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PLATFORM 9 3/4 MINI-OLYMPICS GUIDELINES

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Introduction

The Mini Olympics “Platform 9 3/4” are school events inspired by the 9 arts and sport, created to enhance the potential of all students through cooperative, experiential, creative and inclusive learning. They are based on the four modules of the e-learning course “Platform 9 3/4” and aim to develop soft skills in a playful way.

More than a competition or a sporting event, the Mini Olympics want to be a special opportunity to be together in a different way, to get to know each other better and to express themselves freely. Each activity is designed to help children get involved, even those who are more shy or less used to feeling like protagonists.

The beauty of this path is that there are no absolute winners, but many opportunities to emerge, each with their own voice, their own style, their own way of participating. The school, in these moments, is transformed into a welcoming space where you can experiment, make mistakes, laugh, create and get excited.

The name “Platform 93/4” recalls an imaginary track towards new forms of learning: a shared journey in which the school is transformed into a laboratory of emotions, empathy and creativity, where play and collaboration become tools to grow together.

Objective

The idea is simple: to make each student feel part of something special. Mini Olympics are used to create connections, discover hidden talents, learn by doing and have fun. The activities are designed to touch on many different aspects: working in a team, using your imagination, welcoming differences, listening to your emotions.

Expected results

- Greater cohesion among peers
- Recognition and enhancement of differences
- Awareness of emotions
- Active participation even by the shyest or struggling students
- Production of materials useful for dissemination (videos, maps, posters, drawings, stories)

How Mini Olympics work

The activities of the Mini Olympics must be carried out by October 31, 2025. Each school is invited to organize 3 Mini Olympics, one per week, to allow all students to participate actively, without haste and with the right preparation.

Each Mini Olympics lasts approximately one week, so that the activities can be distributed over the days and leave room for reflection, documentation and peer comparison. The activities take place in presence,

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involving groups of students mixed in age, ability and interests, so as to promote collaboration and mutual respect.

For each Mini Olympics there are 4 activities, one for each of the 4 modules of the project. The activities can be carried out at different times of the week or even in intensive form, depending on the internal organization of the school.

Profile of participants and composition of groups

- Participants are students aged between 7 and 11 years;
- each team is made up of 5-6 students;
- Groups must be mixed, balanced and well-balanced, including students with different learning styles, abilities, attitudes and interests;
- It is suggested to alternate roles (leader, peer auditor, storyteller, artist) to give everyone the opportunity to get involved.
- Tutors and teachers are encouraged to participate in the activities as facilitators, not just as observers.

Carrying out activities

- each activity includes a brief introduction by teachers or educators;
- the materials must be prepared in advance (you can find them indicated in the outline of each test);
- it is advisable to use simple or digital materials already present at school;
- the groups move in rotation or follow an internal calendar;
- it is important to maintain a serene, welcoming and non-competitive atmosphere;
- Where possible, it is preferable to provide separate spaces for physical, artistic, digital and reflective activities.

Visual Hint

To facilitate the organization and choice of activities, a distinctive icon linked to the main artistic theme will be inserted next to each test. Here is a complete legend with the icons corresponding to the nine arts plus sport:

 Theatre

 Dance

 Visual art

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 Painting

 Music

 Architecture

 Photography

 Literature/Storytelling

 Cinema

 Sport

These icons will help students and teachers recognize immediately the type of experience proposed and balance activities in a simple and immediate way.

The transversal role of the arts in documentation

A fundamental element of the Mini Olympics “Platform 93/4” is the constant attention to visual documentation: students, spectators, educators and teachers are encouraged in all activities to shoot through videos, photographs and short stories for the creation of the final documentary of the project. This choice means that every test, regardless of the main theme, implicitly includes the involvement of the arts of cinema, photography, storytelling and visual art.

Each student, therefore, could try their hand at these languages as well, actively participating not only as the protagonist of the activities, but also as an “author” of stories, images and footage. Documentation thus becomes an integral part of the path, strengthening the creative, expressive and digital skills of all participants and making the most of the educational and inclusive experience of the Mini Olympics.

