



BELONG

Fostering the Inclusion of refugee children and footBall Employed to
faciLitate the integratiOn of adolesceNt refuGees

TRAINING PROGRAM (D2.2)



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Preliminary information

This document summarizes the materials used during the BELONG project training for trainers. The document is part of **WP2** [METHODOLOGY, GUIDELINES AND PRACTICAL TOOLKIT].

The document was created by all partners: Federazione Italiana Giuoco Calcio (FIGC), Consorzio Gruppo CEIS Modena, Il Ponte Centro Di Solidarietà Civitavecchia; Solidarietà Caritas Onlus Florence, University of Modena and Reggio Emilia (UNIMORE)

To download the BELONG methodology and/or receive further information about the project, visit the website:
<https://www.belongproject.eu>



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The training was attended by the FIGC (Italian Football Federation) and three NGOs involved in the project (Solidarietà Caritas Onlus Florence, Consorzio Gruppo CEIS Modena, and Il Ponte Centro Di Solidarietà Civitavecchia).

The training was conducted in two parts: the first part was delivered by experts from the University of Modena and Reggio Emilia (Unimore), covering non-sport educational activities for NGO educators; the second part was delivered by Unimore and FIGC experts, covering sports educational activities for coaches. All specific time references for the project implementation phases have been removed from these slides.



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TRAINING TRAINERS

(Educators ONG)



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Structure and organization of the training

Part 1: Objectives and a brief overview of the work

Part 2: The BELONG methodology

Part 3: Questions and answers + Satisfaction questionnaires



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Training Trainers (ONG Educators)

PART 1

Objectives and a brief overview of the work



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AIMS OF THE PROJECT

To develop a methodology that integrates sport activities, **educational activities** and support activities, capable of **promoting overall well-being** and **social integration** of refugee adolescents.

To actively promote the involvement of sports clubs and associations at the National and European levels in the **social integration processes of refugees**.

To raise awareness of the **importance of refugees integration**, highlighting the **fundamental role of sport in social integration processes**.



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Project Planning and Implementation



WP1 PROJECT MANAGEMENT



WP2 METHODOLOGY GUIDELINES AND PRACTICAL TOOLKIT



WP3 COMMUNICATION, DISSEMINATION, AND SOCIAL IMPACT



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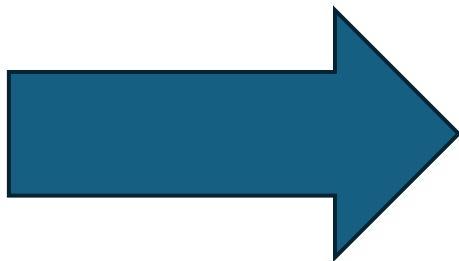
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WP2

METHODOLOGY GUIDELINES AND PRACTICAL TOOLKIT



TODAY'S AIM:
TRAINING TRAINERS
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LET’S START!



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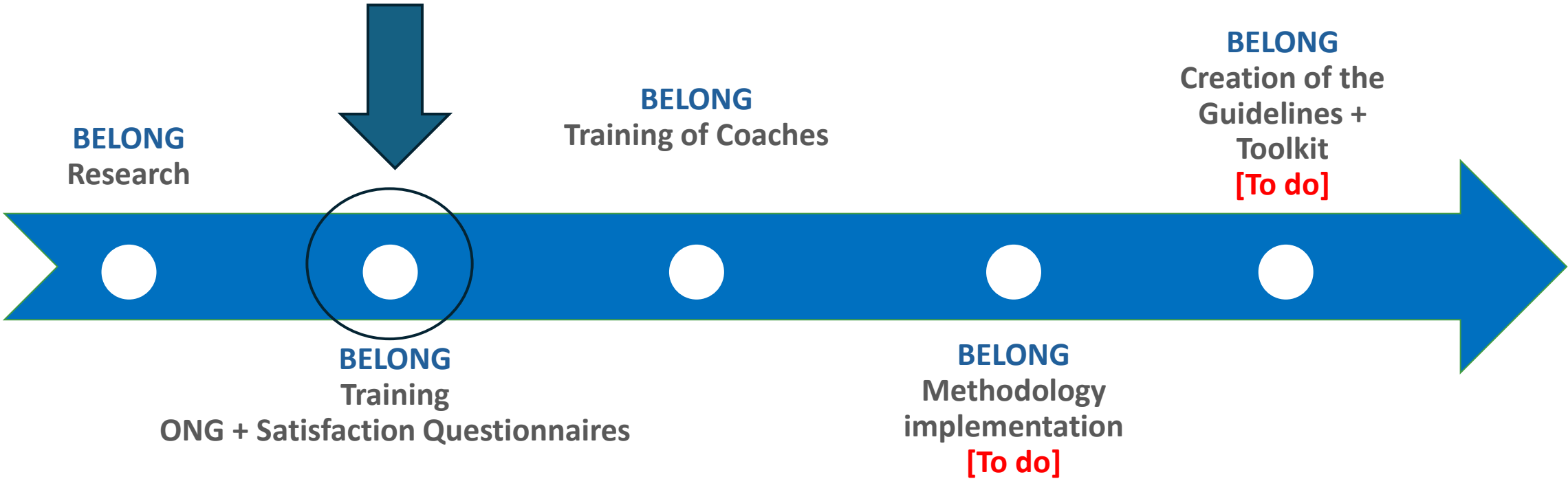
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TIMELINE of the **BELONG** project



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Training Trainers: what does it mean?

