



Individualization of work - a chance for comprehensive educational and social support of children and youth.

Scenarios

Non-Public Youth Educational Centre in Węgrzynów

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ERASMUS+

Scenarios

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Workshops scenario no 1
Build your way to better communication.

Training module:

Diagnosis of individual development and educational needs as well as psychophysical opportunities of children and youth.

1. **The duration of the workshop 4h:** Lecture (L) 0h; Exercises (Ex) 4h.
2. **Proposed number of participants:** 34 professional active teachers.
3. **Training goals:**
 - improving communication skills workshop participants including the transmission of feedback;
 - increased knowledge about the cultures of other countries;
 - formation of positive attitudes (tolerance, acceptance);
 - skills of self-presentation.
4. **Learning outcomes:**

Participants will:

- able to characterize the culture of the country;
 - able to provide information in a clear way;
 - present an attitude of tolerance and acceptance of diversity;
 - are able to present the results of their work;
 - understand the importance of effective interpersonal communication for the achievement of common goals. Know diagnosis assumptions.
5. **Methods of work:**
 - methods of assimilation of knowledge: lecture, discussion teaching;
 - valorisation method: activity emotional and expressive;
 - method of self-investigation to knowledge;
 - practical methods: practical exercises.

6. Course of the training:

Ordinal number	Thematic area	Realization/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	Introduction to the workshop. Build your way to better communication.	Acquainting participants with the subject and objectives of the workshops. Program objectives and use of materials (different types of bricks for different meanings and metaphors). Explains that the work is divided into four different moments: Think about, Remember, Image, Concludes.		0,5h	<ul style="list-style-type: none"> ▪ big ballroom allows to free participant's movement ▪ projector to show slides and videos 	
2.	World cultures.	<p>STEP ONE THINK ABOUT. Different cultures existing all over the world. Through the next four. Building Challenges you are invited to explore your thoughts on culture and world cultures. BRAIN STORMING Individual work. BUILD Thing about the culture that you live in - what are the first things that spring to mind? Build a model showing some characteristics of the culture you live in. Group work. SHARE When the building time is up, take turns to tell each other about what you have built. Keep your model on your own building plate.</p> <p>STEP TWO REMEMBER What do you know about other world cultures, and</p>		3h	<ul style="list-style-type: none"> ▪ paper ▪ pens ▪ projector to show slides and videos ▪ lego bricks and map carpets ▪ felt-tip pens ▪ highlighter ▪ mobile phone with camera 	

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		<p>what experiences have you had with them? Individual work. BUILD What world cultures have you heard of or experienced? Build a model showing examples of world cultures. Use your model to describe examples of the differences and similarities you notice between these world cultures. Group work. SHARE When the building time is up, take turns telling each other about what you have built. Keep your model on your own building plate. STEP THREE Individual work. BRAIN STORMING. BUILD Imagine you can look into the future and observe the changes in your culture. What characteristics and aspects of your culture do you think will change in the future due to the inspiration and influences of other world cultures? Which characteristics will not change so easily? How will technology affect your culture in the future? Build a model showing your reflections on this. Group work. SHARE When the building time is up, take turns telling each other about what you have built. Keep your model on your own building plate. CIRCLE TIME.</p>				
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3.	Summary and workshop evaluation.	<p>STEP FOUR</p> <p>CONCLUDE The last building Challenge will help you to summarize your group's ideas concerning world cultures and to draw conclusions. Individual work.</p> <p>BUILD Look at the models on the building plates. Think about everything that has been shared. Image that you have to explain the essence of the discussion you just had to a person from outside your group. Build a model that would help you to explain this. Group work.</p> <p>SHARE When the building time is up, take turns telling each other about what you have built. Keep your model on your own building plate. At the end the participants express the degree of interest and involvement during this work, and if they believe the experience has improved their communication. CIRCLE TIME</p>		0,5h	<ul style="list-style-type: none"> • sheets of paper • markers/ pens • colorful sticky notes 	
TOTAL			4h			

Warning:

The scenario can be modified depending on the group of participants. In the implemented project involves three partner countries hence the structures relate to European and world cultures.

Workshops scenario no 2

Principles and methods of diagnosis of children and youth.

Training module:

Diagnosis of individual development and educational needs as well as psychophysical opportunities of children and youth.

1. **The duration of the workshop: 8h:** Lecture (L) 2,5h; Exercises (Ex) 5,5h.

2. **Proposed number of participants:** 34 professional active teachers.

3. Training goals:

- acquainting participants with diagnosis assumptions;
- acquainting with diagnosis process determinants;
- acquainting with basic rules of psycho pedagogical diagnosis;
- description of chosen diagnosis techniques (observation, document's analysis, interview, survey).

4. Learning outcomes:

Participants will:

- know diagnosis assumptions;
- are able to stipulate determinants of diagnostic process;
- know basic rules of psycho pedagogical diagnosis;
- can describe chosen diagnostic techniques.

5. Methods of work regarding W. Okoń typology:

- knowledge assimilation method: lecture, didactic discussion;
- valorization method: emotional and expressional activity;
- self – reliant knowledge acquiring;
- practical methods – practical exercises.

6. Course of the training:

Ordinal number	Thematic area	Realization/content	Duration		Didactic means and organizational requirements	Comments
			W	Ex		
1.	Organizational and ordinal activities.	<p>Acquainting participants with the workshops purposes, group integration</p> <p>Exercise 1: Name with adjective.</p> <p>Exercise 2: Welcome dance.</p>		0,5	big ballroom allows to free participant's movement	
2.	Introducing diagnosis term.	<p>Participants pair off. Their target is to define diagnosis term. After few minutes' pairs are changed into quadruples and continue their task. Next stage is to change quadruples into bigger groups and systemizing diagnosis term.</p> <p>Describing with participant's psycho – pedagogical diagnosis assumptions, give them information about:</p> <p>Diagnosis means planned data accumulating where interpretation, evaluation and description of examined phenomenon, person or thing are necessary. Diagnosis in practical sciences includes:</p> <p>1. Description – regards to collation research data where the purposeful action will be taken.</p> <p>2. Evaluation – introducing of specific grades refers to collected research data, as a consequence allows to compare specified phenomenon's, personal features or things with taken assumptions and allows to describe differences between existing variables and other datum points.</p>	2h	1,5h	<p>script for participants</p> <p>sheets of paper</p> <p>markers</p>	<p>A person leading workshop supervise each group work and supports them if necessary.</p> <p>During presentation sum up and add all important issues.</p>

		<p>3. Conclusion – ascertaining efficacy of diagnostic process.</p> <p>4. Explanation – explaining of existing state</p> <p>5. Postulation – presenting of existing states which should be done, defined or removed.</p> <p>6. Setting up assumptions – conclusion constructing referring to the relations between assumptions and intermediate factors (Podgórecki, 1972; after: Wysocka, 2006).</p> <p>Considering diagnosis structure, the complex diagnosis method should be described (developed diagnosis), which should aim for explanation many problems related to examined phenomenon. It includes elementary diagnosis such as:</p> <ul style="list-style-type: none"> • Identification diagnosis, which examines and assigns analyzed phenomenon to concrete problem. It names specified elements, problem or disorder. • Genetic diagnosis which defines area of examined state of affairs, aims to defining of elements and mechanisms of specified problem, disorder or phenomenon. • Meaning diagnosis which defines role of examined phenomenon in context of wide meaning problems. • Stage diagnosis describes development level of examined phenomenon which should be recognized • Prognostic diagnosis (developmental) refers to predict how the examined aspect or phenomenon will or should proceed and what kind of processes decline regarding to conclusions from earlier stages mentioned diagnosis. <p>Presented here partial diagnosis complete each other creating full and complex analyzed diagnosis in definition context. In practical areas (pedagogy, special pedagogy) there is a necessity, saliency and validity of using all mentioned above partial diagnosis types, how it is mentioned by M. Ziemska (1972) (after:</p>				
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		<p>Jarosz, 2006).</p> <p>Describing with participant's diagnostic process. This stage begins from discussion about:</p> <p>What can have influence on diagnostic process?</p> <p>A person leading workshop focuses on certain elements such as:</p> <p>Between determinants of diagnostic process below elements can be listed: (1) Substantive knowledge about cognitive, emotional processes, solving problems, unit's functioning mechanisms and functioning in basic social groups: family, school and peer group; (2) ability to use substantive knowledge it means ability to logical thinking which allows to compare different information; (3) basic ability to observe and converse which is strictly connected to acquire information ability determined by many competencies necessary to establish and build diagnostic contact (Sztander 1999); (4) specified resources available diagnostic technics differentiated in various diagnosis stages; (5) important here is ability to proper choosing researching techniques regarding to specified problems, situation, and diagnosis subjects features and creative constructing or proper using basic diagnostic techniques; (6) essential is also ability to connect different techniques in order to achieve deep and complex diagnosis which is referred to complementary connecting methods so called objective, psychometric (scale, inventory, questionnaire, tests) and subjective, clinical (interview, conversation, observation, documents analysis) and projective techniques.</p> <p>Work in a 6 person groups</p> <p>The target of each group is creation diagnosis rules and their argumentation. After 30 minutes work all participants present results of their work.</p>				
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		<p>Final stage of this workshop's part is joint creation basic diagnosis rules, where mentioned are:</p> <ul style="list-style-type: none"> • Rule connecting selective function recognizing specified areas unit's functioning with educational function (diagnosis as a form of intervention). • Rule which include evaluative character psycho - pedagogical diagnosis unit's functioning and conditions determining achieved developmental and educational targets. • Rule connecting developmental unit's stage and its cognitive reality with influence effect diagnosis with actions taken basing on recognition made. • Rule connecting positive and negative diagnosis in assessment of functioning quality and unit's educational environment. • Rule including action relativity available for unit, environmental conditions and personal development factors. • Rule of cognitive decentration in developmental unit's condition assessment – individual factors, character of educational environment. • Rule of recognizing by resonance its own interior, specified experiences regarding to unit's social situation. • Rule of active interpretation observed facts (data) regarding to unit's social situation. • Rule which connects psychometric attitude with quality assessment of elements of unit's social situation. • Rule of cognitive holism in assessment of different factors creating unit's social situation. • Rule connecting interior perspective so called perception of a person being tested and external perspective so 				
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		<p>diagnostician's perception in recognizing unit's social situation.</p> <ul style="list-style-type: none"> • Rule including in assessment and interpretation life and functioning conditions of a person being tested, treated as a developmental factors and their subjective dimension. • Rule of evaluation developmental factors, individual factors, environmental conditions (developmental, educational) as an aspect of their state (feature), their dynamic (relation) between specified environment elements and unit. • Rule connecting individual and social diagnosis as a context of social functioning in basic educational environments. • Rule of auto - diagnosis of tested subjects, located in different social and psychical situations. • Rule of cognitive holism in evaluation of complex unit's functioning and its environmental conditions. • Rule of dynamic, cyclical, continuous, multiperspective and interdisciplinary diagnosis character of unit's social situation. 				
3.	Description of selected methods, diagnostic techniques.	<p>Location of diagnostic techniques in diagnosis process.</p> <p>A person leading workshop basing on the script made before presents introduction about diagnosis methods and researching tools.</p> <p>Accurate and effective diagnosis not only allows to choose the proper behavior but also determinates its efficiency. In diagnostic process different approaches might be mentioned: (1) external – using information which come from objective researches (observation, analysis, interview, questionnaire); (2) internal – using information received directly from person being tested.</p> <p>In special pedagogy there are specified categorization referred to description of diagnostic proceeding. There</p>	0,5h	2h	<ul style="list-style-type: none"> ▪ script for participants ▪ sheets of paper ▪ markers 	<p>A person leading workshop supervise each group work and supports them if necessary.</p> <p>During presentation sum up and add all important issues.</p>