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Structure of the Mini Olympics for modules and related activities

Module 1 – Educational Teamwork: "Together we grow: collaborating to learn"

Here we really work together. The activities in this module help students get to know each other better, solve problems in groups, and discover how powerful shared thinking is. There is no right solution: what matters is how we get to build it, together.

Objective: to get to know each other, solve together, plan creatively, reflect.

Activity 1: "Hidden Names and Talents Contest"



What it is: a creative game to break the ice and tell your story in an original way. Each student introduces himself using a symbolic object, a gesture or a poetic phrase. The group then builds a short choral performance to tell "who we are" all together.
Theme of the test: visual art, theatre, storytelling.
Criteria that can be assessed: collaboration, involvement, creativity.
Necessary tools: free space for the performance, commonly used or symbolic materials (e.g. a basket of disguises with objects, fabrics, small accessories).
Procedure:

1. Each student chooses a symbolic element (an object, a movement, a word) that represents him.
2. One at a time, the students introduce themselves to the group by explaining their symbol.
3. The group, then, combines all the symbols to invent a short collective performance: it can be a skit, a choreography, a choral poem, a commented fashion show... everything is valid as long as it represents the group.
4. At the end, each group shares their performance in front of the others and the jury.

Directions:

- To facilitate the performance, teachers can prepare a guide track with practical examples (e.g. "If I were an object I would be...", "I tell myself with a gesture...").
- The teachers prepare the basket of symbolic materials in advance and a large and quiet space for the performances.
- Assign a student or teacher to film the performances or take photos during the activity, to be used for the final documentation.

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Activity 2: “Collaborative Puzzle”



What it is: a great silent challenge! Each team must complete a symbolic puzzle, but without speaking: only with gestures and looks. A perfect test to discover the power of non-verbal communication and cooperation.
Theme of the test: architecture and visual arts
Assessable criteria: collaboration, commitment, inclusiveness
Necessary tools: a work plan and possibly handcrafted puzzles made from an image or symbolic newspaper pages linked to inclusion, friendship, diversity.
Procedure:

1. Each team receives their own puzzle disassembled.
2. All the members must collaborate to put it back together, but without speaking. Only non-verbal communication (looks, gestures, smiles) can be used.
3. Once the puzzle is completed, each group shares their experience: what was it like to work in silence? What did they discover?

Directions:

- Prepare the puzzle in advance (one per group).
- Teachers are invited to observe the dynamics of work and take notes on how silent cooperation takes place
- Assign a student or teacher to film the performances or take photos during the activity, to be used for the final documentation.

Activity 3: “Emotions in motion”



What it is: a small stage race in which each station represents an emotion to be experienced and interpreted physically: race of joy, leap of confidence, balance of calm... a way to train yourself to emotions while having fun!
Theme of the test: sport and music
Assessable criteria: collaboration and involvement, commitment and determination, inclusiveness, positive message
Necessary tools: cones, hoops, ropes, signs with the name of emotions, simple musical instruments that can also be made with recycled materials (tambourines, maracas, drumsticks, bells).
Procedure:

1. 4 stations are prepared, each dedicated to an emotion to be expressed physically. The activities are simple and accessible and can also be carried out with recycled materials. At each station you

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can find simple musical instruments (tambourines, maracas, drumsticks) to accompany the action. Here are some examples:

- Joy Race: a relay race with free movements to the rhythm of cheerful music.
- Leap of Trust: small jumps with your eyes closed guided by the voice or light touch of a teammate.
- Calm Balance: Slow walk on a line drawn on the ground, in silence or with a soothing sound.
- Rhythm of Anger: sequence of energetic beats or steps, with drums or noisy objects.
- Dance of Surprise: free movement inspired by sudden sounds or stimuli (bells, changes of rhythm).

2. The groups rotate between the various stations in a predetermined order.
3. After completing the route, each group tells the most heartfelt and the funniest emotion.
4. It can end with a “march of emotions” all together, each with a tool.