The Trainers are representatives of each NGO who will be trained on the different non-sport activities included in the BELONG methodology.

Your tasks:

Today: Attend the training + complete the satisfaction questionnaire at the end of the session.

Before the start of the non-sport activities: Be prepared on the presented content – Deliver the training to those who will be responsible for implementing the activities



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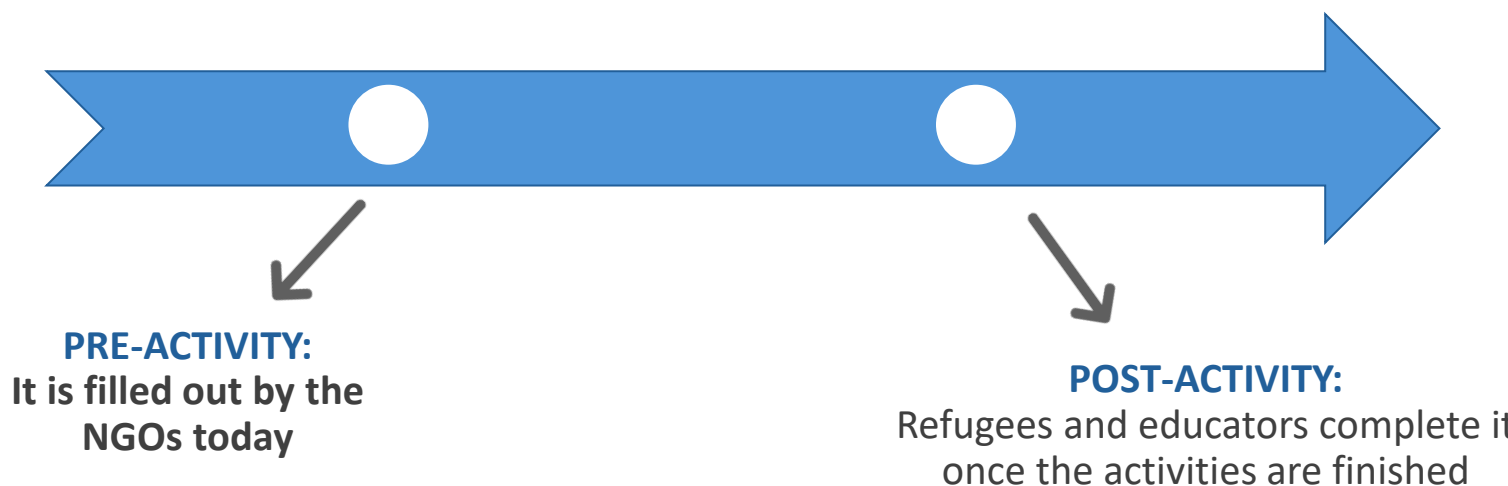
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SATISFACTION AND EVALUATION QUESTIONNAIRES: *When and why?*

The satisfaction questionnaires aim to assess the effectiveness of the project at different levels: in terms of the training received, and in terms of the effectiveness of the activities within the Methodology.



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Training Trainers (ONG Educators)

PART 2

THE BELONG METHODOLOGY



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NON-SPORTS ACTIVITIES

- There are **4 different activities**:
- The non-sport activities included in BELONG are carried out by the educators.
- It is recommended to follow the order of the activities as presented in the slides. Respecting the order ensures a better understanding of the final content.



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NON-SPORTS ACTIVITIES

General Objective

The activity package is designed to promote the **positive social integration** of refugee adolescents into Italian society, using a playful and participatory methodology as a key tool to encourage active and constructive adaptation to the new social environment.

Through a series of playful activities, group work, and moments of reflection and collective discussion, participants are guided through a path aimed at developing cultural knowledge, relational skills, and critical awareness.

This approach aims not only to **facilitate the social integration of refugee adolescents** but also to strengthen their ability to face everyday challenges with a **proactive attitude**, stimulating a **sense of belonging**, **individual responsibility**, and **intercultural dialogue**.



