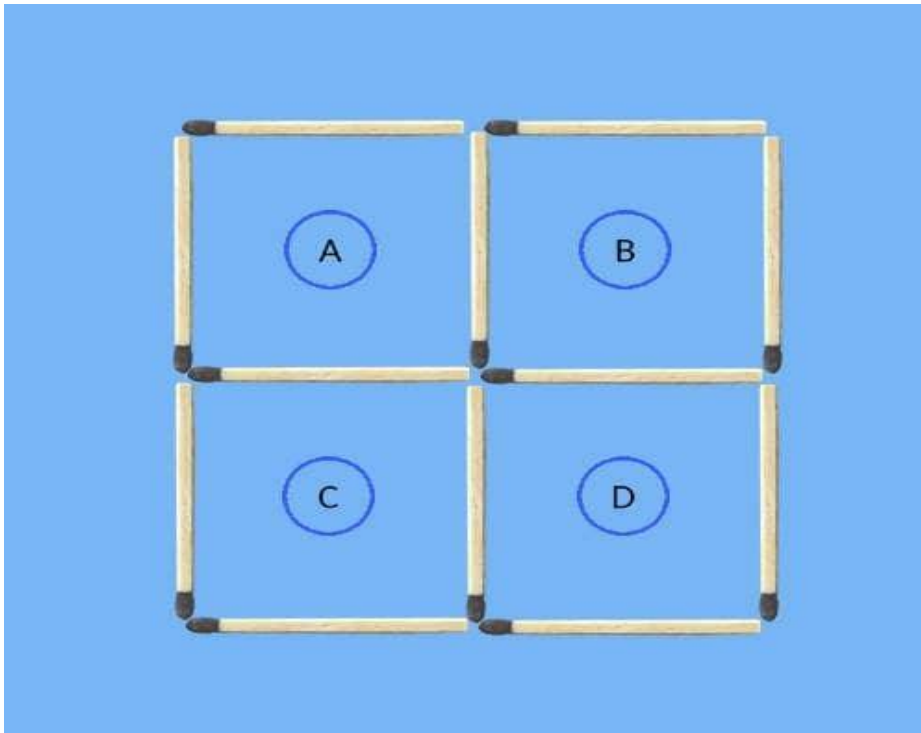
Our job is then clearly to,

Eliminate all 4 common sticks and,

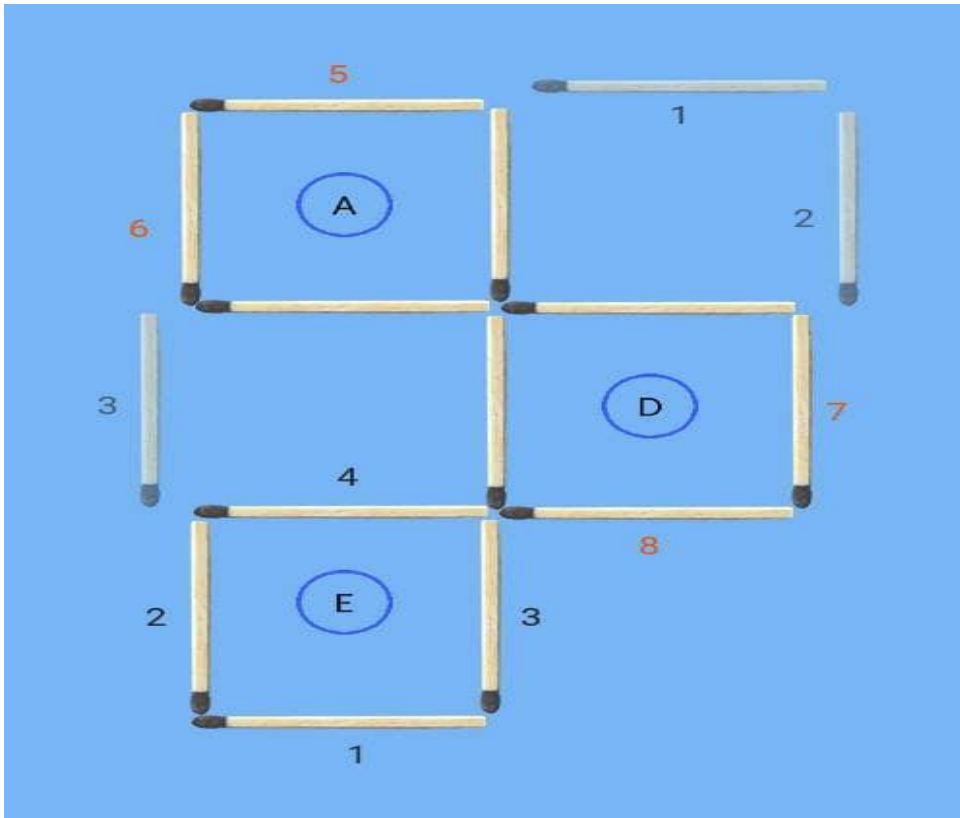
Form three independent squares,

By moving just three sticks.

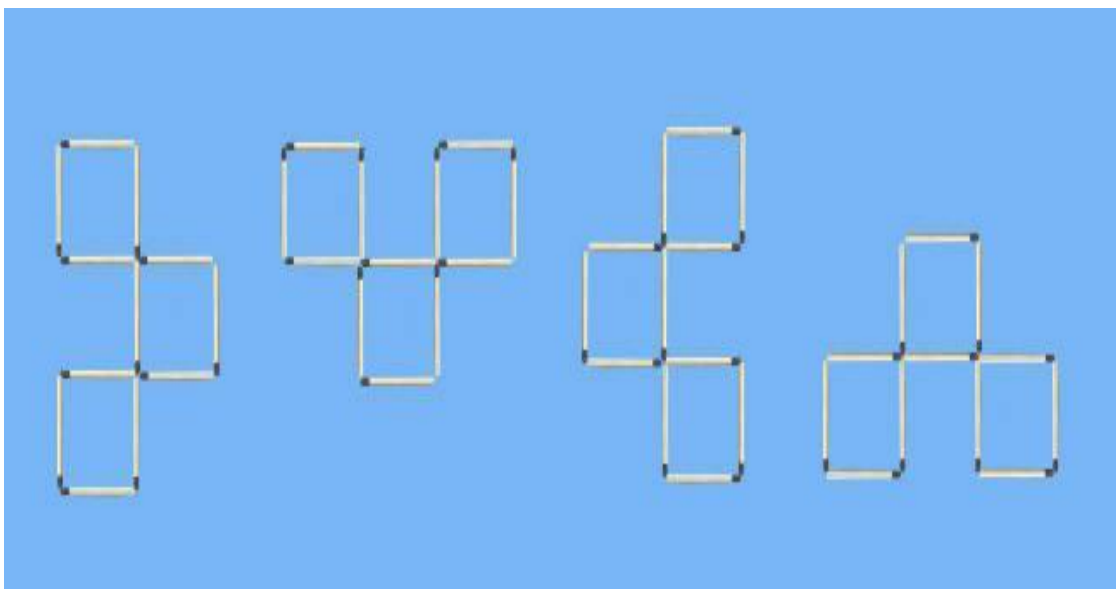
What is not mentioned explicitly in these three tasks is—in the process, you also reduce number of squares by one.



The image above is of twelve matches in the shape of a square. The outside perimeter consists of eight matches, two matches per side. The larger square is then subsequently divided into four smaller squares by four matches placed in the middle of each pair of matches. In each square, there is a letter. The letter A is in the top left, B is in the top right, C in the bottom left and D in the bottom right.



In this image, the original large box has now been numbered one to eight. The numbers one and two are the top right corner of the square. The numbers three and four are the bottom left of the square. In the image the two matches in the top right have been relocated to under the bottom left match to form an open square with match three (bottom left side) moved to close the square. Now only two are the original letters from the previous image of three boxes. Only A and D now remain with matches one, two and three create the new box E.



Following on from the descriptions before this image shows four possible configurations for the creation of the third box. All the shapes are valid for the game. These four configurations will happen depending on where you place the three matches.



Annex two

Responsible roles

The authoritarian leader: This type of leader makes decisions on behalf of the entire group, but through his individual point of view, without taking into account the opinion of others and without letting them take the initiative. With this type of leaders in groups, more hostile and aggressive behavior tend to prevail.

The Liberal or laissez-faire leader: he gives information to the group when asked. Leave freedom within the group. Groups with this type of leadership are characterized by sometimes less interaction, as well as a diffuse organization and little effort at work.