Directions:

- Prepare cards with instructions for each station, even images that symbolize emotion.
- Involve students and teachers in the role of “emotional coaches” or facilitators.
- Collect keywords or notes for each emotion experienced.
- Use simple, recycled materials, easily available at school.
- Assign a student or teacher to film the performances or take photos during the activity, to be used for the final documentation.

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Module 2 – Cooperative Learning: "Building knowledge: learning by working together"

Here we grow together. The activities in this module help children collaborate, build, share ideas and find solutions together. The focus is not on individual performance, but on what comes from the group by experiencing the power of cooperation.

Objective: to cooperate, communicate, decide together, solve problems, enhance different talents and roles to build common strategies.

Activity 1: "Cooperative Tower"



What it is: a group challenge in which the children must build a tower as high as possible with simple materials, designing and discussing each phase together.
Theme of the test: architecture, visual art.
Assessable criteria: exemplary collaboration, creativity and originality, commitment and determination.
Tools needed: worktop or free space for construction, sheets of newspaper, glue, tape, straws, string, cardstock, scissors.
Procedure:

1. Each group receives the same kit of materials.
2. The participants discuss and decide together how to build the tower.
3. Maximum time of 30 minutes to complete the construction.
4. Each group presents its own tower explaining the choices made.
5. One at a time, the students introduce themselves to the group by explaining their symbol.

Directions:

- Promote the participation of all and the rotation of roles.
- Teachers prepare the kit of materials and workspaces in advance.
- Encourage photographic and video documentation during the activity, to be used for the final documentation.

Activity 2: "Let's tell a story together"



What it is: a collective story, built by several hands. Each group receives an image or an object inspired by one of the arts (music, painting, dance, photography...) and must invent and represent together a short story that has it as its protagonist. The story can be told, mimed, drawn on a billboard, accompanied by music or simple gestures: anything goes, as long as everyone collaborates and contributes.
Theme of the test: narration, music, painting, theatre.

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Criteria that can be assessed: exemplary collaboration, creativity and originality, positive message.
Tools needed: images or objects inspired by the arts (e.g.: a small canvas, a cut-out musical note, a colored scarf for dance, a printed photo...), paper, markers, simple materials to create props, space for representation.
Procedure:

1. Each team draws a picture or item inspired by the arts.
2. The group has 10-15 minutes to invent a story in which that object/image is the protagonist.
3. The story must be represented in a creative way: you can act, draw, accompany with sounds or gestures, or use several languages together.
4. All members of the group must participate in the construction and staging.
5. In the end, each team presents its story to the others.
6. Collective reflection: what have we learned by listening and creating together?

Directions:

- Encourage the participation of everyone, even the shyest, by assigning small roles or parts in the story.
- Teachers can suggest ideas or provide materials if the group is struggling, but without giving ready-made solutions.
- Teachers prepare the kit of materials and workspaces in advance.
- Encourage the use of multiple languages (drawing, movement, speech, music)
- Collect photographic and video documentation during the activity, to be used for the final documentation.

Activity 3: "Relay of the Arts"



What it is: a journey in stages with different artistic mini-tests such as fast painting, mime, rhythm with instruments and guided dance, which stimulate creativity and cooperation.
Theme of the test: painting, theatre, music, dance.
Criteria that can be assessed: exemplary collaboration, creativity and originality, more engaging team.
Tools needed: free space for the route, paper, markers, colored scarves, simple musical instruments (tambourines, maracas, sticks).
Procedure:

1. A course with 3-4 stations is being prepared. A different micro-test at each station:
   - Running together to the rhythm of clapping hands (music + sport)
   - Recite a story using a suggested word or picture (theatre)
   - Inventing a short dance or a group move (dance + sport)
   - Drawing an emotion on a piece of paper. Without speaking, turn the sheet over and have the group mimic it. (theatre + painting)

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2. Limited time for each test (5-7 minutes)
3. The teams pass all the tests, rotating, so that all talents can emerge.
4. In the end, it is shared: what was the funniest test? Which one did we help each other the most in?