		<p>is a differentiation between such terms as: method, technique, diagnostic tool. It should be emphasized that those terms have certain meaning context (Pilch, Bauman, 2001, Jarosz, Wysocka, 2006, Sztumski, 1995).</p> <p>Diagnosis method – group of all rationally validated methods diagnostic proceeding which aim is to describe part of reality. It includes specified actions: planning all diagnosis process, its organizational features, choosing and collation of diagnostic techniques, their creation, method of using, analysis selection, presentation of tested reality, diagnostic thinking process (analysis, synthesis, conclusions), diagnostic image verification, its development and interventional actions projecting, complex effects rating in area of practical actions. Four elements of diagnosis might be mentioned here:</p> <p>Pedagogical experiment:</p> <p>Experiment is a specified part of reality research method which consists on elicit or change processes by inserting a new factor and observing changes arisen because of its influence. Experiment character consist on implementing into selected system (social group) specially chosen factor in order to achieve positive changes of the system or in order to check what changes will be done under the influence of the new factor so called independent variable. Target of the experiment is to find cause and effect connections between independent variable and elements of tested system. In pedagogical experiment system which should be changed is almost always a groups of students.</p> <p>Pedagogical monography:</p> <p>Monography in pedagogy is the proceeding method</p>				
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		<p>which result to describing of educational institutions. Two factors decide if the proceeding can be found as a monography method. The first one is research subject. Very often it can be educational institution such a class, scout team, student's cooperative. The second one is the research mode. In monographic researches the main goal is to look into interior of an institution and deep and complex recognizing how does it works. Monographic method in pedagogical researches is very important. It is easy to proceed; it allows to systematic verification elaborated institution functions, improvement planning and controlling how do they work. This method almost always research documentation, very often enter observation elements, survey or interview.</p> <p>Individual cases method</p> <p>Method of individual cases in pedagogy comes down to people biographies. This method consists on analysis of individual human fates involved in different educational situations, or analysis of specified phenomenon with educational nature by prism of individual human biography with attitude to describe phenomenon or case in order to perform therapeutic actions. As an example we can mention here are: didactical and educational problems and child's family situation, functioning of foster family. The most useful technique for this method is interview. As a great supplement observation and analysis of personal documents can be used here.</p> <p>Method of diagnostic survey</p> <p>Diagnostic survey method is a way of knowledge achieving about structural and functional attributes, social</p>				
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		<p>phenomenon dynamics, opinions and views specified communities, increasing and developmental direction certain phenomenon and other institutional, not localized but with educational meaning phenomenon. In survey researches the most often techniques are: interview, survey, personal document analysis, statistic techniques and others.</p> <p>Diagnostic technique – certain activity described by exact instructions, which is strictly connected with the main goal which is diagnosis, problem operationalization and indicators selection.</p> <p>Researching tool – final effect diagnosis project in conceptualization and operationalization of researched problem, depending on used technique exploited are questionnaire, scale, observational sheet (Jarosz, Wysocka, 2006, s. 52-53).</p> <p>The key problem in diagnosis methodology is proper selection of a method referred to diagnosis. It should be projected considering problem, phenomenon and person being tested specificity. The most used in psycho – pedagogical diagnosis techniques are: observation, documents analysis, student’s works, interview, survey.</p> <p>Discussion about presented diagnosis methods (observational sheet, analysis methods of specified works, survey).</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • which from chosen techniques allow to achieve the most objective data? • Which issue from the area of unit’s functioning is the most important and why? 				
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		<ul style="list-style-type: none"> • What kind of indicators allow to make subjective assessment? • What conditions have to be done in order to use specified technique? 				
4.	Multispecialty evaluation of the functioning level of a child or adolescent.	<p>Assumptions presentation of multispecialty evaluation of the functioning level of a child or adolescent basing on a script made before.</p> <p>Exercise 3: Diagnosis basing multispecialty evaluation of the functioning level of a child or youth (case studies find attached). Description of effects multispecialty evaluation of the functioning level of a child or adolescent with special education needs.</p>		1h	<ul style="list-style-type: none"> ▪ script for participants ▪ sheets of paper ▪ markers 	Each participant receives a script.
5.	Summary and workshop evaluation.	<p>Exercise 5: Work card as a summary: summing up achieved skills and planning how to use them.</p> <p>Exercise 6: Evaluation – workshop participants fill evaluation survey – picking up returning information about organization and workshop proceeding.</p>		0,5h	<ul style="list-style-type: none"> ▪ evaluation survey ▪ sheets of paper ▪ markers 	
TOTAL			2,5h	5,5h		

Workshops scenario no 3

Educational goals. Assessment of students as a form their diagnosis.

Training module:

Diagnosis of individual development and educational needs as well as psychophysical opportunities of children and youth.

1. **The duration of the workshop: 6h:** Lecture (L) 0,5h; Exercices (Ex) 5,5h.

2. **Proposed number of participants:** 34 professional active teachers.

3. **Training goals:**

- to develop class schedules with checklists and learning outcomes and to understand the importance of learning assessments and key competences. How to approach students at their level.

4. **Learning outcomes:**

Participants will:

- make their individual plans for learning assessments;
- make a checklist for class and decide the learning outcome;
- key competencies and learning assessments.

5. **Method of work:**

- knowledge assimilation method: discussion, lecture;
- valorization methods: emotional and expressional activity;
- knowledge self-achieving methods;
- practical methods.

6. Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic measures and organisational requirements	Comments
			L	Ex		
1.	Detailed learning goals and student check list for arts and crafts.	Acquainting participants with the workshops purposes. Group work: Exercise 1: Make a minimum 5 learning goals and checklists.		0,5h	<ul style="list-style-type: none"> ▪ paper ▪ pens ▪ large room for individual and group work 	
2.	Guiding assessment. Information to parents.	Guiding assessments target is to evaluate student progress and use the results to make necessary changes on the classes, courses and subject. Exercise 2: Group work: Sample letter to parents. Tips for working with the child. Participants write letters in teams. Then they made their analysis and presentation of the group.		1,5h	<ul style="list-style-type: none"> ▪ paper ▪ pens/markers 	
3.	Elements of assessment.	Exercise 3: Individual work: What elements do we think we need for daily classes? Develop a guiding assessment plan to use on daily bases in arts and crafts classes for children in 4 th grade. <i>Possible results included in extra notes.</i> Group work: Divide into group of 4-5 to discuss the guiding	0,5h	2h	<ul style="list-style-type: none"> ▪ paper ▪ pencils ▪ list of tips in evaluating 	

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		assessments and agree on ten assessments to be used on daily bases in class.				
4.	Key competences.	<p>Exercise 4: What methods and tools are suitable in your subject area of arts and crafts when developing the key competences and final assessments of the student ability? Divide into group of 4-5 people and develop key competences for final learning assessments. Group work: Develop key competences in arts and crafts for students</p> <ul style="list-style-type: none"> • expression and dissemination • creative and constructive thinking • independence and cooperation • use of media and information • responsibility and self-evaluation 		1h	<ul style="list-style-type: none"> ▪ paper ▪ pencils ▪ markers 	
5.	Teacher's final assessments and grades.	<p>Exercise 5: Group work: Split assessments into categories and develop a grading system. Possible assessments could be; grades from tests, finished projects, cooperation in classes, independence, punctuality, behavior in class etc.</p>		0,5h	<ul style="list-style-type: none"> ▪ paper ▪ pencils ▪ markers 	
TOTAL			0,5h	5,5h		

Possible guiding assessments:

- Clear assessment of goals that each student can achieve at their own pace.
- Clear guidelines – it needs to be clear what is expected of students.