The democratic leader: The atmosphere in these groups is communicative. The leader follows an egalitarian criterion and rewards the effort. Learning is mutual; with more interest and on many occasions the leader himself gives up or delegates some of his functions.



Module № 3: Interpersonal and effective communication skills

Module Objectives:

The module helps participants raising understanding of:

- Why communication skills are important
- Models and methods of communication
- Non-verbal communication
- Effective communication skills
- Skills regarding public speaking/presentation

Learning outcomes:

Upon completion of this learning module, participants (young people with visual impairment) will be able to:

- Understand the core elements of effective communication
- Understand the different types of communication
- Develop and use nonverbal communication skills
- Develop skills for effective presentation/public speaking

Methodological approach

The method adopted in this module has many in common with action research. Action research is a methodology that fulfils two important conditions; one is that it seeks improvement, and the other is that it seeks an understanding of the setting and context in general. Also, several principles of action research, such as research and investigation, analysis of practice, applying theory through action, evaluating practice, involvement of colleagues

In addition, others concerned, reflection, discussion and sharing of meanings, validation of professional change and constant renewal strengthened the argument about choosing action research as the best methodology for the purposes of this module. In action research, there is a group of four fundamental aspects: planning, acting, observing, and reflecting, which end up in a cycle, and ultimately in a spiral of such cycles. This situation is present in this module, and it is recommended to use it when change and reflection are involved in a process.



Content (Topics / Units):

1. Unveiling the components of communication

- Receptive language
- Expressive language and pragmatics
- Social communication - adopting a model
- Verbal
- Nonverbal
- Visual
- Written

2. The significance of interpersonal and effective communication skills

Analyzing Communication skills - Developing interpersonal and effective communication skills

- Social interaction
- Conversations
- Interpersonal Skills
- Presentation Skills
- What are the factors that may limit communication opportunities in children with visual impairment?

3. The silent power of non-verbal communication skills.

- Nonverbal
- Appropriate eye contact
- Body posture and facial expressions
- Personal body space





Learning hours by topics /units

No	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	E-module in audio format	
1	Unveiling the components of communication	80min	1 hour	The audio is a mandatory companion to the module. The content of the audio is essential and very informative to the topics of the module for this is highly recommended to listen to it before going to the face-to-face training events.
2	The significance of interpersonal and effective communication skills	90min		
3	The silent power of non-verbal communication skills.	100min		

Step by step implementation

Module 3 / Unit 1: *Unveiling the components of communication.* -

F2F Session

Duration	Methods and Content	Tools/adapted materials
60min	<p>Group activity – this phase refers to a brainstorming situation coupled with an ice-breaking game.</p> <p>Suggestion for the ice-breaking game Icebreaker: Making Connections</p> <ol style="list-style-type: none"> 1. Gather the group. The facilitator invites the participants to form a circle in which every person is physically linked with two others. 3. Ask one volunteer to stand with one hand on his/her hip, and then share one or more statements about his/herself to the group. 4. When someone from the rest of the group hears a statement that they have in common with the first volunteer, they are invited to link elbows with them. 5. This second person then shares something about themselves to the larger group, to attract a new person to link elbows with them, and so on. 6. This process of sharing and linking continues one-by-one. 7. To complete the circle, invite the last person to join the long chain of connections to share something about themselves to link with the very first volunteers. <p>(For more ideas about ice-breakers you can go on Playmeo https://www.playmeo.com/activities/ice-breakers-get-to-know-</p>	<p>Flip chart or/and pen and paper. A Braille may be useful throughout the activities</p>



[you-games/making-connections/#:~:text=Ask%20one%20volunteer%20to%20stand,to%20link%20elbows%20with%20them\)](#)

After that, all participants are welcomed, and the facilitator asks from each participant to say a random word, which pops into their head. In turn, the facilitator writes down all words in the flip chart. After that, the facilitator asks each participant randomly to explain what the message was behind a word (the facilitator also picks up randomly a word from the list of the words, which are written in the flip chart). There is no correct or incorrect into this procedure. When each participant gives his/her opinion about the conveyed message of the words, he/she introduces again him/herself.

This workshop introduces the components of communication and invites all participants to explain in their own words what is communication for them and how did they feel when another person tried to figure out the message which was conveyed by his/her word in the previous activity. Then the facilitator presents them the following keywords which are written in the flip chart, and they are also printed in braille:

- Sender
- Message
- Channel
- Receiver
- Interpretation
- Response
- Physical context
- Psychological context
- Mediators

In turn, the participants are invited to create groups and sort out the above keywords into a communication process through a specific example (real or imaginary). This activity can be conducted either using round tables and taking notes or using role-play to represent the communication process that a group came up with.

When the activity is finished, the facilitator may ask the groups to explain their examples using the shape of a circle. The key here is to realize that communication is a constant interaction between sender and receiver and vice versa. The shape "circle" serves well to explain the "mechanics" of the communication process and may provide insights regarding this matter.

The facilitator can propose many examples on how a message is conveyed like the one below:





	<p>Group activity: "Phone message" Explain to the group that we are going to play a game called "Phone message". The facilitators select one person from each group to be the Sender of a message. Then, they ask from him/her to deliver the message to the person who is exactly next to him or she without the others listening what is this message. The objective is to convey a message through different persons and see how the last person receives the message. When the procedure ends, then the facilitator asks the last person to say the message and in turn, the facilitator tells the group what the initial statement was.</p> <p>Group discussion: The facilitator through reflection asks the participants to explain why the two messages were different and what the factors that change the initial message were. What happened to the message in this activity? Why do you think the message has changed?</p>	
20min	<p>Group activity: Identifying different types of communication</p> <p>First, the facilitator asks the participants what type of communication do they find difficult to communicate and why? In addition, what type of communication do they find easy to communicate and why?</p> <p>After a sharing of opinions and discussions the facilitator introduces the four types of communication highlighting their basic features as follows:</p> <p>Verbal Communication is a type of oral communication where the sender shares his/her thoughts in the form of words. The tone of the speaker, the pitch and the quality of words play a crucial role in verbal communication.</p> <p>Nonverbal communication includes all the ways we communicate without words (Ivy & Wahl, 2014). In the literature, it is supported that nonverbal type is a very important tool because it conveys thoughts, attitudes, perceptions and meaning. Nonverbal communication refers to vocal expression.</p> <p>Visual Communication is the type of communication, which refers to the use of signboards, displays, hoardings, banners, maps etc.</p> <p>Written Communication refers to the use of letters, circulars, manuals, telegrams, memos, emails, reports etc. to send messages to others.</p> <p>Once the above features are well understood by everyone, then the facilitator invites the participants to make pairs and match their difficulties and preferences regarding communication into the above four types of communication using their own comments.</p> <p>It is expected that this workshop will clarify many misunderstandings and the participants will be able to elaborate different aspects of communication in a detail.</p>	Pen and paper or Braille/any other electronic devices, depending on the participants' needs





--	--	--



Module 3 / Unit 2: The significance of interpersonal and effective communication skills
F2F Session

Duration	Methods and Content	Tools/adapted materials
40 min	<p>Group activity – working on social interaction</p> <p>The facilitator explains the participants that the activity is based on social exhibition aiming to develop speaking, presentation skills as well as conversation skills.</p> <p>In turn, the facilitator invites the participants in pairs to conduct a role-playing game. All pairs will take turn as follows. The first pair will start a small conversation for 3 minutes trying to involve in their interaction greetings, gestures, cuddling, hugs, announcements, news and the like (i.e. free style interaction aiming to communicate a message). The facilitator encourages the pairs to improvise and feel free during their conversations. The other pairs will act as audience, and through a flip chart or a Braille/any other electronic device will try to trace characteristics of socializing according to what they have heard from the podcast and from the previous workshops. When all pairs take turns and the procedure reaches an end, the facilitator will ask from all pairs to go through their notes and share them. Since, this activity is done, the facilitator will provide the following list of communication skills and invite all couples to make a matching game between their notes and their observations and pair these notes with the items of the list, which will be provided by the facilitator.</p> <ul style="list-style-type: none"> ● positively initiate interaction ● sharing information ● expand conversation ● listen well ● express wants and needs ● take turns and share ● compliment ● interrupt ● demonstrate empathy and sympathy ● positive feedback ● negative feedback ● knowing how to end a conversation ● knowing how to take turns <p>Finally, the facilitator will reflect on the results and reach to some conclusions regarding communication skills. This activity helps a lot in going in depth</p>	<p>Pen and paper or Braille/any other electronic device, depending on the participant's needs</p>