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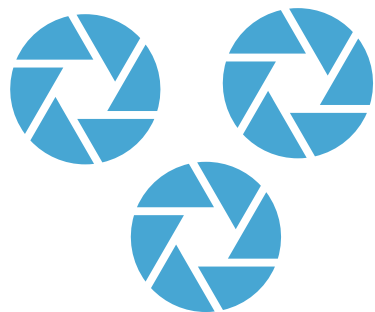
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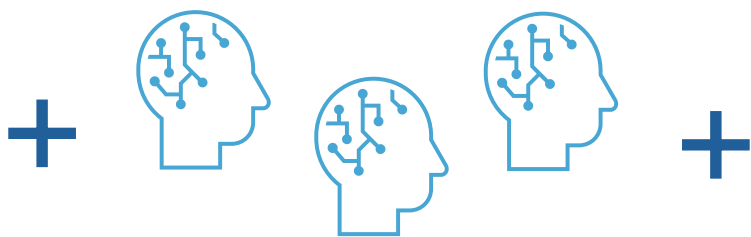


Structure of the activities

Practical activity to introduce the new topic in an engaging way (different for each activity)



Workshops (training and discussion of key concepts)
Activities 2 and 3



Final discussion to reflect on the considered phenomenon



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How to Lead the Discussion After the Activities

The discussion is a central part of the activity and must always be carried out. You decide how to lead it. Stimulus questions have been created for each activity, which you can use and/or adapt depending on how the discussion develops.

The discussion can be conducted in a circle, even sitting on the floor. It is essential to give space to all members of the group. To ensure that everyone has the opportunity to speak, you can include a ball that will be passed to each group member, indicating their turn to speak.



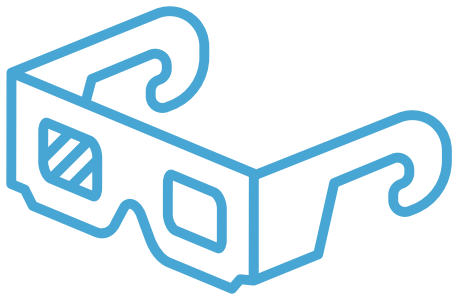
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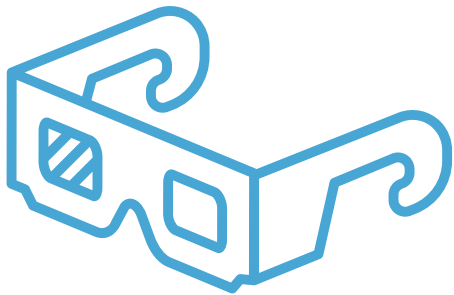
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ACTIVITIES IN DETAIL



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ACTIVITIES in detail

Duration

The activities are designed to last approximately one hour each, divided into different phases.

Activity Number	Activity Title	Aim of the activity
Activity 1	“Discovering and Drawing Italy: Exploring Italian Culture and Beyond”	Promoting integration through exchange and mutual understanding of cultures, starting with Italian culture
Activity 2	“Pass the Word: Playing and Reflecting on Legality and Deviance”	Raising awareness about the importance of legality and justice for peaceful coexistence and social integration
Activity 3	“Understanding Excuses, Choosing the Rules”	Recognizing Mechanisms of Moral Disengagement and Promoting Responsibility
Activity 4	“Building the Future Together: Designing Rules for a Better Life”	Creating Shared Rules for a Better Life Together in Society



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ACTIVITY 1



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Objective of activity 1:

General aim: To promote knowledge and familiarization with the Italian culture in order to support the positive social integration of refugee adolescents through play.

Objective of the final discussion: To promote mutual exchange among participants, valuing both knowledge of Italian culture and the recognition and sharing of their cultures of origin. Through recalling personal experiences and comparing cultural aspects, the discussion aims to foster understanding, inclusion, and awareness of the importance of intercultural dialogue in daily life.



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DESCRIPTION OF ACTIVITY 1 – PART 1 (Practical activity - 30 MINUTES)

Divide the participants into balanced teams (about 5 people per team).

1. Taking turns, each team rolls the die and, based on the number obtained, one player from the team draws a card with the corresponding number from the deck, belonging to a specific thematic category (food, film/music, cities/monuments, habits, sports). If number 6 is rolled, the participants can choose the category they prefer.
2. Before starting the turn, the educator ensures that the player has understood the content of the card. There are two types of cards (see **ANNEX 1.1**)
 - a) “QUESTION” cards: include multiple-choice questions about Italian culture.
 - b) “DRAWING” cards: include words related to Italy and its culture that must be represented through a drawing.



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DESCRIPTION OF ACTIVITY 1 – PART 1 (Practical activity - 30 MINUTES)

4. The player who draws the card from the deck must read it aloud to their team, which will have one minute to provide the correct answer.
If they draw a drawing card, the player must draw the indicated item on a sheet of paper without speaking or writing words, while their team tries to guess what it is to earn a point.
 5. The team that collects the most points in 30 minutes wins.
- (Optionally, teams may have a few jolly cards to use, such as asking an adult for help — one per person).