- Where do students approach information to execute the project on hand.
- Importance of constructive criticism.
- Importance for students to get the opportunity to explain their work and stand by it.
- Guidelines must be clear, documented and visual to students.
- Students self-evaluation must be activated, the teacher student conversation and questions and answers between teacher and student.
- Student responsibility.
- Last class review and summary at end of class.
- Careful and respectful choice of words and make sure that concepts are clear.
- Activity and participation.
- Teacher needs to be aware of each and everyone's work and not to over estimate.
- Good work ethics and practical skills.
- Value/weight of each project.
- Creativity, independence and initiative.
- Respect for the environment.
- Communication and mutual respect between teachers and students.
- Let students do their work.

Key competences

- Methods of diagnosis for final assessments. What methods and tools are suitable in your subject area of arts and crafts when it developing the key competences and final assessments of the students ability at the end of the semester or school year?
- That students receive documented learning assessments for each project.
- That the project factors in learning assessments.
- Students registered workbook.
- To evaluate certain factors by percentages:
 - skills
 - creativity
 - appearance (punctuation, cleanliness)
- Students be able to develop their ideas.

- Schools curriculum used as tool in final assessment.
- Project evaluation – how well does the student meet the projects criteria.
- Peer evaluation.
- Self-evaluation.
- Make space for flow and creation.
- Register:
 - work independence and initiative
 - cooperation, participation in groups (debate and conversations) and communicate own knowledge

Workshops scenario no 4
Methods of diagnosis - a pedagogical experiment.

Training module:

Diagnosis of individual development and education needs as well as psychophysical opportunities of children and youth.

1. The duration of the workshop: 6h: Lecture (L) 0,5h; Exercises (Ex) 5,5h.

2. Proposed number of participants: 34 professional active teachers.

3. Training goals:

- to learn about importance of value of leisure;
- skills support to assist children with deviations;
- assist youth in avoiding risk behavior;
- learn enable youth and help the ones in social isolation.

4. Learning outcomes:

Participants will:

- learn to build teamwork through games;
- learn the value of effective leisure;
- learn to enable children with deviations;
- learn ways to help youth break social isolation.

5. Methods of work:

- knowledge assimilation method: discussion, lecture;
- valorization methods: emotional and expressional activity;
- knowledge self-achieving methods;
- practical methods.

6.Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic means and organisational requirements	Comments
			L	Ex		
1.	Building up Team work. Ways to recognize own social interaction through leisure time.	<p>Introduction of the scenario and acquainting participants with the subject and objectives of the workshops.</p> <p>Exercise 1: Group Integration Teamwork, ice breakers, name-games. Get everybody to be active. (See below). The importance of leisure time outside of school/work in one's daily life's.</p> <p>Exercise 2: Group work Discussion of leisure and activities. What is leisure and scheduled activities in your opinion. What do you do in your own free-time? Does it matter how you spent your free-time?</p> <p>Group discussion: What do you think about this? What do you find surprising? End discussion to lead people to the fact how important it is that we use all this time, it is not innate to use it well but hugely important.</p> <p>The importance of leisure: Those who pursue a positive and organized activities</p>	0,5h	1h	<ul style="list-style-type: none"> ▪ a large room allowing relocation of participants and work in groups ▪ projector ▪ multimedia presentation ▪ paper sheets ▪ markers 	

		<p>in their spare time feel better, do better in school, are less likely to use drugs, smoking and drinking, improve confidence, this works against all kinds of negative factors like anxiety and depression, exercise and more, are more likely to educate themselves, make friends through participation - and it is just so nice to be in recreational activities.</p> <p>It is important that you recognize that it is important what you do in your spare time. This is a really great time and how we use it can have a decisive influence on our well-being, health and quality of life</p>				
		<p>Exercise 3: Team games</p> <p>First, you split up into groups of 3-5. You should have at least three teams to play. Each team gets a chair and the caller chooses any random tangible-object noun. Each team is given 5 minutes to create that thing/person from the chair and the items given to them. In the next round, each team gets one random object. It needs to be something that could be wrapped/tied/stuck to the chair, and be able to get unstuck. (Toilet paper, multi-colored duct tape, yarn, ribbons, a bag of safety pins with cotton balls, magnets, etc.). After the game takes its discussion, the discussion about the experiment with children and young people in very different ways.</p>		1h	<ul style="list-style-type: none"> ▪ chairs, fabric items (bedsheets, towels, washcloths, pillowcases, etc.) ▪ paper ▪ markers ▪ scissors ▪ tape. 	
2.	<p>Find out your own abilities and frights.</p> <p>What is</p>	<p>Exercise 4: Education, discussion and assignment: Discuss the only obstacles. What would they want to do that they are not doing today - Individual/obstacles.</p> <p>Group Discussion: Participants indicate what they</p>		2h	<ul style="list-style-type: none"> ▪ paper ▪ markers ▪ card free time 	

	holding you back.	would like to do in your free time, but due to various obstacles do not. Exercise 5: Divide into groups and discuss the results of the project work. Cross in the individual and help to find solutions. Try to reach the finish all in all, but by starting the one we ensure that everyone has at least help and tips with one. Part of the solution is to point them to resources, on what is available and what can help them, including the for example “Leisure Card” and you in the community. For example, you can create a dance club in the community center or something. That is cheaper than whole semester in dance school, to name a few. Remember that handout with information about what is available and what it costs Exercise 6: Icebreakers. Pony A fun singing camp game! To start the game, one person stands in middle of the circle and everyone starts to clap in a rhythm. The person in the middle begins the game by galloping around the circle while the group sings the following song: Below. at the end of the script.				
4.	Activate and avoid isolation. Build up team work.	Exercise 7: Education and Group work Divide into 3-4 groups. Ask them how they think of positive and negative use of free time. They write on the poster (switch document diagram in two parts). Get one to write. Compile and cross the main subjects discussed in each group, give them a few minutes. To decide what they will pick up - the kids introduce		1h	<ul style="list-style-type: none"> ▪ aper ▪ markers ▪ cartons ▪ glue ▪ scissors ▪ paper ▪ colorful sticky 	

		<p>themselves, we write on the blackboard. Return to groups and point out that this negative is sometimes called a time-related problems, which can cause them a lot of problems and damage, giving examples. Ask the kids if they would add more - on the negative side of the poster of the (examples of time-related problems: Excessive computer use, television and telephone use, social isolation, apathy and inactivity, drugs, physical inactivity, obstacles - family, fear of trying new things. If time is also possible to take a bit like when the computer has become time-related problems?). You add in if little comes from kids</p> <p>Exercise 8: Teamwork – build a tower Participants work together to build the tallest free-standing tower with the resources provided by the facilitator. Learning objectives include: Communication, collaboration and team strategy.</p> <p>Exercise 9: Confident and independent. Everybody sits on a chair in a circle in the middle of the room. We read a statement, if they agree they stand up and change seats. If they disagree, they others stay where they are in their seats. Having one extra chair, so if anyone wants to replace he can. Allow 1-2 to comment. The employee must choose who speaks, forbidden to interrupt. Opportunity after to speak his mind (after the game). Try to let everyone speak and give his opinion with questions like "you did not, then why?" Or "you agree, why?" Bear in mind that there is no one correct answer The teenagers have to answer for his best conviction,</p>			<p>notes</p>	
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		not thinking about whether others agree / disagree			
5.	Summary and evaluation.	As a summary - Praise, encouragement, reflect: I learned that I'm going to use I liked most ... I liked least Participants complete these sentences on their sheets and give us back. Ask them to end what they feel about the workshop. Praise them, encouraging them to attend to organized leisure activities and to be active during leisure time - and remind them again of how important and good it is to use their time well, in a positive and constructive way.		0,5h	<ul style="list-style-type: none"> ▪ paper ▪ markers ▪ pens
TOTAL			0,5h	5,5h	

Additional instructions and explanations for each session:

Session 1, exercise 1:

The name game:

Everyone in the group stands in a circle. The first person says, "My name is and I like to _____ (insert hobby and act out a motion from that hobby.) The rest of group then says, "(Person's Name) likes to (hobby) and acts out motion. Example, "My name is Annie and I like to Fish (action out casting a reel). The next person repeats the process. The rest of group then says that person's name, hobby, and motion and the moves onto the first person's info. This continues until the last person goes, at which the entire group calls out the last person's info and moves along through the whole group and repeats everyone's info.

Session 1, exercise 2:

Leisure time is the time that we have after work, school and our obligations are completed and physical needs have been met. Some of what we do in spare time are recreation. Activities are something we choose to do in your spare time and has a good effect on us and harm neither

us nor others. Some activities are unplanned, like going out to run, read a book or be on the computer while others are organized, sometimes called leisure activities, such as attending to some social events, to football, dance or conservatory. Do we know how we spend our time general: How is the transition from birth to 70 years? How much time do you think we spend in bed, how many years in total?