	regarding the mechanism of communication, highlighting components and characteristics.	
30 min	<p>Group activity - Understanding interpersonal skills</p> <p>The facilitator asks from the participants to be in a circle and try to explain what does the phrase “interpersonal skills” mean; then the facilitator invites them to make pairs and asks from each pair to pick up from a box a note (written in Braille and in large print), read it and try to perform exactly the opposite of what the note says. The notes will have the following labels:</p> <ul style="list-style-type: none"> ● Be positive ● Control your emotions ● Try being friendly and chatty ● Appreciate the expertise of your co-workers ● Avoid talking over others or speaking for them ● Demonstrate ability of active listening ● Demonstrate ability of empathy ● Minimize stress ● Treat others as you want to be treated ● Demonstrate ability to engage in a variety of play activities ● Encourage the efforts of others ● Show awareness of common activities and interest ● Demonstrate ability of compromise <p>It is expected that this activity will offer laughs and at the same time will provide great opportunities to illuminate the aspects of interpersonal skills through a role-playing game. This game will allow the participants to realize the negative impact of not having developed interpersonal skills combining at the same time the concept of diversity and uniqueness.</p>	Notes in Braille and large print
20 min	<p>Group activity – Developing skills for public speaking (presentation skills)</p> <p>Presentation Skills Exercise: Tell a Story</p> <p>This exercise helps participants to focus public speaking skills. The participants have to deliver a presentation based on an interesting theme or on a personal story and receive feedback on their presentation. Facilitators give 5 minutes to the participants to prepare their stories. The presentation has to be 1 minute. Facilitators and participants will provide feedback regarding the presentation, the use of body language, the tone of voice, the emotions, and the pace of speech. Follow the procedure with a discussion.</p> <ul style="list-style-type: none"> ● How well did you deliver? ● Can you improve your presentation? ● What did you learn from other presenters? 	No tools / material needed





	<ul style="list-style-type: none"> • Who had the best presentation and why? • What areas do you need to pay more attention to, to improve your public speaking? <p>(Source: Skills Converged (ND) Tell a Story Retrieved from https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/809/Presentation-Skills-Exercise-Tell-a-Story.aspx)</p>	
--	--	--



Module 3 / Unit 3: *The silent power of non-verbal communication skills* - F2F session

Duration	Methods and Content	Tools/adapted materials
100 min	<p>The following workshop includes many activities, which are focused on non-verbal communication skills. People who are visually impaired do not have the information of body language during a discussion or a conversation and as a result, critical information is lacking from them. Children and students with Vi may need extra support in understanding what nonverbal behaviors communicate, both of others and of themselves. This is something that can be taught since non-verbal behaviors constitute a means of communication. Thus, the acquisition of non-verbal communication skills is considered very important since they influence and sometimes determine the quality and the depth of a conversation or of a social interaction.</p> <p>ACTIVITY 1. Maintaining appropriate eye contact (20 min) INSTRUCTIONS</p> <p>The facilitator asks the participants to form couples. If the number of the participants is odd, then allow a group of three or permit one of the facilitators to join the activity. Each member of the couples will be blindfolded or will have his/her eyes closed. Then the other member of the couples will follow the facilitator’s instructions:</p> <ol style="list-style-type: none"> 1. Get close to your blindfolded partner’s level when talking to him or to her. Verbally or physically, prompt your “blind” partner to turn his or her body toward you when you are speaking. Try different directions. Use prompts. 2. Encourage your blindfolded partner to maintain appropriate eye contact throughout a conversation or interaction. Pick up a topic that you are both interested in. 	<p>Large print, braille and a relatively large room for the activities.</p> <p>In addition, it is suggested this activity can be done in couples formed by a sighted and a blind person or a partially sighted and a blind person.</p> <p>Nevertheless, if the groups consist of persons who are blind, then a sighted participant is needed who will act as the observer and provide feedback to the participants who will be involved in the activity</p>



ACTIVITY 2. Demonstrate appropriate body posture. Using and responding to common gestures and facial expressions (40 min)

INSTRUCTIONS

This activity aims to train participants to convey a variety of messages through body language and facial expressions.

Facilitators separate participants into pairs.

In every pair, one participant is Partner A and the other is Partner B.

Facilitators give each participant a copy of the script (copied below). Participant A must read his or her lines aloud (large print or braille), but Participant B has to communicate his or her lines in a nonverbal way (common gestures and facial expressions).

Facilitators give to the Participant B a secret role regarding an emotion such as feeling bored or guilty etc.

Participant A must guess what emotion their partner was feeling.

The script:

A: Have you seen my book? I cannot remember where I put it.

B: Which one?

A: The one for the psychology class. You borrowed it last week.

B: Is this it?

A: No.

B: I did not!

A: Maybe it is in your bag...

B: I will check it.

A: Quick!

B: please be patient? Why are you always so impatient?

A: Forget it! I do not need your help. I will search alone.

B: Wait. There it is.

(ref. Skills Converged (nod) Nonverbal Communication Activities Retrieved from

<https://www.thoughtco.com/nonverbal-communication-activities-1857230>)

After the activity ends, the facilitator asks the participants from each pair to reflect on their non-verbal communication and explain the meaning of their body language and facial expressions. In turn, the facilitators may think to discuss a little bit more patterns of non-verbal communication, which may find the participants incomprehensible.





ACTIVITY 3. Maintaining appropriate personal body space (40 min)

INSTRUCTIONS

The facilitator explains the term “personal space”. Generally speaking, “personal space” refers to the physical distance between two people. Of course, this distance may differ when the two people are members of the same family or are colleagues at the same work environment.

Now the point is how can we visualize or conceptualize this “personal space”. The facilitator can ask the participants to reflect on this notion, in turn exchange, and share opinion and experience on this matter. Some examples of visualization of the “personal space” may be the air between two people like an invisible shield, or a bubble, you have formed around yourself for any relationship.

Since all participants grasp a good understanding of the “personal space”, then the facilitator may raise the question “What do you say? Shall we find out factors that determine our comfortable personal space?”

The facilitator asks the participants to form couples and work out the question. When all groups finish their work then they discuss and reflect on their thoughts and opinions. Some tips below may be useful. Find out the factors that determine comfortable personal space.

This size of this space in question depends on the bonding that may or may not exist between two people. The size of this space is small for people who know very well each other. With a stranger, it is greater. Typically, people who live in crowded cities have smaller personal space preferences than those who live in wide-open spaces.

Other factors that determine a comfortable personal space:

- Male to male
- Female to female
- Male to female
- Professional relationship –
 - any combination of male and female
- Romantic versus platonic relationship
- Culture and country

Average comfort levels of personal space distance in the U.S.:

- Approximately 0 to 20 inches for intimate couples
- Approximately 1-1/2 feet to 3 feet for good friends and family members





- Approximately 3 feet to 10 feet for casual acquaintances and coworkers
- More than 4 feet for strangers
- More than 12 feet for speaking to a large group
- (Source: <https://www.thespruce.com/etiquette-rules-of-defining-personal-space-1216625>)

Finally, the facilitator asks the participants to list, if possible, some rules regarding the personal space. This activity would be very interesting because it is expected that the participants will arrive at a variety of rules, and this would be extremely interesting to discuss the different rules and see all together if these rules can be applied.

General Rules of Personal Space:

All kind of rules may vary according to culture and location. Nevertheless, we can list a common corpus of rules that can be labeled generally of personal space.

1. Never touch anyone you do not know.
 2. Don't reach for anyone else's children, regardless of your intentions.
 3. Stand at least 4 feet away from a person unless you know him or her well.
 4. When someone leans away from you, you are probably in that person's space that makes him or her uncomfortable. Take a step back.
 5. If you walk into an auditorium or theatre that is not crowded, leave an extra seat between you and the next person. However, it is acceptable to sit next to someone if the room is crowded.
 6. Never lean over someone else's shoulder to read something unless invited.
 7. Never go through anyone else's personal belongings.
 8. Don't fling your arm around someone's shoulder or slap anyone on the back unless you know the person very well.
 9. Don't enter a room or office without knocking first.
- (Source: <https://www.thespruce.com/etiquette-rules-of-defining-personal-space-1216625>)

GENERAL RULE IN WORK:

Avoid the urge to get too close, observe boundaries, be aware of other people's reactions, and if they seem uncomfortable, add more space between you





Resources / materials

All activities have an experiential character. A camera or a cell phone may be very useful to record the activities reflect on what has been done. In addition, material is needed such as notes printed in Braille/ large print, pen and papers, Braille / electronic devices for the blinds to take notes, and flipcharts.