Directions:

- You can add or modify the workstations according to the available spaces and materials.
- Promote the participation of all and the rotation of roles.
- Teachers prepare materials and workspaces in advance.
- To make the students reflect on the value of mutual support and listening during the rehearsals.
- Encourage photographic and video documentation during the activity, to be used for the final documentation.

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Module 3 – Inclusive & Creative Learning: "Learning without barriers: inclusivity and creativity"

Here you learn without barriers, valuing creativity and inclusion. The activities help students express themselves freely, respect differences, and collaborate openly and creatively. It's not about being perfect, it's about being authentic and learning together.

Objective: to include, express creativity, share experiences, develop respect and empathy.

Activity 1: "Theatre of solutions"



What it is: the groups work on real-life or imagined situations that concern inclusion and respect. They have to prepare and perform a theatrical scene that shows how to face and overcome these situations together.
Theme of the test: theatre, narration.
Assessable criteria: inclusivity and support, creativity and originality, positive message.
Tools needed: space for representation, simple props (fabrics, hats, posters), scenarios related to inclusion or respect.
Procedure:

1. Each group receives a scenario related to inclusion or respect.
2. They have 20 minutes to prepare a short scene.
3. Presentation in front of others and the jury.
4. Final discussion on the messages and emotions that emerged.

Directions:

- Choose simple and easily understandable situations.
- Encourage the involvement of all members of the group.
- Teachers prepare scenarios in advance.
- Encourage photographic and video documentation during the activity, to be used for the final documentation.

Activity 2: "Mosaic of emotions"



What it is: an art workshop in which children associate colors and shapes with the emotions they feel or observe. Together they create a large collective billboard (mosaic/collage) where each participant

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expresses what he feels with brushes, tempera or markers, giving shape and color to his emotions. This allows you to communicate even what is sometimes difficult to say in words and helps you to better understand yourself and others.

Theme of the test: painting, visual art.

Assessable criteria: inclusivity and support, creativity and originality, positive message.

Tools needed: large paper, sheets or panel, tempera, brushes, markers, recycled materials for simple decorations (paper, fabric, buttons, etc.).

Procedure:

1. The topic of emotions and colors is introduced, explaining that there are no right or wrong answers, only different ways of expressing oneself.
2. The children work together to fill the poster, each adding a piece with their own colors and signs.
3. During the activity you can invite you to reflect on the meaning of the colors chosen and the reason for certain expressive choices.
4. At the end, you look at the finished work together and talk about what you have tried and discovered.

Directions:

- Encourage freedom of expression and respect for the work of others.
- Use simple materials that are easily available at school.
- Teachers prepare materials in advance.
- Encourage photographic and video documentation during the activity, to be used for the final documentation.

Activity 3: “In Your Shoes”



What it is: a simulation activity that puts students in a position to experience, through sensory or motor constraints, the difficulties that people with different abilities may encounter. The goal is to develop empathy, understanding and respect for diversity, even using a simple adapted sports exercise.

Theme of the test: sport, storytelling and theatrical identification.

Assessable criteria: inclusivity and support, empathy, exemplary collaboration, positive message.

Tools needed: bandages or bands to cover the eyes, ropes or tapes to limit the movement of a limb, soft balls or small sports equipment such as slalom cones, open and safe space to move.

Procedure:

1. Each participant within the group assumes a “bond” (e.g., blindfolded, with one arm tied, with earphones for music, or with limited instructions.
2. A simple group sports exercise such as an obstacle course or a game of volleyball, football or handball is proposed.

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3. After the activity, the groups come together to share their feelings, reflect on the difficulties and discuss how to help each other and include those with different needs.
4. Conclusion with a short collective reflection led by the teacher on inclusion, respect and collaboration.

Directions:

- Carefully prepare the outlines to explain the game and materials before the activity.
- Always ensure the safety and supervision of teachers during the course.
- Foster a climate of listening and respect for final sharing
- Encourage children to think of concrete ways to help peers with different abilities.
- Promote photographic and video documentation during the activity, to be used for the final documentation.

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Module 4 – Emotional Intelligence: “Emotions in play: let's explore the world of our feelings”

Here emotions are discovered through play, reflection and art, learning to recognize, express and manage them in a healthy way. The activities help to develop empathy, awareness and positive relationship skills.