The average person who lives to 70 years spends:

- 27 years in freetime/leisure
- Including 10 years of watching TV - and what if we add computers and phones to that?
- 24 years of sleep
- 7.33 years at work
- 4.33 years in formal education
- years eating
- 5 years other (Weiskopf, 1982)

Session 2, exercise 3:

As more rounds are played, the game gets sillier and crazier every time--due to the fact that the paper has already been drawn and cut out and used, as well as things that have been pinned together, and other objects that might look "used up". It's a blast, and everyone brainstorms and then builds a wacky-looking creation out of a chair! The prep work is definitely worth it.

Session 3, exercise 5:

Details: There are things that prevents us from participating in positive activities, what do you think it could be? Write table. Help them off if no ideas come - for example facilities and to not offer e Gymnastics in the neighborhood. What more? Now we will get you to do a little project with us - spread sheets -. You should find things you'd like to do in your spare time but are not doing - and find solutions. Walking between and help them and encourage them on. You can use the following to get them started: If money does not matter and you had plenty of time then what would you want to do?

Session 3, exercise 6:

Song: Here we go, ride that pony, ride around that big fat pony, this is how we do it. (move in a galloping motion, swinging hand over head). The middle person then stops in front of someone else and both partners perform the following lines and actions. Stand facing each other and swing arms in a circle in front of your body, keeping elbows in: "Front to front to front, my baby" Jump so both are standing next to each other with the same arm motions as before: "Side to side to side, my baby" Jump one last time so both are facing with backs to each other with the same arm motions as before: "Back to back to back, my baby, this is how we do it. The person in the middle then switches places with the person they were just dancing with and the game continues until everyone has had a turn in the middle. Once everyone is gone, the entire group sings all of verses one last time while everyone (not just the partners) do the motions.

Session 4, exercise 7:

Try to activate everybody and get the most from them. In the end remind them of the importance of matching the free-time, choose carefully, avoiding maximizing time-related problems, to match the days feel not just in physical inactivity and being inside front of a monitor, encourage them to choose positive things consciously, because they know now how important it is

Session 4, exercise 8:

- Total Time: 40 minutes
- 10 minutes to brief and set up
- 20 minutes to achieve outcome
- 10 minutes to review

Tallest Tower Team Challenge Instructions:

1. Before the activity, you need to make a batch of supplies for each group. Try and keep these as even as possible.
2. Organise the group into smaller teams. Divide your group into teams of 3-7 (depending on the size of your group).
3. The objective of the challenge is for participants to work to build the tallest free-standing tower they can with the supplies given. Announce that they will have just twenty minutes for the build.
4. Answer any questions that the group may have. Once everyone is happy, let them begin building their tower.
5. Once each team has built their tower. Get them to bring their builds forward and begin measuring the builds and discussion of exercises.

Suggested Learning Outcomes:

- Creative thinking
- Collaboration
- Teamwork
- Strategy
- Time management

Workshops scenario no 5

The working methods in educational practice - adapting to the individual needs of children and youth.

Training module:

Innovative methods of work developing key competences of children and youth.

1. **The duration of the workshop: 15h:** Lecture (L) 2,5h; Exercices (Ex) 12,5h.
2. **Proposed number of participants:** 34 professional active teachers.
3. **Training goals:**
 - acquainting participants with specific of functioning children and adolescents with different educational and developmental needs;
 - acquainting chosen working methods with children and adolescents.
4. **Learning outcomes:**

Participants will:

- know definition of specific functioning children and adolescents with different educational and developmental needs;
- they can characterize different educational and developmental needs of children and adolescents;
- know chosen methods of working with children and adolescents.

5. **Methods of work according to W. Okon typology:**

- knowledge assimilation method: discussion, lecture;
- valorization methods: emotional and expressional activity;
- knowledge self-achieving methods;
- practical methods.

6. Course of the training:

Ordinal number	Thematic area	Realization/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	Organizational and ordinal activities.	Acquainting participants with subject and workshop targets, group integration. Exercise 1: Shaking hands. Exercise 2: Resume on a letter.		0,5h	<ul style="list-style-type: none"> ▪ huge ballroom allows for free movement inside 	
2.	Introduction into term educational and developmental needs.	<p>Exercise 3: Participants pairs each other. Their task is try to define term of educational and developmental needs and key competencies. After few minutes' pairs changes into quadruples and continue the task. The next stage is changing quadruples in groups of eight people and their tasks is to systemize educational and developmental needs term.</p> <p>Describing with participant's definition apprehension educational and developmental needs:</p> <ul style="list-style-type: none"> ✓ Regards both to group of children and adolescents with learning problems and especially gifted pupils ✓ Good recognizing allows to choose proper techniques and methods leading to needs satisfying and to create optimal conditions for intellectual and personal development. <p>Describing with participants functioning specification of children and adolescents with educational and developmental needs:</p> <ul style="list-style-type: none"> ✓ Pupils with social awkwardness and threatened by social inadequacy, ✓ Specially gifted students, ✓ Students with disabilities (mental retardation, movement 	1h	5h	<ul style="list-style-type: none"> ▪ script for participants ▪ sheets of paper ▪ markers 	<p>A person leading workshop supervises each group work and supports them if necessary.</p> <p>During presentation sum up and add all important issues.</p>

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		<p>and sensor disorders),</p> <p>✓ Students with chronic disease in crisis or traumatic situation</p> <p>Exercise 4: Work in 6 person groups: Task of each group is to formulate difficulties symptoms which might be shown by students with educational and developmental needs.</p> <p>Exercise 5: Final stage of this part is to elaborate together educational and organizational adjustments for students.</p>				
3.	Describing new methods of working with children and adolescents with participants.	<p>Acquaintance of participants with definition and different methods. Presentation of chosen methods of working with children and adolescents.</p> <p>Method (from Greek Methodos) is systematically used teacher's work manner which allows students to tackle the knowledge including her practical usage and developing student's interests (Okoń, 1996, p. 247).</p> <p>In literature we can find different methods of working with children and adolescents. Main methods which we can use are: Activating methods which encourage students to finding and solving problems by themselves and taking self – education actions. To those methods we can include:</p> <ul style="list-style-type: none"> - Searching methods, especially problems methods and its variants, giving open and closed problems to the students, accordingly to the naming proposed by W. Okon "exploring" and "inventions"; intellectual problems, social problems, moral problems, theoretical and practical problems; - Heuristic methods – for example brain storm, sinectics – those methods develop divergence thinking, including large amount of proper solutions, finding far connections between 	1,5h	6,5h	<ul style="list-style-type: none"> ▪ sheets of paper ▪ markers ▪ CD player 	<p>A person leading workshop supervise each group work and supports them if necessary.</p> <p>During presentation sum up and add all important issues.</p>

		<p>phenomenon's and facts, associations, finding original solutions, six hats method E. de Bono.</p> <ul style="list-style-type: none"> - Methods developing convergence thinking, learning algorithmic thinking, discipline, accuracy and regularity - Fast learning techniques – for example fast reading, mnemonic, developing self – awareness of processes managing of learning and memory. <p>Working with that group of children some methods developing social and communicational abilities should be pointed:</p> <ul style="list-style-type: none"> - Practical methods – for example projects method, tasks methods, integration methods teaching cooperation, didactic games teaching empathy and understanding; - Discussions teaching to choose correct arguments and respect to other people (for example scored debate, oxford debate); - Creativity training integrating different heuristic methods and implementing to active using of words, metaphors, intuition, working in group, respect to other ideas, presenting of own ideas. <p>Methods which allow student's expression in chosen areas and guarantying acquaintance and understanding great and specially gifted people and their works; exposing both expressional (allowing to articulate own feelings, it can be mentioned here: drama, staging, simulations, methods using art features) and impressionistic (which allow to experience and feel other people works, it can be mentioned here participation in performance, exhibitions, meetings with writers, musicians etc); Evaluation methods – they allow to do self – esteem of taken and realized actions, constructive evaluation actions taken by other people,</p>				
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		<p>accepting of other evaluation from other people. Students stimulation presume that student is habited to life full of movement and emotions so teacher should use activation methods such as:</p> <ul style="list-style-type: none"> • Ideas stock; • Brain storm; • Didactic games; • Dramas; • Situational methods; • Laboratory methods; • Problem methods (K. Kruszewski, 1991, W. Okoń, 2003). <p>Exercise 6: Participants in 6 person's groups realizing created by them workshops scripts from chosen methods. Discussion about presented methods</p> <p>Exercise 7: Discussion questions:</p> <ul style="list-style-type: none"> • what influence can have presented methods on effects of working with children and adolescents? • What was most difficult during activities and why? • What was the easiest during activities and why? 				6 rooms for participants needed in order to realize scripts
4.	Workshop evaluation.	<p>Exercise 8: As a work summary working card: unfinished sentences - finishing group work.</p> <p>Exercise 9: Evaluation – workshop participants fill evaluation survey – picking up returning information about organization and workshop proceeding.</p>		0,5h	<ul style="list-style-type: none"> ▪ evaluation survey ▪ sheets of paper ▪ markers 	
TOTAL			2,5h	12,5h		

Workshops scenario no 6

The use of the iPad in working with children and youth with special educational needs.

Training module:

Innovative methods of work developing key competences of children and youth.