Module № 4: Supporting personal development and providing emotional support when coming across diversity

Module Objectives:

The module helps participants in raising their understanding of:

- Personal development and how to guide people through their journey
- Emotional support, how and when providing it through the mentorship and peer support

Learning outcomes:

Upon completion of this learning module, participants (young people with visual impairment) will be able to:

- Stand as good listeners and create a safe space (for listening, mentorship...etc.)
- Recognize and respect others' feelings
- Use the mentorship's keys to support personal development
- Set up objectives and reach them
- Develop their empathy when comes to provide emotional support

In addition:

- Guide the participants to their ADD@ME workshops to:
 - Open up
 - Identify their convictions and mental block
 - Identify their goals and their expectations.

Methodological approach

The approach here is divided in two possible situations: The first situation is a face to face where only two people are involved, the mentee and the mentor. This is the mentorship. The second situation is a face to face where more than two people are involved, we are talking about a group. It is the peer support (with a facilitator). Through the audio podcast, the VI youngsters get the main keys about personal development and emotional support. Then, through the face-to-face training module, they got the possibility to apply the theory and to acquire the skills to use them in practice.

Content (Topics /Units):

- 1. What is personal development?**
 - The personal SWOT analysis
 - Set up SMART goals
- 2. What is emotional support?**
 - Understanding diversity through peer's experience
 - Identifying the fears
- 3. The three keys for constructive discussion**
 - Establish a safe space
 - Recognize and respect other's feelings through peer education
 - The good listener's tools



Learning hours by topics/units



№	Topic/Unit	Duration / approach		Notes
		Face 2 Face	E-module in audio format	
1	What is personal development?	70min	1 hour	The audio is a mandatory companion to the module to have additional and crucial information about the topic. We recommend listening to it before.
2	What is emotional support?	35min	1 hour	The audio is a mandatory companion to the module to have additional and crucial information about the topic. We recommend listening to it before.
3	The three keys for constructive discussion.	50min	1 hour	The audio is a mandatory companion to the module to have additional information about the topic. We recommend listening to it before.



Step by step implementation

Module 4 / Unit 1: *What is personal development?*

- F2F Session



Duration	Methods and Content	Tools/adapted materials
20 min	<p>Group activity - What is personal development in your own words?</p> <p>The exercise introduces the topic of personal development. The group is invited to explain in their own word what personal development for them is. Then the facilitator presents them 15 flip chart where are written diverse activities:</p> <ul style="list-style-type: none"> ● Yoga ● Reading ● Walking outside ● Meditation ● Journaling ● Meeting friends/ family ● Solo travel ● Therapy ● Listening to music ● Taking classes ● Listening to podcasts ● Going to the museum ● Exercising ● Doing something I fear ● Sharing a difficult story <p>The participants, in-group, have to sort the activities in two piles: one for the activities that belong to personal development and one for the activities that, according to their opinion, cannot go under personal development. When it is done, the facilitator may ask the team to explain their choices. Once it is done, the facilitator explain that all the activities belong to personal development and even if there are different types, personal development refers to any kind of plan of someone's life. The key is constant learning.</p>	Flip chart printed in Braille
30 min	<p>Group activity – Identifying the habits – Mentor-mentee role-play</p> <p>First, the facilitator asks the participants to identify a goal and to be very specific about it and clear about the timing. Once it is done, he/she asks the group to divide in pair and then introduce the concept of SWOT analysis:</p>	Pen and paper or a Braille / any other electronic device for blind participants



	<p>SWOT analysis is a way of looking at your situation by identifying:</p> <p>Strengths, Identify the personal strengths that will help you to achieve it; These are internal (related to you) and can be knowledge, skills, experience, resources and support that you have available.</p> <p>Weaknesses, Identify the personal weaknesses that could prevent you; These are internal as well and represents your bad habits, your fear, your behavior, your mindset.</p> <p>Opportunities, Identify any personal opportunities that could enable you to achieve the goal, and also that you will be able to take advantage of when you have achieved it; These are external and can be for instance the organization of a class you need, the organization of an event, a meeting... etc.</p> <p>Threats, these are external things and events that are worrying you or that might happen and prevent you from either achieving your goals, or taking advantage of the benefits. These are external as well and so not related to you personally.</p> <p>Once the concept is well understood by everyone, the pair starts working on the swat each in turn. Every person in the pair has to be once the mentor (who helps working on the swat analysis) and once the mentee (who works on its own swat).</p> <p>This exercise might seem a bit difficult now but it helps understanding each position in the mentoring process and the necessity of learning about oneself to set up goals and achieve them. It allows people to analyze themselves with a very structural approach that leaves no room for judgmental self-criticism and keeps a constructive reflection.</p>	
20 min	<p>Group activity – Set up SMART goals – Mentor-Mentee role-play</p> <p>For this activity, it is ideal if the participants remain the same as they were during the SWOT analysis activity. The facilitator asks the people to create the same pair and introduces the SMART goals:</p> <p>Specific: Make your goals specific and narrow for more effective planning.</p>	Pen and paper or a Braille / any other electronic device for blind participants



	<p>Measurable: Define what evidence will prove you're making progress and re-evaluate when necessary</p> <p>Attainable: Make sure you can reasonably accomplish your goal within a certain timeframe</p> <p>Relevant: Your goals should align with your values and long-term objectives</p> <p>Time-based: Set a realistic, ambitious end-date for task prioritization and motivation.</p> <p>Then the pair works together on setting up the goals for each.</p> <p>To end the session, the facilitator explains that the mentoring process demands regular sessions to follow up the progress.</p>	
--	---	--



Module 4 / Unit 2: What is emotional support? - F2F Session

Duration	Methods and Content	Tools/adapted materials
	<p>Group activity – What is emotional support?</p>	
20 min	<p>Group activity - Understanding diversity through peer's experience: The morning routine</p> <p>The participants, in a circle, explain what their morning routine is, starting from the waking up and finishing to the start of their principal activity (work, school...etc.)</p> <p>The facilitator may ask: What do you realize when listening about other's morning routine? That allows the participants to realize that, a same situation may have different impact, thus many different realities. This activity helps a lot in introducing the concept of diversity and rising the feeling of empathy.</p>	No tools / material needed
15 min	<p>Group activity – Identifying the fears: The stinky fish</p> <p>The facilitator explains the activity that is focused on sharing fears, anxieties and uncertainties related to the program theme. The facilitator gives around 5 minutes to the participants to write (or not) their fears and anxiety on the stinky fish. The stinky fish is a metaphor for "that thing that you carry around but don't like to talk about; but the longer you hide it, the stinker it gets."</p> <p>So, when it's done, the participants are invited to talk about it.</p> <p>The purpose is to create openness within a group. By putting stinky fish (fears and anxieties) on the table,</p>	No tools / material needed



	participants begin to relate to each other, become more comfortable sharing, and identify a clear area for development and learning.	
--	--	--



Module 4 / Unit 3: The three keys of constructive discussions - F2F session

Duration	Methods and Content	Tools/adapted materials
10 min	<p>Group activity – Establish a safe space</p> <p>Before the group arrives, the facilitator makes sure to follow some “safe space rules”:</p> <ul style="list-style-type: none"> • Meet outside (if possible) • Bring some cookies and tea • Act gently, ask for everyone’s names, say hello...etc. • Make some jokes • ...etc. <p>Then the facilitator introduces himself or herself and ask the same to the participants. Once it is done, they ask the participants:</p> <ul style="list-style-type: none"> • How did you feel before meeting us today? • How did you feel when we met? • Has something changed? What? • What made you feel like that? • Did you feel confident about introducing yourself? <p>After the conversation’s done, the facilitator asks:</p> <ul style="list-style-type: none"> • Can you identify the “safe place” rules? <p>And then, he/she explains the importance of a safe place (of the audio podcast)</p>	Cookies, tea
20 min	<p>Group activity – Recognize and respect other’s feelings: Show me what’s in your pocket</p> <p>The participants in a circle pick a personal object that they cannot live without it on their daily life and explain why. The purpose is to open up about every day situation and difficulties that might be encountered and share about it. That would give an opportunity to each participant to:</p> <ul style="list-style-type: none"> • Express themselves about their struggles, talk about it and relax 	A personal object per each participant



