***Annex 1 – Community mapping (Ultimate Inclusion)***

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| Title | Ultimate Inclusion |
| **Group size** | 12 – 28 persons |
| **Time** | 1 ½ - 2 hours |
| **Overview (summary)** | Using a sport method, participants are challenged to find a way to “include” individuals with specific obstacles. |
| **Objectives** | * To demonstrate social inclusion in practice * To give participants real-life experience in social inclusion * To highlight contradictions which can arise through inclusion |
| **Materials** | * Written game rules for Ultimate Frisbee * Defined playing fields (as many as needed) * One Frisbee for each match * Written roles for the specified characters * Flipchart paper, markers, etc for debriefing |
| **Preparation** | 1. Mark out a sufficient number of playing fields 2. Write out a variety of short descriptions of “obstacles”.   Some examples could include:   * a young person who is blind * a young person who is deaf * a young person who is Roma * a young person who is not allowed to take part in competitive activities * a young person with a severe learning disorder * a young person who is only allowed to play with girls * a young person who is physically immobile * Etc. |
| **Instructions (step by step)** | **Set up**   * The participants are invited to join in a game of Ultimate Frisbee (also known simply as “Ultimate”.) * Ultimate is quite similar to football – two teams play against one another and try to score points. In Ultimate, a Frisbee is used rather than a ball. * Players may not run with the Frisbee – they must pass it to another player. * Points are scored by catching the Frisbee behind the other team’s goal line (dropped or rolling Frisbees do not count for points!) * Interference with other players is not allowed. * There is no referee in Ultimate and players keep track of the score themselves.   **Objectives**  There are two objectives in this exercise. The first and most important is **to play**. Second and slightly less important is **to win.**  **Task**  Each team has one player with a kind of “difficulty” or “obstacle”. The two competing teams must find a way to be inclusive and allow everyone maximum participation.  **How to proceed**   * Explain the rules of Ultimate to the group. * Split the group into equal numbers of teams. (Small matches of 3 against 3 are perfect.) * Ask each team to decide who will be assigned an “obstacle”. * Distribute a short written description of the “obstacle” (this should be different for each team in the exercise). Before starting to play, ask each team to take 5 minutes to discuss how they will accommodate this “obstacle” in the game. (\*At this stage, the teams should NOT discuss with their opponents. Let them try to discover the “obstacles” during the first round of play.) * The two teams start to play Ultimate. The game takes place in two halves of 10 min each. In the first half, the teams have to try to include all the players while still respecting the rules and structure of the game (i.e. they must adapt themselves to the game.) * After the first half, take a 10 min water break. By now the teams should have discovered the different “difficulties”, but if they have not, they can now discuss it together. * In the second half of the game, participants still have the task to maximise the participation of all players but they are now free to adapt the rules of the game to suit themselves ( i.e. if they can become more “inclusive” by changing the rules, they are welcome to do so). * After the conclusion of the second half, gather all the teams together for debriefing. |
| **Debriefing and evaluation** | Step 1 – gather all the teams together. Ask each person to describe their feelings or emotions during the exercise in one word (write out on flipchart paper).  Step 2 – in the large group, ask participants   * Do they think they reached “social inclusion”? * Did “social inclusion” look they way they thought it would? * On the basis of the exercise, what can we say or conclude about social inclusion now? |
| **Tips for facilitators** | In order for the exercise to succeed, facilitators should stress that the main objective is for all players to participate as much as possible. Facilitators need to be prepared for issues that may be raised through the process of inclusion (e.g. maximising inclusion can actually lead to the exclusion of other individuals unintentionally, etc.)  To make the exercise as challenging as possible, try to match up character profiles which can potentially conflict with one another (e.g. a super-competitive profile matched up with someone with a severe learning disability).  *\*Be sure to provide water for the participants during the break and during debriefing.* |
| **Variations** | This method can be adapted to other sports or games if desired. It is also possible to experiment with a wide variety of other types of “obstacles”.  Facilitators may want to assign an observer for each match. The observers’ task is to watch the inclusion process – what strategies do the teams use to try to achieve inclusion? What worked? What didn’t work? What limits could be seen (on personal level, team level, game level, etc.) Give the observers a chance to feedback in small groups before moving on to the final questions in the large group debriefing. |
| **Suggestions for follow-up** | As a next step, ask participants to link their experiences in the game with their real-life experiences in inclusion (especially useful with participants who regularly use sport as a method). |
| **Further information** | Source: The “Ultimate Inclusion” exercise was developed by Kathy Schroeder and Jean-Luc Frast (trainers) |