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QUESTION CARDS EXAMPLE

THEME N.2: HABITS (Activity 1)

2

What do many Italians have for breakfast?

- a) They eat bread, meat and cheese
- b) They drink espresso or cappuccino and eat sweet foods
- c) They just drink green tea

Correct answer: b

2

What do friends do when they greet each other in Italy?

- a) They kiss each other's cheeks
- b) They greet each other without looking into each other's eyes
- c) They shake hands

Correct answer: a

2

What food do Italian families eat most often at home?

- a) Pasta
- b) Noodles
- c) Rice

Correct answer: a



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DRAWING CARDS EXAMPLE

THEME N.2: HABITS (Activity 1)

2

**Draw two people
greeting each other in
Italy!**

Italians usually greet
each other with two
kisses on the cheeks,
in some regions even
three.

2

**Draw a person having
breakfast with
cornetto and
cappuccino or
espresso!**

Italians love having a
sweet breakfast and
drinking espresso.

2

**Draw a person cheering
for a soccer team!**

Italians love
sports, especially
football.



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DESCRIPTION OF ACTIVITY 1 – PART 2 – Final Discussion (25 minutes):

Participants are brought together for a reflective discussion. In an initial phase, the final discussion questions may be connected to the cards used in the game. For example, recalling personal experiences related to the card drawn. At this point, the prompt questions are presented (see sample below - **ANNEX 1.2**). Participants are encouraged to share their thoughts.

Example of a prompt question: ‘Why is it important to understand the culture of the country we live in?’

Tip: Encourage participants to reflect on the importance of understanding the culture of the country they live in and on the possible difficulties that may arise if they do not, such as difficulties in understanding local habits or social norms, or feelings of isolation or exclusion.



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For the list of required materials, see ANNEX 1.3.



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ACTIVITY 2



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Objective of activity 2:

General aim: to promote understanding and reflection on the concepts of legality and criminality, stimulating active participation and critical awareness through a game and a guided discussion.

Objective of the final discussion: to encourage a shared reflection on the importance of rules and legality as tools for community life and belonging. Through discussion, participants are invited to recognize how respecting norms can promote safety, justice, and inclusion, and to identify concrete actions that each of them can take to contribute positively to their community.



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DESCRIPTION OF ACTIVITY 2 – PART 1

(Practical activity “Pass the word” 15 minutes)

Participants are divided into two equal teams and positioned in a circle, alternating members of the two teams. Each player receives the ball and says a word that, in their opinion, represents ‘legality and justice’ (e.g., respect, honesty, etc.) during the first round, and ‘criminality’ (e.g., theft, violence) during the second. The ball is passed from one person to another, alternating between teams to ensure equal opportunities to respond. The educator assigns 1 point for each relevant and non-repeated word



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DESCRIPTION OF ACTIVITY 2 – PART 2

(Workshop: Deviance and Criminality – 25 minutes)

The facilitator introduces the topic of deviance and criminality among adolescents (see **ANNEX 2.1**). Questions and reflection prompts are proposed, for example:

- Discuss which concept comes closest to the participants' idea of legality.
- Discuss how serious certain actions are, according to the participants.
- Discuss the reasons that might lead someone their age to engage in inappropriate and illegal behaviors

Participants are invited to share their opinions, encouraging respectful and constructive dialogue.



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DESCRIPTION OF ACTIVITY 2 – PART 3 – Final Discussion (20 minutes):

Participants gather for a final reflective discussion. The discussion can be linked to the previous one related to the workshop just completed. Prompt questions are presented (see example below – **ANNEX 2.2**). Participants are encouraged once again to share their thoughts.

Example of a prompt question: ‘Why is it important to respect the rules in the society we live in?’

Tip: Encourage participants to reflect on the importance of following shared norms that promote safety, justice, and inclusion, and to identify concrete actions that each person can take to contribute positively to their own growth and to the well-being of the community.



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ACTIVITY 3



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Objective of activity 3:

General aim: To increase awareness of the psychological mechanisms that lead to justifying inappropriate behaviors and to promote personal responsibility in respecting rules.

Objective of the final discussion: To foster critical reflection on the topic of personal responsibility and the strategies of moral disengagement. Through discussion, participants are encouraged to recognize the difficulties involved in admitting a mistake, to distinguish between justifications and taking responsibility, and to understand how awareness of moral disengagement mechanisms can promote more authentic, fair, and constructive relationships.



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DESCRIPTION OF ACTIVITY 3 – PART 1

(Practical activity “How does the story end?” 20 minutes)

1. Introductory Game – ‘How Does the Story End?’

Participants are divided into small groups. Each group receives a card with a situation describing inappropriate behavior (e.g., ‘A boy takes a classmate’s phone without asking. The person whose phone was taken is very upset, while the boy who did it doesn’t feel guilty for what he did’ – **ANNEX 3.1**).