	<ul style="list-style-type: none"> • Rise awareness into other participants • Find out that they might not be alone in those situations • Find comfort • Share tips to improve daily situations <p>Then the facilitator asks the whole group: “How do you feel after sharing your story and listening to others?”, “What will be different for you after this?”</p>	
20 min	<p>Group activity – The good listener’s tools</p> <p>Instructions</p> <p>Step 1:</p> <p>The facilitator does a brief introduction to active listening. Explain that, often, when we reflect and discuss, we tend to focus on multiple individuals and questions at once, moving around our attention and focus. Meanwhile, when we listen to others, we tend to do so in a discussion-oriented way, thinking about “what will I say next”, rather than listening to the other with full presence and attention. One powerful way to explore a question or a problem is to use active listening with focus on one person at a time. For this exercise, this is what we will do.</p> <p>Optionally, the facilitator makes a list together with the group of “What makes a good listener?” He/She invites people to spontaneously offer answers and write them on a flipchart.</p> <p>Step 2:</p> <p>Using a flipchart, Introduce the three roles that individuals will take on during the exercise.</p> <p>The subject:</p> <p>The subject’s role is to explore the question or problem from his/her personal perspective. The person in this role should keep in mind: allow the focus to be on you, and let your reflection flow naturally, being guided by the active listener.</p> <p>The active listener:</p> <p>The active listener’s role is to listen with full presence and focus. To listen with the whole body, to be curious, observe, paraphrase what he/she hears and guide the subject with open questions. This person should keep in mind: ask open questions to support the subject’s reflection; do not offer advice; listen with the whole body. (Refers to the audio: relax your face, uncrossed</p>	Flip chart



your arms and legs, look them in the eyes, turn your body toward them, and nod or smile when it is appropriate and of course be authentic.)

The observer:

The observer's role is to observe the process without speaking. To make observations from an outside perspective, to see and hear things that the listener and subject may not. This person should keep in mind: stay silent throughout the process; observe and make notes about what you see and hear; after the subject finishes, share the observations with the others. If the observer feels the need to, he/she can take notes.

Step 3:

Set up the question or problem. The question or problem is what each subject will explore and reflect upon. It could be a common question for the whole group (e.g. "What are the biggest barriers that I face in my work and how can I work them out in order to overcome this situation") or each subject can set his or her own question or problem (e.g. Choose a challenge in the workplace that you are struggling with currently.) Ensure that all participants understand what they should explore and reflect upon.

Step 4:

Have participants organize into groups of three. Make it clear that each participant should have each role for a set amount of time. Give groups one hour or more so that each round can last 20 minutes. Explain that groups should pay attention to the time and make sure that there are three equal rounds.

Step 5:

Once participants have finished, debrief the exercise, using questions like:

What happened for me during the exercise?

How did it feel to be the observer?

How did it feel to be the subject?

How did it feel to be the active listener?

What did I learn about myself?

How can I apply insights from this exercise?





Resources / materials

All activities require a pen and a paper (or a Braille or any other electronic device to keep notes for VI participants). A phone is enough to record the ideas and the reflection. Flipcharts are also useful for the facilitator to keep notes.





Module №5: Disability-related knowledge: how to explain to other people the visual impairment?

Module Objectives:

This module is designed to help young people with a visual impairment to gain a deeper understanding of their disability, its main characteristics and its differences in accordance with the different existing eye conditions as well as to develop knowledge, skills and competences to explain the visual impairment to the local community (people of all age: from children to elderly people).

Learning outcomes:

Upon completion of this learning module, participants (young people with visual impairment) will be able to:

- Define the terms blindness, partial sight, low Vision and visual impairment
- List different diseases connected with low Vision
- Be aware of the main visual implications of each disease
- Be aware of the fact that even people with the same kind of visual impairment, may have different ways of seeing (unicity of each person)
- Describe the main accessibility requirements that can help a partially sighted person (e.g. contrast of colors, lightening, font type and size, etc.)
- Be aware (and be able to describe) of the main difficulties that a partially sighted person can have in daily life (this is applicable especially for the blind participants, who may not be aware of the difficulties a person with low Vision may face)
- Create materials (such as special darkened glasses) to be used during the awareness raising workshops in order to explain different kinds of Vision
- Explain to sighted persons the different Sighted Guide Skills to support and guide blind people
- Show and explain some assistive aids a blind or a partially sighted person uses in their daily life (e.g. white cane, guide dog, mobile phone with screen reader, etc.).

Methodological approach

The methods presented are non-formal, using a peer educational approach. The pedagogical approach is designed as a learning journey, with several steps to achieve and for each of the steps a method is proposed, facilitated by a trainer, to create the experiences that can be used to develop the necessary competencies of the participants.

Thus, the facilitator will use a set of non-formal learning methods such as group discussions, work in small groups, simulations, practical workshops and role plays. All the proposed methodologies will be adapted and adjusted to the needs of the visually impaired participants.



Content (Topics / Units):

1. Main concepts of visual impairment (Unit 1 via audio podcast)
2. People with low vision: these strange friends!
3. How to support a blind person?

Learning hours by topics/units

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	E-module in audio format	
1	Main concepts of visual impairment		Audio podcast for self-directed learning – Approx. 1 hour	
2	People with low vision: these strange friends!	Face-to-face 70 min		
3	How to support a blind person?	Face-to-face, 65 min		

Step by step implementation

Module 5 /Unit 2: *People with low vision: these strange friends!* -

F2F Session

Duration	Methods and Content	Tools/adapted materials
30 min.	<p>How to explain low Vision? Create your own set of glasses!</p> <p>Before doing this activity, Vi participants must have listened to the audio podcast that accompanies this module. If they do not have listened to it, it is necessary that the facilitator explains the different types of vision and provides an overview of the different eye conditions. Please, note that for blind participants from birth, it might be difficult to acquire some concepts that, in any case, will remain only theoretical concepts, probably difficult to master and to explain to others.</p> <p>Before starting this session, make also sure to arrange 1 or 2 icebreakers / energizers. To create simulation glasses for awareness raising sessions on visual impairment,</p>	Chemist glasses; kitchen plastic wrap; opaque adhesive tape (better if black); a simple transparent tape; a black cardboard; a black permanent marker and sharp scissors.



	<p>chemist's glasses are enough. You need those that also protect laterally.</p> <p>The facilitator should guide Vi participants through the process of creation described here below, eventually supported by sighted volunteers who can help blind and partially sighted participants to create such simulation glasses.</p> <p>Instruction for the creation of glasses:</p> <p>1) To simulate cataracts, you will need to cover a pair of glasses with many layers of plastic wrap and transparent tape.</p> <p>The result will be that wearing them you will not be able to distinguish the images and the shapes around you. If the lens becomes more opaque, the form of cataract it will be more severe. Obviously, it will not be completely consistent with reality, but it gives an idea of how difficult it becomes to carry out the most common actions.</p> <p>2) To make glasses that simulate Retinitis Pigmentosa, you will have to trace both lenses with the black cardboard. At first, cut out two oval shapes and make a hole (let's say about 1 cm in diameter) in the center of the two ovals with some scissors. The cardboard must be applied on the lenses in order to cover them completely. You can use the black adhesive tape, which will also have to be used to completely obscure lateral areas of the eye.</p> <p>When you will wear the glasses, everything will be dark, except for the central hole. The size of the hole is not important: depending on its size, a different degree of retinal degeneration will be simulated.</p> <p>3) To build glasses that simulate the Stargardt Syndrome, it is sufficient to draw with the black permanent marker a black circle at the center of the lenses. It would be better to repeat this process several times to make sure that you won't see through the black area.</p>	
25 min.	<p>Simulation exercise: How do you explain your visual impairment in front of an audience?</p> <p>All participants stay in a circle, facilitator will ask for 3 volunteers with low Vision.</p> <p>One by one, these volunteers will stand in the middle and will describe to all the others their way of seeing. They will try to explain the main difficulties they face in their daily life, because of their visual impairment. They should try to act as if they explain it to people who don't know anything about visual impairment and low Vision. If they need, they</p>	<p>If participants are not willing to make this simulation exercise and share their experience with the others, facilitator can use this video in order to start a discussion among participants:</p>