1. **The duration of the workshop: 6h:** Lecture (L) 0,5h; Exercise (Ex) 5,5h.
2. **Proposed number of participants:** 34 professional active teachers.
3. **Training goals:**
 - making participants aware of the importance of using other means of communication/(high tech means) (ex. iPad) as this allow for more independent life;
 - learning innovative techniques of dealing with special needs students while using technology (iPad and applications);
 - understanding the child's competence, as a fundamental criterion, for the effective conduct of the **individualization** process;
 - improving competences using ICT resources in designing ways of individualizing the work for selected areas of school work.
4. **Learning outcomes:**

Participants will:

 - gain knowledge of using the iPad and its applications to assist special needs students in their academic and therapeutic tasks;
 - be able to discuss the advantages and disadvantages of teaching special needs students using the iPad;
 - have the abilities to design and create a manual to be used by special education teachers.
5. **Methods of work:**
 - ways for assimilation of knowledge methods group: lecture, work with a text, discussion;
 - the method of valorisation: the dominance of emotional and expressive activities;
 - methods of independent investigation in achieving knowledge: case studies, exchange of ideas/continuous feedback, mind map;
 - practical methods: exercises activating in a group approach to receive the maximum results.

6. Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	<p>Organization of classes.</p> <p>Introduction to the subject of the training.</p>	<p>Acquainting participants with the subject and objectives of the workshops. Group Integration</p> <p>Exercise 1:</p> <p>“Profile Card”. Each participant receives a sheet of A4 paper, which consists of 3 parts. In the I column the participant will write what kind of device he/she use, in the II column - how it makes him/her feel and why, an in the III column if he/she can use a device to educate special needs students and how?</p> <p>All the information on the profile card must be presented in a graphical form.</p> <p>I. Presentation in pairs:</p> <p>a) the participant chooses and approaches a person, gives his/her name, tells another person what his/her answers contain and they swap cards;</p> <p>b) then they part, look for another person and begin to say the name of the person from who they receive “a profile card”, pointing at him/her and telling the remembered information, and then swap the “profile card”;</p> <p>c) next they approach another participant and talk about the</p>	0,5h	2h	<ul style="list-style-type: none"> - a large room allowing relocation of participants and work in groups - projector - multimedia presentation, - papers - markers - iPads - computer 	

		<p>person whose “profile card” is in their hands and so on.</p> <p>d) the person conducting the workshops moderates the exchange of “Profile Cards”. At one point he/she stops the exchange, asks to find the owner of the currently held “Profile Card”. Then, selected persons are asked to present profile cards and the moderator shares information with the author.</p> <p>e) “profile card”, can now be signed and placed in the classroom.</p> <p>Talk about the possibility of using different devices in education</p>				
2.	Innovations in education – individualization.	<p>The validity and importance of individualization in education individualization as a method of teaching to suit individual needs.</p> <p>Exercise 2: Watching films: https://www.youtube.com/watch?v=So2eDnKosJc https://www.youtube.com/watch?v=OAJZwVrT0QM https://www.youtube.com/watch?v=iNwOQaHB38U https://www.youtube.com/watch?v=LvQaO1L49PU https://www.youtube.com/watch?v=0EuIS1MTqDo https://www.youtube.com/watch?v=8qugsXcy89U <u>Feedback from all participants regarding what was viewed above. Highlight the points necessary for the further</u></p>		3h	<ul style="list-style-type: none"> ▪ multimedia presentation, ▪ sheets of a4 paper. ▪ markers, ▪ handouts for participants: a case study scenario and issues for discussion. 	

		<p><u>assessment regarding use of the iPad from different age and types of special needs groups.</u></p> <p>Exercise 3: Creation of group activities via separating participants in 6 groups. In two of the groups will be assigned the same case study. Guidelines (referred to worksheet 2) will be given regarding what will be expected from them to analyze in order to create a plan for using the iPad according to the individual needs of each child.</p> <p>Exercise 4: Sum it up: Outcomes: Group Discussion: One representative from each group will present their case, their assessment analysis of what chosen to be the preferred means of application, for each case, and explain the reasoning behind this outcome.</p> <p>Correlation will then be given between same case different group, in order to compare outcomes and analyze results.</p> <p>Exercise 5: Finalizing: time will be allotted to each individual participant to present previous experiences and hands on expertise regarding use of iPad in special needs.</p>				
		<p>Exercise 6: As a summary – an iPad in a circle: The leader running the workshop will close the workshop via “a hands on” the use of an iPad. The leader will have already created a table where each participant will express his/her feelings/emotions resulting</p>		0,5h	<ul style="list-style-type: none"> ▪ iPad ▪ Interactive board 	

		in a positive or a negative outcome.						
		Feelings/Emotions	Positive v	Negative v				
TOTAL					0,5h	5,5h		

Workshops scenario no 7
Educational robotics.

Training module:

Innovative methods of work developing key competences of children and youth.

1. **The duration of the workshop: 6h:** Lecture (L) 0,5h; Exercises (Ex) 5,5h.
2. **Proposed number of participants:** 34 professional active teachers.
3. **Training goals:**
 - familiarize participants with the objectives of the educational robotics;
 - understand the robotics educational work with children and youth;
 - knowledge of the stages of constructing robots.
4. **Educational outcomes:**

Participants will:

- know the foundation of robotics education;
 - are able to specify the use of robotics in educational work with children and youth;
 - know the stages of construction of robots.
5. **Teaching methods:**
 - knowledge assimilation method: lecture, didactic discussion;
 - valorization method: emotional and expressional activity;
 - self – reliant knowledge acquiring;
 - practical methods – practical exercises.

6. Course of the training:

Ordinal number	Thematic area	Realization/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	Introduction of the subject of the training: Educational Robotics workshop.	<p>Program objectives and use of materials. Acquainting participants with the subject and objectives of the workshops. Program objectives and use of materials. Explain that the work is divided into two different moments: Theory and Practice.</p> <p>1)THEORY: in the first theoretical part explain the general principles of teachers of educational robotics and its various applications into the school; and discuss the specific educational path to be implemented at school with the students.</p> <p>2) PRACTICE: the second part will involve teachers in a workshop in which they try to build and program a robot together and make it work in a prepared context, (carpet with the map of a neighborhood, a city, a planet). It is also explained to the teachers that this workshop will include the presence of some students who have carried out the project that will have the role of facilitators.</p> <p>1 Slide on COMPUTATIONAL THOUGHT : developed from specific Informatics concepts, it introduces a new way of thinking.</p> <p>2 Slide "WHY TEACH CODING?" It develops thought and reasoning, problem solving, cooperation with others, to find strategies, be creative,prepare for future job.</p> <p>3 Slide EDUCATIONAL ROBOTICS : development and use of learning environments based on robotic technology.</p> <p>4 Slide on Educational Robotics at all school levels from nursery, primary, secondary school to university and research centers.</p>	0,5h		<ul style="list-style-type: none"> ▪ big ballroom allows to free participant's movement ▪ projector to show slides and videos ▪ lego bricks and map carpets ▪ mobile phone with camera 	

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		<p>* Robotics and Creativity*Learn from Errors *Robotics and School Subjects *Robotics and future jobs *Educational Robotics and Inclusivity.</p> <p>Students talk about their experience with Educational Robotics, explaining their Project: We started with training classes on Educational Robotics from the Project to "machine models" with Lego pieces. Then we started working on the topic entitled : "LA CITTA' A MISURA DEI BAMBINI E DELLE BAMBINE" (THE CITY 'TO SIZE FOR CHILDREN AND GIRLS ") which has involved one class of PRIMARY SCHOOL (1° year- 6 year old students),and a class of SECONDARY SCHOOL (10-11 year old students). Our goal was to make our robots clean up the city. The first activity was the recognition of the district: "too much garbage in our roads! We must do something!" We thought about new solutions to propose to the Municipality and we projected "smart" objects: mechanical dustbins,intelligent traffic lights,a device to collect pets escrementes, an antistress benches.... Then we built and programmed the robot to clean our district using Lego pieces. We created a carpet with the map of our neighborhood to move our robot on it. Then in groups we planned our robot on a course designed by us so that it would reach all of the neighborhood dumpsters This is what we did Now let's try it together!</p>				
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2.	Construction of robots, PROGRAMMING and testing of robots operating.	Exercise 1: Workshops to build robots. Participants are divided into groups of three people in the group. The trainer of the workshop with the students explains to the participants the rules and the basic programming of the robots also indicating the function and use of sensors. At the end, participants try each robot over a carpet to verify its correct functioning. Each group tries to make their robot go on the selected path. This last phase of the work is usually very rewarding for the participants. The Lego robot programming is a block programming of visual type. They will facilitate teachers who have already had a coding experience. These can act as mentors to others in order to provide a better level of performance of all participants CONCLUSION and Tools.		4,5h	<ul style="list-style-type: none"> ▪ big ballroom allows to free participant's movement ▪ projector to show slides and videos ▪ lego bricks and map carpets ▪ mobile phone with camera ▪ multimedia presentation 	
3.	Summary and workshop evaluation.	Exercise 2: At the end the participants can express their degree of interest and involvement during this work, and if they believe the experience has improved their interesting of this innovative and technological discipline.		1h	<ul style="list-style-type: none"> ▪ evaluation survey ▪ sheets of paper ▪ markers 	
TOTAL			0,5h	5,5h		

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Workshops scenario no 8

Project method's work

Training module:

Project method – method of developing children’s and youth’s creativity.