The task is: **‘Now imagine that someone discovers this behavior. What will the boy say?’** Groups must complete the story by imagining what the protagonist might say once the behavior is discovered (e.g., apologizing, inventing an excuse, minimizing, blaming someone else, etc.). They write their answer on a sheet of paper.

The groups then share their conclusions. The educator may write the responses (some of which will possibly be focused on strategies of moral disengagement) on a whiteboard or poster.



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DESCRIPTION OF ACTIVITY 3 – PART 2

(Workshop “Moral disengagement strategies” 20 minutes)

The educator explains, in a simple way and with concrete examples, what the strategies of moral disengagement are (see **ANNEX 3.2**). Then:

1. A discussion follows on whether some of the disengagement strategies invented in the previous game match the strategies presented in the workshop. Participants are asked to review the reactions that emerged in the first part and connect them to the strategies explained.
2. If appropriate, reflect with participants on whether they themselves have ever used moral disengagement strategies.
3. The educator helps participants recognize that these strategies can lead to justifying inappropriate behaviors.
4. It is emphasized that becoming aware of these dynamics helps make more responsible and informed decisions



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DESCRIPTION OF ACTIVITY 3 – PART 2

(Workshop “Moral disengagement strategies” 20 minutes)

EXAMPLES

COGNITIVE REDEFINITION:

finding a justification for carrying out the action, which allows the negative behavior to be legitimized

CHANGING THE VALUE OF THE ACTION
making the negative behavior seem more acceptable



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DESCRIPTION OF ACTIVITY 3 – PART 3 – Final Discussion (20 minutes):

Participants gather for a reflective discussion. The prompt questions are presented (see example below – **ANNEX 3.3**).

Participants are encouraged to share their thoughts.

Example of a prompt question: "How can knowing moral disengagement strategies help you get along better with others, at school and in society?"

Tip: Encourage participants to reflect on the importance of distinguishing between justifications and taking responsibility, and to understand how awareness of moral disengagement mechanisms can help them be more authentic and fair.



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For the list of required materials, see ANNEX 3.4.



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ACTIVITY 4



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Objective of activity 4:

General objective: To encourage discussion among different perspectives (refugees, Italians, foreigners, institutions) and to stimulate the shared development of behavioral norms for respectful and cooperative coexistence.

Objective of the final discussion: To promote critical and shared reflection on the contents that emerged during the role-playing in the different groups, in order to increase awareness of the different attitudes present and to identify strategies to change possible negative perceptions.



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DESCRIPTION OF ACTIVITY 4 – PART 1

(Practical activity «Role-playing game and collection of points of view» 20 minutes)

1. Role-playing game and collection of points of view

Participants are divided into 5 groups, each representing one of the possible social actors:

- ✓ Refugees
- ✓ Italians
- ✓ Foreigners who have been living in Italy for a long time



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2. Taking turns, each group receives a prompt such as 'Imagine you are...' with an associated question:
 - '...a refugee: what do Italians think of you?' → Group 1
 - '...a refugee: what do foreigners who have been living in Italy for a long time think of you?' → Group 2
 - '...a refugee: what do institutions/politicians think of you?' → Group 3
 - '...an Italian person: what do refugees think of you?' → Group 4
 - '...a foreigner: what do refugees think of you?' → Group 5
3. Each group writes short thoughts or sentences on small notes. The notes are then attached to a poster divided into 5 quadrants (one for each group). The thoughts that emerge may be both positive and negative.



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DESCRIPTION OF ACTIVITY 4 – PART 2

(Final discussion on the ideas that emerged - 20 minutes)

Participants gather for a reflective discussion. The content written in each section is read together. After reading each quadrant, a discussion is opened using some prompt questions (**ANNEX 4.1**)

Example of a prompt question: Is there anything you wrote that struck you or made you think? Do you believe these ideas reflect reality? Or are they prejudices?

Tip: Encourage participants to reflect on the different perceptions, attitudes, and considerations that concern the various groups involved.



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DESCRIPTION OF ACTIVITY 4 – PART 3

Creation of the educational contract (20 minutes)

Creation of the educational contract

Together, participants will work on drafting a small **‘educational contract’** based on the previous discussion.

The contract includes:

- **3 things that refugees would like from others to live well together**
- **3 things that refugees are willing to do or offer as a personal or group contribution to living well together**

At the end, everyone will **symbolically** sign the contract, which may be displayed so it is visible to all (**ANNEX 4.2**).



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For the list of required materials, see ANNEX 4.3.