	<p>can take 2-3 minutes to think of what to say and how to say it.</p> <p>They will have max. 5 minutes each one for their presentation.</p> <p>All the other participants will listen and, as far as each volunteer has concluded his presentation, will provide feedbacks.</p> <p>In this way, all participants learn and improve their way of presenting and describing to external people their disability as well as the implications it has on their daily life.</p> <p>This activity helps VI youngsters to acquire self-confidence for describing and explaining their visual impairment to the local community involved in the ADD@ME Awareness Raising Workshops (next step of the project).</p> <p>To debrief the activity, facilitator can make some questions such as:</p> <ul style="list-style-type: none"> ● How did you feel explaining your visual impairment in front of an audience? ● What was challenging for you? ● What did you find easy / good? 	<p>https://www.youtube.com/watch?v=f9884pHH8Hw&t=6s (Living with Low Vision: Insider Perspectives). A panel of adults with low Vision will share their experiences of living with loss at different times in their lives. Panelists will share how they coped with their diagnosis and adjusted to life with vision loss. Discussion topics include the steps panelists took to gain acceptance and learn to live independently again.</p>
15 min.	<p>Brainstorming on accessibility requirements for partially sighted persons</p> <p>Facilitator will lead a brainstorming among VI participants about accessibility requirements for partially sighted persons in different fields.</p> <p>On a flipchart, the facilitator notes down all the accessibility requirements Vi participants will mention in relation to:</p> <ul style="list-style-type: none"> ● Elements which facilitate them in reading a text (e.g. font type and size, quality of copy, contrast of colors, etc.); ● Elements, which facilitate them in the use of a website (contrast of colors, font size, no animations in the page, etc.); ● Elements which facilitate them when moving in a building (lightening, contrast of colors, contrast before stairs, etc.) ● Other elements chosen by facilitator. ● Facilitator will also report the outcomes of this exercise on a computer so that VI participants can read it in a later stage. <p>Thanks to this exercise, all participants will be aware of possible accessibility requirements.</p>	<p>Chairs in a circle; a flipchart and markers to note down the points which will arise from the brainstorming; a computer to write them down and provide the Word file at the end of the session to VI participants.</p>





Duration	Methods and Content	Tools/adapted materials
15 min.	<p>Communicating about visual impairment and avoiding embarrassing situations</p> <p>Communicating about visual impairment it is not that easy. Sometimes blind people face also embarrassing situations such as speaking to a lamp post: Would you like to share with the group a funny / embarrassing situation you faced? How can we avoid embarrassing situations? How can we better communicate our visual impairment to other people? Facilitator will ask some questions to stress a discussion among participants and will note down on a flipchart the outcomes of the discussion. Facilitator can also propose to organize a role-play of the mentioned embarrassing situations, so to simulate them and debrief them. Facilitator can watch the proposed video to get inspiration for the discussion / the role-play.</p>	<p>Chairs in a circle; a flipchart and markers to note down the points which will arise from the discussion; a computer to write them down and provide the Word file at the end of the session to VI participants.</p> <p>The facilitator can watch this interesting video before conducting this activity, in order to get inspiration to lead the discussion: Communicating about visual Impairment and Handling those Not-So-Fun Uncomfortable Situations by American Printing House for the Blind (around 59 minutes): https://www.youtube.com/watch?v=PMXwexBiOsM</p> <p>Abstract: having any sort of difference can sometimes lead to other people acting “strange” or uncomfortable. Most individuals with visual impairments can recall loads of times when they were asked awkward questions or faced with uncomfortable situations because of having a disability. This lesson aims to investigate ways to communicate confidently about differences including visual impairments and help prevent or respond in those oh so awkward of moments in middle and high school.</p>
20 min.	<p>Role-play: How do you show / explain your aids in front of an audience?</p> <p>All participants stay in a circle, facilitator will ask for 2 volunteers with blindness. One by one, these volunteers will stand in the middle and will describe to all the others an assistive aid they</p>	No tools



	<p>use in their daily life (e.g. white cane, guide dog, mobile phone with screen reader, Braille display, etc.). If they need, they can take 2-3 minutes to think of what to say and how to say it. They will have max. 5 minutes each one for their presentation. All the other participants will listen and, as far as each volunteer has concluded his presentation, will provide feedbacks. In this way, all participants learn and improve their way of presenting and describing to external people an assistive device/tool they use in their daily life. To debrief the activity, facilitator can make some questions such as: How did you feel explaining this tool in front of an audience? What was challenging for you? What did you find easy / good?</p>	
30 min.	<p>Sighted Guide Skills: it's time to spread them all over Europe!</p> <p>The facilitator shows in practice the following 9 scenarios explaining that the following Sighted Guide skills provides a practical, comfortable, and safe means of guiding a blind person. Vi participants should be aware of them, so to teach them during ADD@ME Awareness Raising Workshops. Facilitator can be supported by sighted volunteers to show blind participants these Sighted Guide skills. Sighted Guide skills:</p> <p><u>1. Making contact and the Grip.</u> The guide verbally indicates to the blind person that he/she will be guiding him/her. The guide then offers the person his/her arm by touching his/her elbow against his/her nearest arm. The blind person then places his/her hand above the guide's elbows so that his/her fingers are on the inside of the guides arm and the thumb on the outside. His elbow is then at a right angle. This grip positions the blind person half a pace behind the guide, he can then detect any changes of the guide's body movements e.g. turning left or right.</p> <p><u>2. Negotiating narrow places (walking single file).</u> This needs to be performed in crowded places, narrow walkways etc. The guide places his/her arm behind his back and the blind person changes his grip from just above the elbow to the wrist of the guide whilst moving to a position behind the guide. The blind person then extends his arm fully. Guide and blind person then</p>	<p>A doorway, a chair, a narrow space to make simulations, 2 rows of chairs, steps or stairs.</p> <p>Each youth worker with a minimum of experience in working with Visually impaired persons, should be able to explain and show in practice these Skills, however in case of further info the facilitator may check this reference from the RNIB website: https://www.rnib.org.uk/sites/default/files/How_to_guide_people_with_sight_loss.pdf</p>





proceed through this narrow space until there is enough room again for two people to walk abreast. The guide then returns his arm to the normal position and this signifies to the blind person that he is to return his hand to the normal grip position.

3. Changing sides.

It may be necessary in some situations for the blind person to swop to the guide's other side i.e. when negotiating a tricky pathway or going through a doorway. This may be done in a stationary or mobile position. The guide verbally indicates the need to change sides. If the blind person is holding the guides left arm with his right hand he will bring his left hand onto the guide's arm, release his right hand and place it on the guide's right arm. He will then bring his left hand over to the guide's right arm and release his right hand, resuming the normal sighted guide grip on the other side.

4. About Turn.

Verbally indicate the need to about turn. Turn to face each other. The blind person grasps the guide's free arm with his free hand and releases the other grip. Guide and person can then turn to walk in the new direction.

5. Doorways.

The guide should go through the door first and his partner follow, closing the door behind you both. It is important that as the guide approaches the door he look to see which side the hinge is on. Left or right. If the hinge is on the left, the blind person should be on the guides left, with his left hand free and vice versa. The guide verbally indicates to the blind person which side the hinge is on by saying either door left, or door right. It may be necessary for the blind person to change sides at this point.

The guide then opens the door with his grip arm - the blind person can then distinguish whether the door opens inwards or outwards. As you move through the door, the guide places his grip hand on the handle. The blind person then moves his free hand down your arm, and thus makes contact with the handle and is then able to close the door behind you both.

6. Ascending and Descending Stairs.

For many blind people stairs are a particular hazard and cause of anxiety. Therefore, it is important that the guide is aware of this.

Ascending.





Stairs must always be approached squarely. The guide then stops at the foot of the stairs and verbally indicates that there are steps up. The blind person then slides their foot forward until they locate the bottom stair. If there is a rail, the guide should ensure that the client is on the correct side to use it and to verbally indicate that there is a rail. In some instances, the guide can place the blind person's hand on the rail, by placing his guiding arm on it.

The guide then steps up onto the first step and the blind person follows keeping one-step behind him. You can then continue to ascend the stairs walking in rhythm until you reach the top. At the top of the stairs, the guide takes an extra pace beyond the last step before stopping or pausing. This then indicates to the client that the top has been reached.

Descending.

The guide approaches the stairs, slowing down and then stopping at the top. The guide then tells the client that you are at the top of a flight of stairs. Use of the handrail applies as for ascending stairs. The guide then asks the blind person to gently slide their foot forward to locate the edge of the first step.

The guide then waits for the client to indicate, by squeezing his guiding arm or verbally indicating, that he is ready to walk. The guide then descends the first step. Again, it is important that the blind person is one-step behind the guide. At the bottom of the flight, the guide takes a pace beyond the last step and then stops.

More fear is experienced when descending than ascending stairs.

It is best not to say how many steps you will be ascending or descending, as this can lead to loss of concentration by the client of your body movement, as he may be too busy trying to count the steps.

7. Seating (Single chairs or settees).

Approach the chair centrally and verbally indicate whether the seat is facing your partner or away from him. Place your guiding hand on the back of the chair. Your partner can then slide his hand down your arm to the chair and establish its position. He can then move into it feeling the side of it with his leg and checking the seat with his hand.