Objective: to recognize, manage and express emotions, develop empathy and self-control.

Activity 1: “Capture emotions”



What it is: a creative activity in which children, divided into groups, must interpret and represent different emotions through photographs taken with smartphones or tablets. Each group tries to capture gestures, expressions and environments that represent emotions such as joy, sadness, surprise, calm and anger. The goal is to develop observation, expressiveness and emotional awareness through the language of photography.
Optional: at the end of the activity, the collected photographs can be organized and enhanced through the creation of a digital presentation (for example with PowerPoint, Canva or other similar programs), thus transforming the work into an orderly and easily shareable emotional album, which tells the emotions explored by the children in a structured way.
Theme of the test: photography and visual art.
Assessable criteria: creativity and originality, inclusiveness and support, positive message.
Necessary tools: smartphone or tablet to take photographs, list of emotions to be represented (in the optional version, also a PC or tablet for the digital organization of the photographs).
Procedure:

1. Groups receive a list of emotions to represent.
2. Children organize themselves to create poses, gestures or scenes that express each emotion.
3. One “photographer” per group takes the images.
4. At the end of the activity, we look together at a selection of the photos and discuss how emotions were represented.

Directions:

- Prepare the list of emotions in a clear and simple way.
- Make sure that all children have the opportunity to actively participate.
- Provide an adequate and creative space.
- Foster a climate of respect and collaboration.
- Promote photographic and video documentation for the memory of the activity.

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Activity 2: “Silence and Touch Game”



What it is: a game of listening, trust and movement in which children, in pairs, guide each other blindfolded or just by touch along a path that includes simple motor challenges (throwing a ball in a circle, jumping over a small obstacle drawn on the ground). The aim is to stimulate non-verbal communication, cooperation and motor coordination in a context of inclusion.
Theme of the test: sport and theatre.
Assessable criteria: inclusivity and support, exemplary collaboration, positive message.
Tools needed: eye patches, soft balls, hoops, material for marking small obstacles or paths on the ground (chalk or paper tape), safe and wide space.
Procedure:

1. Each participant within the group assumes a “bond” (e.g., blindfolded, with one arm tied, with earphones for music, or with limited instructions.
2. A simple group sports exercise such as an obstacle course or a game of volleyball, football or handball is proposed.
3. After the activity, the groups come together to share their feelings, reflect on the difficulties and discuss how to help each other and include those with different needs.
4. Conclusion with a short collective reflection led by the teacher on inclusion, respect and collaboration.

Directions:

- Prepare the route carefully to avoid risks.
- Always ensure the safety and supervision of teachers during the course.
- Create a climate of trust and respect, inviting support for each other
- Foster a climate of listening and respect for final sharing.
- Promote photographic and video documentation during the activity, to be used for the final documentation.

Activity 3: “Take, emotion!”



What it is: the children, divided into groups, create a short and simple video spot (maximum 1 minute) with a smartphone, based on a chosen emotion. Before shooting, they prepare a simple script together and decide which words, colors, music or sounds to use to arouse that specific emotion in the viewer. The commercial can include images, actions, music and words, aiming to effectively communicate the emotion. The subject can be a person, a group, a succession of drawings, objects or any solution the creativity suggests.

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Theme of the test: cinema, music, storytelling and visual art.

Assessable criteria: creativity and originality, exemplary collaboration, positive message.

Tools needed: smartphone or tablet for filming, space for preparation and filming, simple materials for colors and props, music, instruments or sounds to use as background.

Procedure:

1. Groups choose or receive an emotion to represent.
2. They prepare a short simple script, deciding on keywords, colors and music to use.
3. They shoot the commercial in a creative and collaborative way.
4. They present the video to the other groups.
5. It reflects on the message and the effectiveness of emotional expression.

Directions:

- Encourage the participation of all children with simple and clear roles.
- Encourage the use of colors and sounds to enhance the chosen emotion.
- Create a climate of listening and respect during viewing and feedback.
- Promote photographic and video documentation during the activity, to be used for the final documentation.