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Training Trainers (ONG Educators)

PART 3

Q&A + Satisfaction Questionnaires



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**We kindly ask you to take a few minutes to complete this
anonymous questionnaire on the BELONG Training:**



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Satisfaction questionnaire for ONG

The questions asked to the educators are 10, divided in Part A and part B (response scale from 1 = not at all to 10 = very much).

A) General Beliefs (the section focuses on how much educators believe they have learned about the BELONG project and the description of the activities developed for the project)

- 1) How much did you learn about the BELONG project?
- 2) How well did you understand the training you received overall?
- 3) How well did you understand the activities of the BELONG methodology?
- 4) How well did you understand how to use the materials provided?



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Satisfaction questionnaire for ONG

B) Training Evaluation (evaluation of the training received)

- 1) Did you find the BELONG training useful?
- 2) I found the BELONG training informative.
- 3) I believe that the BELONG activities are applicable to the context in which they will be implemented.
- 4) The content of the BELONG training met my expectations.
- 5) I am satisfied with the BELONG training.
- 6) I am satisfied with the BELONG training materials.



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TRAINING TRAINERS (Coaches)



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Structure and organization of the training for Coaches

Part 1: Objectives and a brief overview of the work

Part 2: The BELONG methodology

Part 3: Questions and answers + Satisfaction questionnaires



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Training Trainers (Coaches)

PART 1

Objectives and a brief overview of the work



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AIMS OF THE PROJECT

To develop a methodology that integrates sport activities, **educational activities** and support activities, capable of **promoting overall well-being** and **social integration** of refugee adolescents.

To actively promote the involvement of sports clubs and associations at the National and European levels in the **social integration processes of refugees**.

To raise awareness of the **importance of refugees integration**, highlighting the **fundamental role of sport in social integration processes**.



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Project Planning and Implementation



WP1 PROJECT MANAGEMENT



WP2 METHODOLOGY GUIDELINES AND PRACTICAL TOOLKIT



WP3 COMMUNICATION, DISSEMINATION, AND SOCIAL IMPACT



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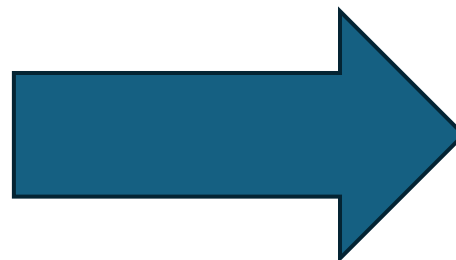
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WP2

METHODOLOGY GUIDELINES AND PRACTICAL TOOLKIT



TODAY'S AIM:
TRAINING TRAINERS
(COACHES - FIGC)



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LET'S START!



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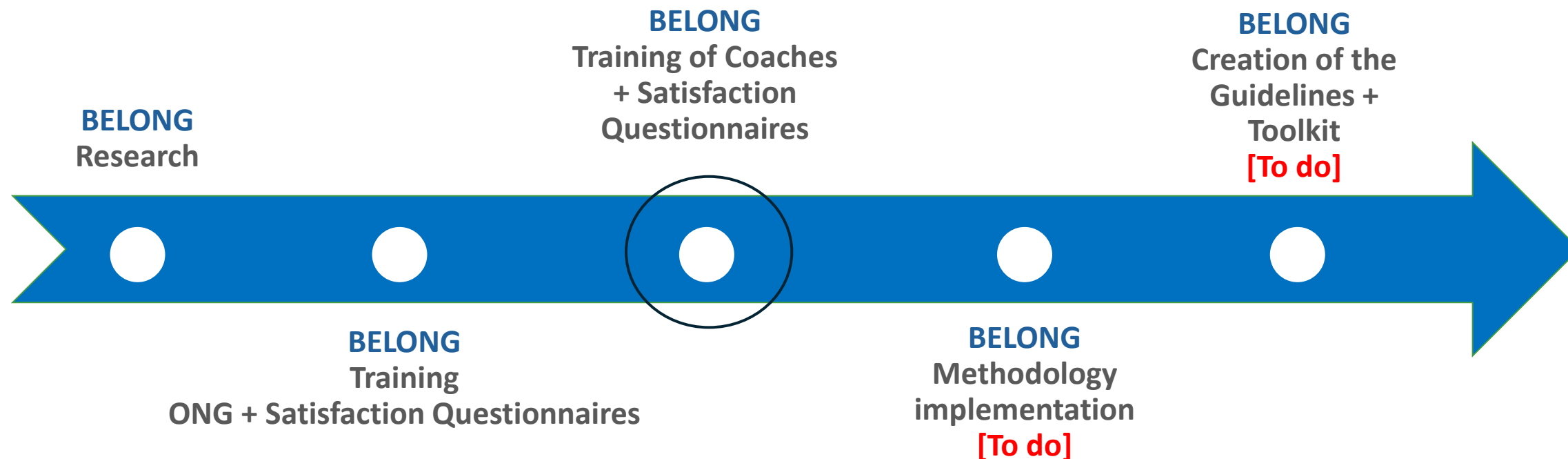
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TIMELINE of the **BELONG** project



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Training Trainers: what is your role?