8. Aisle Seating.





	<p>Maintain the normal grip position as you move down the aisle. On reaching the row of seats, the guide then turns sideways and leads them into the row in a sidestepping manner. Your partner may trail the back of the row of seats in front with the back of his hand (ensuring that he does not disturb the people in the row in front). The guide walks until his partner is standing in front of his seat. The blind person should then check the seat and sit down.</p> <p>On leaving, the guide takes the lead again and a similar procedure is followed until the aisle is reached.</p> <p><u>9 Kerbs.</u></p> <p>There is no need to say each time you come to a kerb. Pause before stepping up or down. The blind person will feel the change in your body movement as you proceed.</p>	
--	---	--

Resources / materials

Facilitators can use the following resources to get inspiration on how to explain low Vision, and they can use these Videos eventually to explain it and train partially sighted participants. Partially sighted participants can also use these resources during the ADD@ME Awareness Raising Workshops they will implement for the local community:

- <https://www.youtube.com/watch?v=eggmXiFxsEo&list=PLoENBwotCoBRu1kqyEEHK5258-5a8P7g7&index=5>: Video who simulates retinitis pigmentosa at night
- <https://www.youtube.com/watch?v=mkRvZQrPgQY&list=PLoENBwotCoBRu1kqyEEHK5258-5a8P7g7&index=5>: Video "Diverse Visualization", simulating different ways of seeing when a person is partially sighted (from the website of the Associazione Italiana Aniridia)
- <https://www.youtube.com/c/AphOrg/search?query=low%20Vision> : American Printing House YouTube channel - section dedicated to low Vision
- <https://www.youtube.com/watch?v=S8fdjGArkAI> : Levels of Low Vision Explained! / Circle of the Blind Mice Vlog #3



Module №6: How to plan and implement awareness raising workshops

Module Objectives:

This module is designed to help participants facing visual impairment gain a deeper understanding as well we build competences (skills, knowledge and attitudes) on how to plan and implement awareness raising workshops in their communities.

Learning outcomes:

Upon completion of this module, young participants with visual impairment will be able to:

- Establish a positive tone in order to help participants to be actively engaged in their workshops they will learn how to organize ...
- Outline goals, objectives and logistics in order to organize an awareness raising workshop using a peer education approach
- Create a safe space for the participants to share their opinions, beliefs, personal experiences or feelings, during the workshop they will learn how to organize
- Organize and lead and evaluate an awareness raising workshop using a peer education approach

Methodological approach

The methods presented are non-formal using a peer educational approach. The pedagogical approach is designed as a learning journey, with several steps to achieve and for each of the steps a method is proposed, facilitated by a trainer, to create the experiences that can be used to develop the necessary competencies of the participants.

Content (Topics / Units):

1. Pulse (Energizer/ breaking the Ice game)
2. Supporter Supported (understanding the importance of a co-facilitator and building facilitation teams)
3. Mistakes in facilitation
4. Handling difficult facilitation situations



Learning hours by topics/units

№	Topic/Unit	Duration/ approach		Notes
		Face 2 Face	E-module in audio format	
1	How to plan and organize and lead an awareness raising workshop		1 hour	The podcast is an obligatory companion to the face-to-face module and is meant to be listened to before the participants go through the face-to-face exercises.
2	Pulse	10 – 15 minutes		Depending on the size of the group the game can be played multiple times.
3	Supporter Supported	30 minutes		
4	Mistakes in facilitation	45 minutes		
5	Handling difficult facilitation situations	45 minutes		

Step by step implementation

F2F Session

Duration	Methods and Content	Tools/adapted materials
10 min.	<p>Presentation of the facilitator and the module</p> <p>As a first activity of the training module, the facilitator will present the module and its learning objectives as well as speak a little bit about the podcast and its importance. He will proceed with listing the methods and agenda of the module and explain how each of the exercises is structured. If the facilitator is new to the group and never have to know the participants a small introduction is necessary as well as a round in the room where each participant will present himself.</p>	No materials are necessary
10 – 15 min.	<p>Pulse</p> <p>The participants are standing in a circle holding hands. The facilitator chooses one person from the group, which will start the game. This person 'releases the pulse'. This</p>	No materials needed (for the competitive version of the game 2 bells or a buzzer if available)



	<p>means he is squeezing the hand either to the person left or right from him (on his choice). After a person get the pulse, he should also release to the person next to him. He is doing this by squeezing the hand of the person next to him only once. He can also decide to send the pulse back and instead of squeezing the hand, once of the person on his right, he is squeezing the hand twice to the person on his left (the one that give him the pulse). Then the pulse is changing the direction.</p> <p>The game can last as long as the participants are willing to and the person sending the pulse first can be changed.</p> <p>If you want to make this exercise more exciting, you can divide the participants into two groups with an equal number of participants. The groups will build two lines standing face to face. At the beginning of the line the facilitator stands, holding in his hands the hand of the first person from each of the two lines. He will than send an impulse in the same time with both his hands, the participants will than send further the impulse toward the end of their respective line. When the impulse riches the last participant standing in the line, he/she will ring a bell he had in his hand, or he can say a word out loud or he can raise his free hand. The team who sends the impulse the fastest to the end of the line wins. Many rounds can be played and for each new round, the last person from the line come forward and is the first to receive the impulse from the facilitator.</p>	
30 min.	<p>Supporter Supported</p> <p>This activity helps participants understand how difficult it is to support and be supported if you cannot talk. It also creates an awareness about own support needs and how one would react when supported without having asked for it. Supporter supported is often used during train-the-trainer seminars in order to create awareness in working with a co-facilitator.</p> <p>INSTRUCTIONS</p> <ol style="list-style-type: none"> 1. Ask participants to form couples. If you have an uneven number of participants, either allow for one group of three or have one of the facilitators join. 2. Instruct participants to choose the person who starts. This person will be supported; close his/her eyes and stretch out the arms like a T. The other 	No materials needed, a large room for couples to stand with their arms spread



	<p>person is supposed to support the T for the next 5 minutes without talking, just by assuming when the T needs support.</p> <ol style="list-style-type: none"> 3. After five minutes, the roles change. The supported become the supporters and vice versa. Optionally, during the role change, you can allow a 2 minutes discussion about a potential strategy. 4. After the time finished debrief the activity. <p>DEBRIEFING AND EVALUATION</p> <p>Ask participants to sit down near their partner and ask the group following questions. Listen to a few opinions from the group and point out relevant answers for the conclusion of the exercise.</p> <ul style="list-style-type: none"> ● For the times people were supported: How did it feel? Were you helped too early/late/just in time? ● Did you realize what you were expecting? Did it happen? ● For the times people were supporters: What was your strategy to support the T? ● To all: What did you learn during this exercise? ● What do you think you could learn from this exercise when it comes to supporting others/ asking for support/ co-facilitation? 	
45 min.	<p>Mistakes in facilitation</p> <p>When facilitating especially for the first time it is only natural that you will make some mistakes. The activity aims at presenting in a direct way the typical mistakes that a facilitator might do, while supporting participants develop strategies on how to avoid them.</p> <p>DESCRIPTION</p> <ol style="list-style-type: none"> 1. Explain the rationale of the activity. 2. Divide the participants into pairs or groups of 3 and share with each of the groups one of the tickets presenting different mistakes in facilitation. 	One ticket with a facilitation mistake for each two-three participants (see Annex 1 of this module). Make sure the handout is printed in Braille / large print For participants with visual impairment.