1. **The duration of the workshop: 8h:** Lecutre (L)1,5h; Exercices (Ex) 6,5h.
2. **Proposed number of participants:** 34 professional active teachers.
3. **Training goals:**
 - acquaintance of participants with method of projects (theoretical and practical);
 - preparing of projects using method of projects.
4. **Learning outcome:**

Participants will:

- know assumptions of method of projects;
 - can describe teachers and student’s actions;
 - know each stage method of projects;
 - can describe each stage method of projects;
 - the achieve professional and personal competencies and interdisciplinary knowledge in order to create own projects regarding form of spending free time by children with education needs.
5. **Methods of work according to W. Okoń typology:**
 - knowledge assimilation method: discussion, lecture;
 - valorization methods: emotional and expressional activity;
 - knowledge self-achieving methods;
 - practical methods. others: method of projects.

6. Course of the training:

Ordinal number	Thematic area	Realization/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	Organizational and ordinal activities.	Acquainting participants with the subject and workshop targets, group integration. Exercise 1: who has started?		0,5h	<ul style="list-style-type: none"> huge room allowing to free movement of participants 	
2.	Method of projects assumptions.	<p>Presentation regarding method of projects.</p> <p>Project method:</p> <ul style="list-style-type: none"> Group initiates, plans, do and present some activity and evaluate its performance. Project is teaching method which means that students realize specified tasks basing upon earlier assumptions. <p>Dividing criteria:</p> <ul style="list-style-type: none"> Action character (orientated into cognitive or practical activity). Amount of person realizing the project (interclass, class, group, individual one). School learning program. Realization period (few years, few weeks, half a year, year). <p>Project features:</p> <ul style="list-style-type: none"> Interdisciplinary. Holistic approach. 	1,5h		<ul style="list-style-type: none"> workshop script for participants 	We give participants scripts referred to project method.

		<ul style="list-style-type: none"> • Progressive teacher's role. • Subjective of student. • Departure from traditional evaluation method. 				
3.	Describing stages of method of projects.	<p>Exercise 2: Participants discussion before making the projects. Discussion questions:</p> <ul style="list-style-type: none"> • Why do I want to use project's method? • Which targets I want to achieve? • In what kind of groups students will be working? • Who will initiate the project? • What do the students need to know before starting to work? • What will the student learn during project performance? • Is there a real possibility of real estimation of work effects? • How will it look group contract? • How should look work report? • Is it possible to organize proper conditions in order to realize the project? • Who will be project recipient? • What would be project time frames? • How to organize student's consults? • Will there be intervention in project's workings? • What will be assessed? Project, effects presentation, abilities increase, knowledge increase, requirements? • How the assessment will look like? 		1h	<ul style="list-style-type: none"> ▪ workshop script for participants 	Leading person monitors participants work, results are presented on a flipchart, described and eventually supplemented.
4.	Working stages in method of projects.	<p>Exercise 3:</p> <p>Assumptions presentation basing on previous lecture including actions description basing on specified stages:</p> <p>Works on project is on a few stages:</p>		0,5h	<ul style="list-style-type: none"> ▪ workshop script for participants 	Each participant receive a script with details regarding method of projects.

		<p>I. Project initiation. II. Dividing into groups. III. Subject proposals reconsideration. IV. Subjects allocating. V. Project realization. VI. Presentation. VII. Project evaluation.</p> <p>A person who lead workshop describes specified stages and presents examples for them.</p>				
5.	Creating of projects connecting with subject "chosen forms spending of a free time by children and adolescents".	<p>Exercise 4: Participants in six people groups create project on subject: "chosen forms spending of a free time by children and adolescents". Participants will use workshop script. After that each group will present their work effects. Discussion about results.</p>		4 h	<ul style="list-style-type: none"> ▪ workshop script for participants ▪ markers ▪ sheets of paper 	
6.	Workshop evaluation.	<p>As a summary "round in a circle".</p> <p>Exercise 5: Workshop evaluation – all participants fill up evaluation survey–gaining reverted information about workshop and organization.</p>		0,5h	<ul style="list-style-type: none"> ▪ evaluation survey ▪ sheets of paper ▪ markers 	
TOTAL			1,5h	6,5 h		

Workshops scenario no 9

Individualization of work with children and youth - developing individual programs of work.

Training module:

Individualization of work – the way to educational and social inclusion.

1. **The duration of the workshop: 6h:** Lecture: (L) 1 h; Exercises (Ex) 5h.
2. **Proposed amount of participants:** 34 professional active teachers.
3. **Training goals:**
 - acquaintance of a sense, worth and need of holistic and individual range of educational actions toward to children and adolescents;
 - improving of competencies referred to rules of constructing individual and group education and didactic programs;
 - acquainting of inclusion indicators in specified areas;
 - acquainting of principles of working with children and adolescents.
4. **Learning outcomes:**

Participants will:

 - present and argument inclusive education complexity as a process, present its elements, features, and explain how to use them in educational practice;
 - can present inclusion indicators in specified areas;
 - they know theoretical principles of constructing individual and group Educational and therapeutic programs;
 - appreciate sense, worth and holistic and individual need of educational actions toward to children and adolescents.
5. **Methods of work according to W. Okoń typology:**
 - knowledge assimilation method: discussion, lecture;
 - valorization methods: emotional and expressional activity;
 - knowledge self-achieving methods;
 - practical methods.

6. Course of the training:

Ordinal number	Thematic area	Realization/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	Organizational and ordinal activities.	Acquainting participants with subject and targets of a workshop. Group integration. Exercise 1: Who we are?		0,5h	<ul style="list-style-type: none"> ▪ huge room allows to free participant's movement and group work ▪ A4 sheets ▪ color markers 	Prepare A4 sheets for participants
2.	Individualization definition.	Exercise 2: Brain storm in 6-person group, creating individualization definition in context of working with children and adolescents Discussion moderating Asking a questions referred to individualization in context of working with children and adolescents: <ul style="list-style-type: none"> • What areas of working with children need individualization? • How the individualization process should proceed? Creating list of areas needing individualization and try to estimate factors which might have an influence on it	0,5h	0,5 h	<ul style="list-style-type: none"> ▪ presentation referred to individualization ▪ flipchart ▪ flipchart paper ▪ A4 sheets ▪ markers 	In case of huge amount of participants, a person leading workshop might reconsider to do this exercise in small groups, supporting and helping them. Results of this exercise should be presented on a flipchart, summarized by leading person
3.	Inclusion indicators.	Exercise 3: Presentation of inclusion indicators in context: creating of inclusive culture (creating a commune, creating inclusive worth), creating inclusive policy (school development, support	0,5h	0,5h	<ul style="list-style-type: none"> ▪ A4 sheets ▪ markers ▪ working with inclusion 	Leading person monitors participants work results are taken and shown on

		and help regarding student's needs), implementing inclusive practices (education process organization, resources activation). Participants get in pairs and their task is to prepare inclusive indicators in chosen areas. Participant's works presentation – discussion.			indicators card to fill up in pairs	a flipchart, eventually supplemented.
4.	Preparing of individual work program.	Presenting of assumptions of constructing individual work programs. Describing the scheme of individual work program. Exercise 4: Creating individual work program for selected students. Describing individual work program.		3h	<ul style="list-style-type: none"> ▪ description how to prepare pupils to individual work program ▪ scheme of individual work program 	
5.	Workshop evaluation.	Exercise 5: Workshop evaluation – all participants gives an oral information gaining reverted information about workshop and organization.		0,5h	<ul style="list-style-type: none"> ▪ sheets of paper ▪ markers 	
TOTAL			1h	5 h		

Workshops scenario no 10
Individualization of work with gifted students.

Training module:

Individualization of work – the way to educational and social inclusion.

1. The duration of the workshop: 4h: Lecture (L) 0,5h; Exercises (Ex) 3,5h.

2. Proposed number of participants: 34 professional active teachers.

3. Training goals:

- to recognize gifted students;
- to find appropriate projects and challenges for the gifted;
- to realize the possible barriers that gifted children can face.

4. Educational outcomes:

Participants will:

- learn the definition of the gifted;
- discuss the possible methods of recognizing the gifted;
- discuss the possible social and emotional problems the gifted can face.

5. Methods of work:

- knowledge assimilation method: lecture, didactic discussion;
- valorization method: emotional and expressional activity;
- self – reliant knowledge acquiring;
- practical methods – practical exercises;
- activating methods – mind map.

6. Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic means and organisational requirements	Comments
			L	Ex		
1.	The gifted how do we spot them.	<p>What abilities do we look for in gifted children? Group work:</p> <p>Exercise 1: Split into to groups of 5-6 and write down a list of abilities we find in gifted children.</p>		0,5h	<ul style="list-style-type: none"> ▪ huge room allows to free participant's movement and group work ▪ A4 sheets ▪ color markers 	
2.	Individual study.	<p>How can we accommodate the gifted in school and in the classroom? Group work:</p> <p>Exercise 2: Work out plans for the 3 different approaches o accommodate the needs of the gifted in school. The approaches are:</p> <ul style="list-style-type: none"> • differentiation curriculum, • accelerate the implementation of the curriculum, • horizontal enrichment. 		0,5h	<ul style="list-style-type: none"> ▪ flipchart ▪ flipchart paper ▪ A4 sheets ▪ markers 	
3.	The problems.	<p>Exercise 3: Group work: What are the possible behavioral problems of the gifted? How can we avoid these behavioral problems? What methods do we use to detect the gifted? What are their possible social and emotional problems and why.</p>		0,5h	<ul style="list-style-type: none"> ▪ A4 sheets ▪ color markers 	

4.	IQ or Gardner.	Discussion what are the ways of studying intelligence and the ability of students. Participants of the discyssion, write on A4 size paper and make this a mind map. Tools to recognize the gifted could be an IQ test for example. According to Gardeners' <i>Theory of Multiple Intelligences</i> we have at least eight intelligences or abilities. There are also other ways to discover higher intelligence and talent.	0,5h		<ul style="list-style-type: none"> ▪ flipchart paper ▪ A4 sheets ▪ color markers ▪ glue ▪ posti sheets 	
5.	Individualized work plan.	Group work: Creation individual work plan for a selected gifted student. Remember to take into consider the learning assessments and key competences.		2h	<ul style="list-style-type: none"> ▪ flipchart paper ▪ A4 sheets ▪ markers 	
TOTAL			0,5h	3,5h		

There are multible web pages and books about gifted children, their strengths and abilities and what to look for. At <http://www.austega.com/gifted/9-gifted/22-characteristics.html> you will find this long list of characteristics for gifted children. An extra guideline for discussions.

Characteristic traits are listed by broad category of giftedness. These are:

- general intellectual ability
- specific academic aptitude
- creative thinking and production
- leadership
- psychomotor ability
- visual and performing arts

General intellectual ability:

- is an avid reader
- has avid interest in science or literature
- provides very alert, rapid answers to questions
- has a wide range of interests
- is secure emotionally
- is venturesome, wanting to do new things
- tends to dominate peers or situations
- is an entrepreneur - readily “makes money” on various projects or activities
- needs little outside control - applies self discipline
- is resourceful - solving problems by ingenious methods
- is creative in new ideas, seeing associations, pursuing innovations
- displays a great curiosity about objects, situations or events
- has the capacity to look into things and be puzzled
- is involved with many exploratory type activities
- reveals originality in oral and written expression
- is perceptually open to his or her environment
- displays a willingness to accept complexity
- has the capacity to use knowledge and information other than to memorise
- shows superior judgement in evaluating things
- is a good guesser
- makes good grades in most subjects
- learns rapidly, easily and efficiently
- uses a lot of commonsense
- retains and uses information which has been heard or read
- uses a large number of words easily and accurately
- asks many questions of a provocative nature
- has a power of abstraction, conceptualisation and synthesis
- has an interest in cause-effect relations
- has a liking for structure, order and consistency

- has a power of concentration, an intense attention that excludes all else
- is persistent
- has a high energy level
- is independent
- is friendly and outgoing

Specific educational aptitude:

- shows similar characteristics to general intellectual ability but concentrated around one or a few fields
- has a long attention span in areas of interest
- learns rapidly, easily and with less repetition in one or a few specific areas (probably not all subject areas)
- likes or loves one or a few areas of knowledge
- likes to study some subjects more than others
- spends time voluntarily beyond ordinary assignments on projects of interest to him or her
- is able to extend learning from these key areas to various situations somewhat unrelated in orientation
- is able to show broad perspective on one or more subject areas
- is able to judge own and others' relative abilities in key areas of interest
- seeks assistance of others beyond his or age peers in extending knowledge in areas of interest

Creative thinking and production

- is fluent in producing and elaborating on ideas
- makes unusual associations between remote ideas
- is flexible in thinking patterns
- senses when problems exist
- acts spontaneously, intuitively
- tolerates ambiguity and uncertainty
- senses inconsistencies and discontinuities
- readily guesses and makes hypotheses
- juggles or redefines elements of a problem or task
- can show intense concentration on a task
- retains own ideas in a discussion or collaboration
- provides multiple solutions or responses to problems

- is uninhibited in expression, sometimes radical
- is intellectually playful, interested in fantasy, imagination
- always trying to adapt or improve things
- has a keen sense of humour, seeing humour in situations others don't
- doesn't mind being different
- doesn't accept authoritarian pronouncements without own judgement
- asks provocative questions, challenges parents, teachers, written and other authorities
- is bored with memorisation and recitation
- displays energy, sometimes disruptively
- produces unexpected, sometimes "silly" responses
- is considered, and perhaps resented, by some peers as "crazy"
- can show unusual degrees of originality, concentration and persistent hard work on projects that capture their interest and imagination

Leadership:

- can stimulate and arouse others
- organises others
- recognises skills and abilities possessed by others
- interacts with others easily showing social skills
- recognises and can articulate the goals of a group
- can articulate ideas clearly
- can listen to others empathetically
- understands how people feel and how groups function
- can give directions clearly and effectively
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can establish the mood of a group
- supports others in a group when appropriate
- can coordinate the work of several individuals
- is often asked for ideas and suggestions

- is looked to by others when something must be decided

Psychomotor ability:

- is rhythmic
- is athletic
- likes to play physically
- has a suitable body build
- is coordinated, balanced and confident in physical activities
- is inventive in constructing or modifying games
- is energetic
- is able to understand the intellectual aspects of psychomotor activities
- demonstrates endurance, stamina and persistence in physical activities
- demonstrates prowess in physical activities common amongst age peers

Visual and performing arts:

Music:

- has good sense of rhythm
- is well-coordinated
- discriminates musical and other sounds well
- understands musical relationships
- enjoys musical activities and demonstrates musical feeling
- shows tonal memory
- responds readily to rhythm, melody and harmony
- uses music to express feeling or experience
- makes up original tunes
- enjoys dance and dramatic activities with musical elements

Dramatics:

- demonstrates interest and enjoyment in dramatic activities
- readily shifts into role of another character, animal or object

- uses voice to reflect changes in mood
- demonstrates understanding of conflict when acting out a dramatic event
- communicates feelings by means of facial expressions, gestures and bodily movements
- enjoys evoking emotional responses from listeners
- demonstrates ability to dramatise feelings and experiences
- brings a dramatic situation to a climax with a well-timed ending when telling a story

Art:

- draws a variety of objects
- puts depth into drawing, showing planning and good proportion
- treats art seriously and enjoys it
- shows originality in modes of undertaking art
- is willing to try out new materials and experiences
- pursues art in spare time
- uses art to express feelings and experiences
- is interested in other people's art, both appreciating it and criticising it

Workshops scenario no 11

Independence and self-reliance of children and young at risk of social exclusion.

Training module:

Individualization of work – the way to educational and social inclusion.

1. **The duration of the workshop: 3,5h:** Lecture (L) 0,5h; Exercises (Ex) 3h.

2. **Proposed number of participants:** 34 professional active teachers.

3. **Training goals:**

- reviewing the background theory, research and rationale behind the program;
- familiarizing participants with the independent living skills;
- making participants aware of the importance of developing life skills to students at risk;
- preparing for the use of innovative methods for teaching students the valuable independent living skills.

4. **Learning outcomes:**

Participants will:

- gain knowledge in the field of developing independent living skills;
- be trained to successfully help students at risk to develop life skills;
- be able to plan and organize an overnight according to their students' needs;
- gain skills in how to select the facilities needed to their students' abilities;
- set students' educational goals as well as a program to meet them.

5. **Methods of work:**

- methods from assimilation of knowledge: lecture, work in groups, discussion;
- the method of valorization: the dominance and expressive activities;
- methods of independent investigation to knowledge: case studies, exchange of ideas, brain storming;
- practical methods: exercises activating the group.

6. Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic means and organizational requirements	Comments
			L	Ex		
1.	“Break the ice” among participants.	<p>Exercise 1: Working in circle with the participants.</p> <ul style="list-style-type: none"> • Have the participants sit in circle and tell them that we are going to pass around a roll of toilet paper • Invite participants to take as much paper as they prefer • After everybody has had a good laugh over the amount of paper they took, tell them that for every piece of toilet paper they ripped off, they must tell the group one thing about themselves. <p>In that way the participants will get familiar with each other</p> <p>Acquainting participants with the subject and objectives of the workshops. Brainstorming: exploring with the participants what their knowledge is about independent living skills.</p>		0,5h	<ul style="list-style-type: none"> ▪ large room allowing relocation of participants ▪ chairs in circle ▪ roll of toilet paper ▪ sheets of A4 paper ▪ markers ▪ projector ▪ interactive board ▪ Interactive board ▪ markers 	

2.	Introduction to the subject of the training.	<p>Exercise 2:</p> <ul style="list-style-type: none"> • First, each participant takes an A4 sheet of paper in which an empty diagram is shown. They are asked to fill in the diagram's balloons writing the skills they think are required for independent living 7 • When they are finished, each participant remarks the skills he/she found out. • The trainer writes the points that are said on a brainstorm diagram on the interactive board. <p>The essence and importance of developing independent living skills when it comes to students at risk.</p>	0,5h	0,5h	<ul style="list-style-type: none"> • multimedia presentations (power point presentation) <ul style="list-style-type: none"> ▪ discussion in circle ▪ discussion in groups ▪ worksheets papers ▪ markers 	
3.	Innovation in education/Teaching students at risk to be independent.	<p>Exercise 3:</p> <p>Watching video: https://www.youtube.com/watch?v=9YrXmG6qO9E</p> <p>Paying attention to the behaviour of people in the video. Discussions on what the educational goals are and what actions are taking place so as to meet them. Moreover, participants will focus on the behaviour and the needs of the individual and how that affects and reflects the behavior of others.</p>	1,5h	1,5h		