Your tasks:

Today: Attend the training + complete the satisfaction questionnaire at the end of the session.

Before the start of the sport activities: Be prepared on the presented content – Deliver the training to those who will be responsible for implementing the activities and that are not present today



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SATISFACTION AND EVALUATION QUESTIONNAIRES: *When and why?*

The satisfaction questionnaires aim to assess the effectiveness of the project at different levels: in terms of the training received, and in terms of the effectiveness of the activities within the Methodology.



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Training Trainers (Coaches)

PART 2

THE BELONG METHODOLOGY



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SPORTS ACTIVITIES

General Objective

This sports activity program is designed to promote the positive social integration of refugee children and adolescents into Italian society, using sport as a key tool to foster active and constructive adaptation to the new social environment.

Through playful and sport-based experiences, participants are encouraged to explore and value their personal strengths, to experience and reflect on social inequalities, and to understand the importance of respect and mutual support both in sport and in everyday life.

This approach aims not only to facilitate the social inclusion of refugee adolescents, but also to strengthen their ability to face daily challenges with a proactive attitude, thereby fostering personal growth and active, positive engagement in the community through football.



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SPORTS ACTIVITIES

Our Philosophy

Football is not just a sport, but an **educational tool**.

Through play and training, young people **gain experience**, construct meaning, and learn from what the field gives back to them.



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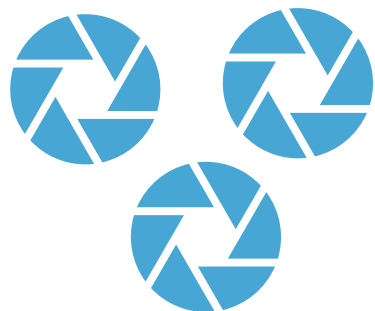
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Structure of activities

Practical activity to introduce the new topic in an engaging way (different for each activity)



Final discussion to reflect on the considered phenomenon



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How to Lead the Discussion After the Activities

The discussion is a central part of the activity and must always be carried out. You decide how to lead it. Stimulus questions have been created for each activity, which you can use and/or adapt depending on how the discussion develops.

The discussion can be conducted in a circle, even sitting on the floor. It is essential to give space to all members of the group. To ensure that everyone has the opportunity to speak, you can include a ball that will be passed to each group member, indicating their turn to speak.



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Sport activities and the 4 areas from BELONG

Discovering yourself to build your future

→ developing technical skills, recognizing strengths and areas for improvement

Putting yourself in others' shoes

→ playing together, collaborating, and adapting to teammates and game situations

Overcoming obstacles and valuing resources

→ facing technical mistakes, trying again, and improving through training

Respecting roles to respect one another

→ respecting the rules of the game, on-field roles, and technical decisions

I do

I play

***I live the
experience***

I learn



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Structure of the activities

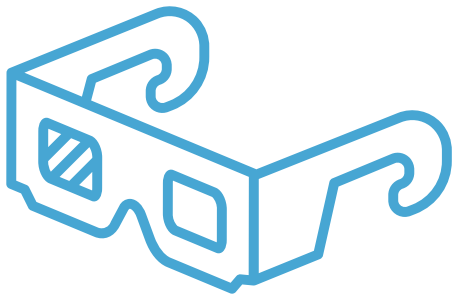
The training session

- Technical activation
- Development of 4 areas
 1. Finishing ➡ Small sided game
 2. Game control ➡ Positional Play
 3. Game understanding ➡ Themed game
 4. Competition ➡ Match

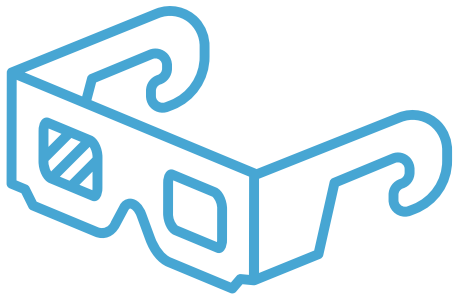
In addition,
in each session one

**SPECIFIC
ACTIVITY**





ACTIVITIES IN DETAIL



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ACTIVITIES in detail

Duration

The activities are designed to last approximately one hour and thirty minutes each, divided into different phases.