	<p>3. Instruct each group to read the ticket they got and offer 10 minutes for them to prepare a 1-minute sketch or dialog describing the error. Each group will afterwards perform their sketch and the others will be invited to guess what the mistake is. If participants with Visual impairment are involved use dialog for presenting the situation as descriptive as possible and ask other participants to guess.</p> <p>4. Allow each group to present its performance and write down what are the suppositions that the others are making. Make sure to read aloud several times what is written on the flipchart. Also, ask the participants how they feel by hearing/seeing a facilitator doing such a mistake.</p> <p>DISCUSSION TOPICS</p> <p>This activity can be organized without a debriefing, or the facilitator can ask at the end about:</p> <ul style="list-style-type: none"> ● What potential strategies we may use for avoiding such situations? ● How can we become aware of making such mistakes? <p>TIP: The activity is also very good for introducing the concepts of peer-feedback, check-in or check-out, evaluation, etc.</p>	
45 – 60 min.	<p>Handling difficult facilitation situations</p> <p>This activity aims to familiarize participants with ways of handling difficult situations in workshops. The most important is that participants have the chance to draw conclusions out of their own experiences and brainstorm about possible problems and solutions they might encounter as facilitator.</p> <p>INSTRUCTIONS</p> <p>1. Present examples of the difficult situations that the facilitator and participants might encounter in the workshops (10’):</p> <ul style="list-style-type: none"> ● One participant is too engaged. 	<p>Flip chart paper, creative materials participants might use for the role-plays, a flexible space to be organized both for presentations that are more formal and for role-plays presentations.</p>



	<ul style="list-style-type: none">● Only one point of View is represented.● A conflict occurs.● One person does all the talking.● Misinformation is presented.● Discussion stops / does not start.● Someone starts crying.● Participants are not participating.● You are offended personally. <ol style="list-style-type: none">2. Divide the participants in small groups (4 to 6 people). Give them 20 minutes, for each group to:<ul style="list-style-type: none">● Identify one difficult situation that one of them has encountered in a workshop (it can be a situation from the list or another kind of difficult situation; it's better if it comes from a real situation, not a fictitious one);● Create a play representing that situation and proposing one solution to tackle/solve it.3. Explain them that they will have 3 minutes for playing the scene for the whole group and afterwards they will need to replay it for maximum 3 times, allowing other participants to come with other possible solutions for those situations (in a sort of <i>forum theatre</i> style). Also, mention that they are free to give any context to the play so that the group understands better the situation (especially needed for the teams playing situations from later stages of the debriefing).4. Invite each team to play the situations one by one. After a play, the facilitator allows space for the group to first identify the situation and the solution suggested by the group in the play, and then invites volunteers to try out other possible solutions that they can come up with.5. After each team has presented the situations allow at least 10' for discussing about what they learned from the activity and what doubts they	
--	--	--



	<p>still have. You can use the following guiding questions for it.</p> <p>TIP: If a large number of persons with Visual impairment is present in the room (you can change the exercise and ask the participants not to act out in front of the group, but to just tell the situation with loud voice to the group. One of the members of the group can act as a narrator and explain the context and then the rest of the group can count the story with loud voice)</p> <p>DEBRIEFING AND EVALUATION</p> <ul style="list-style-type: none">● How was it to discuss about the difficult situations and possible solutions you might encounter while handling a debriefing? Did you discover something new?● In what way did it help you to identify the different phases of the debriefing?● What did you learn from this activity?● How do you imagine using this learning in your activity as facilitator?	
--	---	--



Resources / materials

All activities require a pen and a paper (or a Braille or any other electronic device to keep notes for VI participants). A phone is enough to record the ideas and the reflection. One ticket with a facilitation mistake for each two-three participants (in Braille / large print). Flipcharts are also useful for the facilitator to keep notes.



Annexes Module 6

Annex 1

To be used in the exercise mistakes in facilitation

No enthusiasm when facilitating
No eye contact
No/Bad Visual aids (images, slides, etc.)
Speaking too low (not enough volume)
Showing nervousness, shyness
Coming unprepared/not knowing what you should do
Not explaining the rules properly
No interaction with the participants
You feel offended by the feedback of the participants
You make fun of the participants
You are yelling at the participants
You are not managing the time properly (are finishing too late or too early, are coming late to the activity)
You are too energetic for the activity/group
Not adapting to the needs of the participants





Tips for youth workers / facilitators



The following tips are addressed to youth workers and provide hints on how to facilitate the training activities by using the methodologies proposed in this handbook:

1. Be aware that all the materials / tools / games / exercises are fully accessible both for the blind and partially sighted participants – if you are not sure, check it with someone who is blind or partially sighted.
2. If you introduce another icebreaker or game or you change something a bit in the given programme, please check each time the accessibility of your proposal.
3. Each group is different; each group may need some program's adaptations. Please be flexible and try to follow the needs of the given group, having all the time the accessibility issues in your mind.
4. If possible, all the written materials should be printed in braille for the blind and in large print for the partially sighted participants or should be provided in an accessible electronic format (Word document or accessible PDF document).
5. Before the training activity takes place, you can check if the participants have some other devices, such as their personal computers – if so, check if the e-materials are prepared in an accessible and easy to navigate format.
6. A general comment is that if a person does not want to participate in some of the activities, then this should be accepted. In addition, facilitators should have in mind that persons who are blind, they need to have a full understanding of what sort of activities they will be invited to do and secondly, they need time to adjust themselves in the room(s) where the activities are going to be conducted.
7. The topic of module N. 4 digs deeply in each participant's personal matter such as fears, mental blocks, and daily life struggles. This is true for everyone but no one should force the "entrust process" if a participant does not want to. Listening, for this topic, is the key.
8. To carry out module N. 5 it is essential that the facilitator is very skilled and aware of visual impairment (types of low Vision, eye diseases, accessibility requirements, specific difficulties in relation to the type of visual impairment, etc.).
9. In order to conduct module N. 5/Unit 3, it is useful that the facilitator may count on other sighted persons, to explain and show in practice to VI participants the Sighted Guide Skills. Other sighted helpers are also useful to support the facilitator to implement Activity 1 of Unit 2 "How to explain low Vision? Create your own set of glasses!"

At last, for tips on how to adapt your working methods to the needs of participants with visual impairment and at the same time create an inclusive environment please consult the Peers for Inclusion T-kit and Compendium of working methods developed by Ofensiva Tinerilor, at www.inclusion.ofetin.ro

The t-kit can be downloaded free, and it speaks about how to lead workshops, how to prepare the room and all the necessary aspects of a working space when having participants with visual impairment in the activity.



Closing words

Dear youth workers, dear participants,

We hope you enjoyed our ADD@ME Blended Training Programme for Visually Impaired Youngsters, both the face-to-face training activities and the audio podcasts for self-directed learning which accompanied them. In particular, we wish you felt now more confident in yourself as well as in your abilities to organize and implement awareness raising workshops on visual impairment addressed to your local community.

We think that the social inclusion of disabled people shall start from the same people who live this condition; this is why we believe that visually impaired youngsters can act actively so that their community is more conscious about the visual impairment. In this way, we can fight against prejudices and misconceptions that sighted people may have towards the visually impaired ones.

Now that you have gained the necessary skills to implement an awareness-raising workshop, we encourage you to Visit our website www.ambassadorsodiversity.eu in order to access:

- the IO2-ADD@ME Mobile Toolkit for Visually Impaired youngsters: a Web App which contains non-formal learning methods and activities you can use to lead ADD@ME Awareness Raising Workshops addressed to your local community;
- the IO3-ADD@ME Online Trivial Game for Vi Ambassadors: an educational online game aimed at increasing local communities' knowledge on the visual disability; a further digital tool that you can use during your ADD@ME Awareness Raising Workshop on visual impairment.

Both tools will provide you inspiration to organize and implement your workshop!

Enjoy them and take action in your community!



Logotypes descriptions



1. **UICI**

The logotype of UICI - symbolizes the initials of the acronym of the association with the letters (using the primary colors) UICI joined to form an eye.



2. **UNIVERSITY OF THESSALY UTH**

The logotype of UTH: The emblem of the University of Thessaly is centaur Chiron, who used to live in Pelion Mountain and was famous for his special knowledge about medicine, music, archery, hunting, gymnastics, and the art of prophecy. The shape, which includes the image of Chiron in the logo, is circular.



3. **PZN**

The logotype of PZN: It has a circular form. The navy blue background contains white elements. Beginning from the bottom, on the left inter part of the circle, there is a capitalised inscription "Polish Association of the Blind." On the left part of the circle, there is a white six-dot braille cell with three rays on its right side that remind everyone that braille gives light and access to knowledge to the blind people.



4. **Docete Omnes FUNDACIÓN FDO**

The FDO logo represents a group of five people in a circle, holding hands. The shape of the people is similar to irregular 5-pointed stars, with a dot representing the heads replacing the top point. The text "Docete Omnes Fundación" in two lines appears in the bottom right corner. The colours are light orange for the people and dark orange for the text.



5. **VIEWS**

The logotype of VIEWS symbolises the initials of the acronym of the association which signification is Visually Impaired Education and Work Support. The logo is a vertical blue rectangle and within the upper part of the rectangle, you have two people sitting, looking in each other's direction and holding hands. Around them there is a circle of yellow stars representing the stars of the European Union and just below the circle is the inscription VIEWS in capital letters with the braille transcription just underneath.

6. **ofensiva tinerilor** **Ofensiva Tinerilor**

The logo of the Ofensiva Tinerilor Association consist of the two words "Ofensiva" and "Tinerilor" places one under the other. Both of the words are blue marine and behind them, on the right, there are eight yellow stars, each having 5 points. The stars start at the letter "I" from "Ofensiva" and end near the last letter of "Tinerilor", thus, forming a semi-circle.