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Organizational indications for moderators/educators/teachers

The Mini Olympics “Platform 9 3/4” are designed to be modular, flexible and adaptable to the context of each school. The activities proposed for each module must all be carried out, but can be selected, combined or distributed according to teaching, logistical and organizational needs.

The path includes the realization of one Mini Olympics per week, for a total of three weeks. Each Mini Olympiad includes 4 activities, one for each of the 4 modules included in the project. The activities can be carried out at different times during the week, organized according to the available resources (spaces, teachers, materials).

Example of an activity track

Mini Olympics 1 (Week 1)
Activities oriented towards knowledge and exploration:

- Module 1: Activity 1 – “Hidden Name and Talent Contest”
- Module 2: Activity 2 – “Let's tell a story together”
- Module 3: Activity 3 – “In Your Shoes”
- Module 4: Activity 1 – “Capture emotions”

Mini Olympics 2 (Week 2)
Activities oriented towards expression and reflection:

- Module 1: Activity 3 – “Emotions in motion”
- Module 2: Activity 3 – “Relay of the arts”
- Module 3: Activity 2 – “Mosaic of emotions”
- Module 4: Activity 3 – “Take, emotion!”

Mini Olympiad 3 (Week 3)
Activities oriented towards collaboration and inclusiveness:

- Module 1: Activity 2 – “Collaborative Puzzle”
- Module 2: Activity 1 – “Cooperative Tower”
- Module 3: Activity 1 - “Theatre of solutions”
- Module 4: Activity 2 – “Game of silence and touch”

This method allows all students to be involved in a gradual and organized way, adapting to school schedules and favoring the full use of the proposed experiences.

Mini Olympics Weekly Planner Example

Day 1: Ceremony and Acquaintance

- Opening ceremony with presentation of the teams, the program and the jury.

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- Presentation games* to promote mutual knowledge (e.g. “Hidden Names and Talents Competition” or “Names in Motion”).
- Team building activities to develop trust and collaboration (e.g. “Co-op Tower”, “Collaborative Puzzle”)

Day 2: Collaboration and Creativity

- Group problem solving challenges on different disciplines (e.g. “Decision puzzle”, “Sustainable mission”).
- Cooperative games that enhance different skills and communication (e.g. “Emotions in motion”, “Relay of the Arts”)

Day 3: Expression and empathy

- Theatrical performances and talent show where each team presents a group performance (e.g., “Solution Simulation,” “One Scene for All”)
- Role-plays, storytelling and simulations to develop empathy and understanding of others (e.g. “In Your Shoes”, “Talent Gallery”)

Day 4: Reflection and sharing

- Emotional workshops (e.g. “Visual diary”, “Memory of emotions”)
- Group discussion and creation of final materials (video interviews, posters, emotional maps that tell the story of the week)
- Round tables and discussions to reflect on the experience and learning acquired.
- Creation of a poster or a video presentation of the work done by each team.

Day 5: Ceremony and Party

- Round tables and discussions to reflect on the experience and learning acquired.
- Award ceremony with the delivery of badges, diplomas, certificates of participation or symbolic awards.
- Final party with music, games and dancing.

Activities such as meeting experts on specific topics or discussion roundtables can be included at any time of the week. Adding them enriches the program and the overall experience of the children, offering valuable opportunities for comparison, in-depth study and creative expression that complete and enhance the recreational-educational activities of the Mini Olympics.

*Presentation Games

1. “Two truths and a lie”: each child introduces himself by telling two truths and a lie about himself. The other children have to guess the lie.

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2. “The phone game”: A child whispers a message in the ear of the child next to him, who whispers it to the next child, and so on. The last child says aloud the message he has received. The result is often very funny and unexpected.

3. “Names in motion”: children stand in a circle and pass a ball to each other. Whoever has the ball says his name and an adjective that describes him. The ball keeps rolling until everyone shows up.

Memorandum

Moderators are reminded to form mixed and well-balanced teams and to encourage rotation in order to foster a positive climate and allow everyone to experiment. The activities can be adapted to the number of participants, their capacities and the available spaces.