Activity Number	Activity Title	Aim of the activity
Activity 1	“Discovering Yourself to Shape Your Future”	Highlight personal qualities
Activity 2	“Putting yourself in others’ shoes: Understanding Inequality”	Experience and reflect on gender inequalities
Activity 3	“Overcoming Challenges and Building on Strengths: A Journey of Personal Growth	Strengthening Personal Resources and the Ability to Overcome Challenges
Activity 4	“Respecting Roles to respect one another	Foster mutual respect through understanding the importance of each person’s role



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ACTIVITY 1

Title: Discovering yourself to build your future

Aim: Highlight personal qualities

- 1) «Championship matches with variable numbers»
- 2) «Random tournament from 3v3 to 5v5»
- 3) «1v1 Up-and-Down Tournament»
- 4) «Four-team round-robin tournament »
- 5) «Four-team round-robin ‘transfer market’ tournament»

For a detailed
description of the
activities see Annex
S1.1



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ACTIVITY 1 – DISCUSSION

(Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S1.2**)

Example of a prompt question: "During the game, when did you feel most comfortable and why? Was there a difficult situation: what did you do to handle it on the field?"

Tip: Encourage a brief reflection on the feelings experienced during the soccer activity (fatigue, satisfaction, difficulty, collaboration), helping participants connect what happens on the field to their own reactions, the behaviors they enacted, and the way they interact within the group



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For the list of required materials, see ANNEX S1.3



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ACTIVITY 2

Title: Putting yourself in others' shoes

Aim: Experience and reflect on gender inequalities

- 1) «Collaborating in transition»
- 2) «Continuous collaboration»
- 3) «Variable-goal match»
- 4) «Everyone scores»
- 5) «Hug match»

For a detailed
description of the
activities see Annex
S2.1



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ACTIVITY 2 – DISCUSSION

(Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S2.2**)

Example of a prompt question: During the game, did you ever feel advantaged or disadvantaged? How did that make you feel?“ "When you had more difficulties than others, what helped you keep playing?"

Tip: Encourage reflection on how the different game conditions experienced during the activity influenced feelings, behaviors, and relationships, helping participants connect the on-field experience to the themes of respect, fairness, and being together in daily life.



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For the list of required materials, see ANNEX S2.3



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ACTIVITY 3

Title: Overcoming Obstacles and Enhancing Strengths: The Path of Personal Growth

Aim: To strengthen personal resources and the ability to overcome obstacles

- 1) «I improve my ability to score/defend»
- 2) «We trust our potential»
- 3) «I discover my less skilled limb»
- 4) «I improve my physical fitness»
- 5) «I am aware of my needs»

For a detailed
description of the
activities see Annex
S3.1



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ACTIVITY 3 – DISCUSSION

(Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S3.2**)

Example of a prompt question: What was the most difficult moment of the activity? How did you deal with it? When you made a mistake, what did you do afterward? Did you change anything?

Tip: Encourage reflection on the difficulties encountered during the activity and the strategies used to face them, helping participants recognize their own resources and connect what they experienced on the field to the challenging situations they may encounter in daily life.



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For the list of required materials, see ANNEX S3.3



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ACTIVITY 4

Title: Respecting roles to respect one another

Aim: Foster mutual respect through understanding the importance of each person's role

- 1) «Build-up Play vs. High Press»
- 2) «Defending in Numerical Disadvantage»
- 3) «Last-Stand Defense»
- 4) «Alternating Attacks»
- 5) «Possession vs. Finishing»

For a detailed
description of the
activities see Annex
S4.1



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ACTIVITY 4 – DISCUSSION

(Final discussion on the key points that emerged - 10 minutes)

Participants gather for a reflective discussion (**ANNEX S4.2**)

Example of a prompt question: What role did you take on during the activity? How did you feel in that role? At what moments did you realize that your task was important for the team? What happens when someone does not respect their role or the rules?

Tip: Encourage reflection on the importance of the roles assumed during the activity and on how respecting individual responsibilities contributes to the functioning of the group, helping participants connect their on-field experience to the dynamics of coexistence and collaboration in daily life.



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For the list of required materials, see ANNEX S4.3



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Training Trainers (Coaches)

PART 3

Q&A + Satisfaction Questionnaires



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Satisfaction Questionnaire on the BELONG Training delivered by FIGC Trainers (anonymous)



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Satisfaction questionnaire for coaches

The questions asked to the educators are 10, divided in Part A and part B (response scale from 1 = not at all to 10 = very much).

A) General Beliefs (the section focuses on how much educators believe they have learned about the BELONG project and the description of the activities developed for the project)

- 1) How much did you learn about the BELONG project?
- 2) How well did you understand the training you received overall?
- 3) How well did you understand the activities of the BELONG methodology?
- 4) How well did you understand how to use the materials provided?



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Satisfaction questionnaire for coaches

B) Training Evaluation (evaluation of the training received)

- 1) Did you find the BELONG training useful?
- 2) I found the BELONG training informative.
- 3) I believe that the BELONG activities are applicable to the context in which they will be implemented.
- 4) The content of the BELONG training met my expectations.
- 5) I am satisfied with the BELONG training.
- 6) I am satisfied with the BELONG training materials.



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