The materials necessary for the mini Olympics, the calendar of activities, the voting kit and any medals, badges or diplomas must be prepared in advance and prepared before the start of the games. It is important to involve students in the design and organization of activities.

Collaboration with experts and families can enrich the experience and make it even more meaningful.

Finally, it is important to stimulate visual documentation for the final video: videos of the activities, interviews with participants with definition of roles and videos of the highlights.

Qualitative assessment and documentation

- Direct observation (notes)
- Student feedback (short questionnaires, funny video interviews or “wall of emotions”)
- Video-testimonies during the activities (which will be part of the final documentary to tell the experience and promote educational inclusion)

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Project code: 2022-1-IT02-KA220-SCH-000084974

Mini Olympics Evaluation Kit “Platform 9 3/4” (Printable)

This kit is designed to accompany the jury during the Mini Olympics Platform 93/4, offering a simple and clear operational tool to observe, evaluate and return positive feedback to the teams. The evaluation is not used to classify, but to recognize the commitment, creativity and collaboration of all participants. Each judgment is an opportunity to enhance, motivate and grow students, nurturing their self-esteem and the desire to get involved.

Who makes up the jury

The jury will be mixed and will be composed of:

- 1 contact teacher per group
- 1 peer auditor per team (student);
- 1 representative of the project/school team (moderator, educator, teacher or parent).

To this, a “popular” jury, composed of all students, can be added, which will give symbolic votes (e.g. “nicest team” or “most creative performance”).

Each juror evaluates using the evaluation form in paper or digital format, on which all the categories and voting criteria are reported.

Voting categories and criteria

The categories value different aspects of the experience, accessible to everyone, regardless of physical or educational ability:

Category	**Main criterion**	**Who votes**
Exemplary cooperation	Ability to work together	Mixed jury
Creativity and originality	Innovative ideas, expressiveness	Mixed jury
Commitment and determination	Personal and group effort	Peer auditors/teachers
Inclusivity and support	Attention to others, mutual help	Teachers/students
More engaging team	Positive energy, enthusiasm, team spirit	Open voting (all)
Positive message	Values expressed (emotions, respect, empathy)	Mixed jury

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Mini Olympics Platform 9 3/4 Evaluation Board

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Erasmus+ project "Platform 9 3/4"

Team Name: _____

Activity Title/Reference Form: _____

Juror (role): _____

Category	**Score (1-5)** *Scale from 1 (limited presence of the criterion) to 5 (full and clearly visible expression of the criterion).*	**Notes and observations** *Useful space for constructive feedback.*
Exemplary cooperation *(mixed jury)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	
Creativity and originality *(mixed jury)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	
Commitment and determination *(peer auditors/teachers)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	
Inclusivity and support *(teachers/students)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	
More engaging team *(all)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	
Positive message *(mixed jury)*	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	

Final remarks and awards:

_____

_____

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How to award an award

No rankings: each team receives positive feedback or a symbolic medal.
Symbolic awards with badges or diplomas: for example, Ambassadors of Inclusion, Masters of Creativity, Most Supportive Team, Most Theatrical Team, and so on.
The teams are not ranked in order, but receive special mentions for one or more categories.
The awards will be shared in the final documentary where each team can have a moment of visibility and the school will be able to convey photos, artistic artifacts and documentaries with its own communication channels (bulletin boards in the school corridors, school and project website).

Purpose of the assessment

- Reinforce positive behaviors,
- Promote self-esteem and participation,
- Educate to constructive feedback and reflection,
- Avoid exclusionary competitive logic.

Practical advice

The kit is a support tool: it can be adapted, integrated, printed or digitized as needed.
Each assessor receives a kit consisting of:

- 1 evaluation sheet for each activity/team,
- 1 summary of the guidelines and activities,
- 1 pen or pencil,
- Free note sheets.

Evaluations can also be collected online (e.g. Google Forms) to facilitate management and documentation.
Actively involve peer auditors (students), explaining well the criteria for empowering them in their role.

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