<p>4.</p>	<p>Summary and evaluation Closing game “Dreamcatcher wrap”.</p>	<p>Exercise 4: Setting educational goals based on case studies: The participants will be separated in 4 groups (each group will have 8-9 persons). Each group will receive a worksheet, which contains information about students. They will have the time to discuss and decide which actions have to take place in order to plan an overnight for the particular group of students according to their abilities and their needs. Each group will fill in the diagram given and present it to the rest of the group giving explanations, if needed, why they chose the specific way to act. The participants stand in a close circle, shoulder to shoulder. The person conducting the workshop outlines the activity. The group has a ball of string. When each participant receives the ball they must share their views with the group using the following phrases : “One thing I have learned is... And therefore I will...” The lead facilitator holds onto the end of the string and then throws the ball across the circle to a willing participant. This participant shares something they have learned and what they intend to do differently as a result. Once they have</p>		<p>0,5h</p>	<ul style="list-style-type: none"> ▪ case study ▪ ball of string 	
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		<p>finished speaking, they hold onto the string and throw the ball across the circle to another participant. This continues until everyone has had their turn, at which point it comes back to the lead facilitator who likewise shares what they have learned and therefore what they will do.</p> <p>Exercise 5: Evaluation: The participants are asked to fill in an evaluation questionnaire.</p>			<ul style="list-style-type: none"> ▪ evaluation questionnaire ▪ pens 	
TOTAL			0,5h	3h		

Workshops scenario no 12

Individual vocational training children and youth with disability.

Training module:

Individualization of work – the way to educational and social inclusion.

1. **The duration of the workshop: 4,5h:** Lecture (L) 1h; Exercises (Ex)-3,5h.

2. **Proposed number of participants: 34** professional active teachers.

3. **Training goals:**

- making participants aware of the importance of individualization in prevocational training to support the development of children and youth based on their own interests, findings, conclusions and resources;
- learning ways of dealing with prevocational training possibilities for students with special needs;
- understanding the children's needs and competences and respecting them as a fundamental criterion for the effective individualised prevocational program;
- improving the competence of using IT resources in designing examples of individualised prevocational areas of school work.

4. **Learning outcomes:**

Participants will:

- gain knowledge of using Information Technology to assist special needs students in their academic and therapeutic in making intended changes independently;
- be able to discuss the advantages and disadvantages of teaching special needs students using the Computer and the Interactive boards;
- have the abilities to design and create a manual to be used by special education teachers dealing with Individualized Prevocational Training;
- gain knowledge of managing with the appropriate processes required for Special Needs children to be integrated in the community.

5. **Methods of work:**

- methods from assimilation of knowledge methods group: lecture, work with a text, discussion;
- the method of valorization: the dominance of emotional and expressive activities, role-play;
- methods of independent investigation in achieving knowledge: problem-solving, case studies, exchange of ideas, mind map;
- practical methods: active participation of all, drama.

6. Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic means and organisational requirements	Comments
			L	Ex		
1.	Organisation of classes. Introduction to the subject of the training.	<p>Acquainting participants with the subject and objectives of the workshops- Longterm goals of Prevocational training Group Integration.</p> <p>Exercise 1: Ice breaking game. All participants get divided into groups of two sitting back- to- back. Each one talks about him/herself in their group of two and then each couple presents themselves to the whole group by presenting his partner, while standing behind him/her and trying to recall all the information about him/her.</p> <p>Exercise 2: “Pick a question from the glass jar”. Teachers learn how to introduce the prevocational training program to their students by playing a game with related questions. Example: Which is your favorite profession? How many hours would you like to work? What earnings do you wish to gain? The participants sit in a circle. Each participant picks a question from the glass jar related to the various professions. After choosing a question they respond to the whole group. Trainer prepares individual questions.</p>	0,5h	0,5h	<ul style="list-style-type: none"> ▪ a large room allowing relocation of participants and work in groups ▪ projector ▪ multimedia presentation ▪ paper sheets ▪ markers ▪ glass jar 	
2.	Innovations in Individualized Educational Prevocational Training.	<p>The essence and importance of Individualized educational prevocational training is for the teacher to know the student’s background in order to better design the student’s individualized educational (educational and therapeutic) program (IEP).</p> <p>Exercise 3: Brainstorming- Defining a set of structured</p>	0,5h	2,5h	<ul style="list-style-type: none"> ▪ multimedia presentation ▪ sheets of A4 paper ▪ markers, ▪ handouts for participants: 	

	<p>educational programs and training that work readiness skills in the prevocational workshops in schools, the workshop participants.</p> <p>Exercise 4:</p> <p>a) Complete the student’s IEP following a specific format. First guidelines are given on how to complete the IEP. Then teachers are divided in groups of two and with the Role-Play technique they perform teacher – parent interview where the teacher acting as parent gives the information about the child and the one acting as teacher records it.</p> <p>b) Teachers are given a sample handout on the Long term goals on prevocational training of students.</p> <p>Exercise 5: Lesson plans on money management, as part of the long-term goals of the prevocational training of students. Teachers will be presented on the interactive board specific lesson plans related to the prevocational training. Sample goals, activities and relevant websites can be included to help teachers design their own lesson plans with students.</p> <p>Exercise 6: Parents’ consent: After assessing students’ abilities and interests we require parents’ consent that will allow their child to participate in the Prevocational Education & Training Program in structured sheltered workshops within the school unit as well as in work places outside the school, always with the supervision of the teacher in charge. Participants develop a sample document.</p> <p>Exercise 7: Contract of Employment. Before participating in the prevocational workshops, the students must sign contracts of employment just like they do in the formal workplaces. Participants analyzing example of the employment contract. Participants give proposals for activities that will prepare</p>		<p>a case study scenario and issues for discussion</p> <ul style="list-style-type: none"> ▪ IEP example ▪ sample handout ▪ filpchar paper 	
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		<p>students with special educational needs to understand the provisions of the employment contract. The division of participants into 6 groups, each of them preparing a schedule proper understanding of the content of the employment contract.</p> <p>Group present the results of their work.</p> <p>Exercise 8: Form of Attendance – The teacher in charge completes a specific form after every student’s participation in a workshop. Discussion on a sample list of attendance.</p>				
3.	Summary and evaluation.	<p>As a summary - a lap in a circle: The person conducting workshops shows a list of unfinished sentences: I learned that I'm going to use</p> <p>Participants complete these sentences on their sheets.</p> <p>Then they are asked to write on pink post tits what they liked most and on yellow post tits they are asked to write what they liked least. The person conducting the workshop gathers them and sticks them on a white board and a group discussion follows about the results.</p>		0,5h	<ul style="list-style-type: none"> ▪ flip charts ▪ sheets of A4 paper ▪ markers, ▪ multimedia presentation ▪ evaluation questionnaire ▪ post tits 	
TOTAL			1h	3,5h		

Workshops scenario no 13
Individualization – individual plans of the work.

Training module:

Individualization of work – the way to educational and social inclusion.

1. **The duration of the workshop: 3h:** Lecture (L) 0,5h; Exercises (Ex) 2,5h.
2. **Proposed number of participants:** 34 professional active teachers.
3. **Training goals:**
 - making participants aware of the importance of individualization for each student and their social status to support their strengths in leisure and academic surroundings;
 - learning to diagnose students' weaknesses and build on their strengths;
 - understanding the importance to build on the personal strengths of each student for their own social gain;
 - connecting the teacher to the student's individual needs.

4. Learning outcomes:

Participants will:

- to gain knowledge of student's individualization through methods of diagnosis;
- to evaluate the student through observation, analysis of the student's artifacts and interviewing parents;
- to be able to list up student's strengths and weaknesses in their daily surroundings;
- to find ways to build on student's strengths and build up their social connections.

5. Methods of work:

- assimilation of work, lecture, group discussion;
- "observation" of individuals, strengths and weaknesses;
- individualization of the student through text, problem solving and ideas;
- tools possible for student's support.

6. Course of the training:

Ordinal number	Thematic scope	Realisation/content	Duration		Didactic measures and organisational requirements	Comments
			L	Ex		
1.	Introduction to individualization during leisure time.	<p>Lecture – working with individualization in leisure time/school.</p> <p>Exercise 1: Group work - assimilation of individualized work in your organization: <ul style="list-style-type: none"> - Inform each other about what kind of individual plans you are working with if any in your organization. </p> <p>Exercise 2: Group discussions <ul style="list-style-type: none"> - Discuss pro's and con's of the plans used at your organization. </p>		0,5h	<ul style="list-style-type: none"> ▪ paper ▪ pens ▪ projector ▪ large room for group work 	
2.	Methods of diagnosing student's ability, strengths and weaknesses.	<p>Exercise 3: Group work - developing student's individual plans depending on their possible needs. <ul style="list-style-type: none"> - Observing the child/youth/student. What are their social strengths and weaknesses. - Does the student have any developmental deviation. </p> <p>Exercise 4: Role play – teacher – parent interview Teacher – parent discussion about the student's needs during leisure time and academic time. How is the child's social standing?</p>	0,5h	0,5h	<ul style="list-style-type: none"> ▪ projector ▪ paper ▪ pens ▪ handouts 	

		Exercise 5: Group work –gather information about the student from previous kindergarten/school/leisure center.				
3.	Individual plans.	Exercise 6: Build an individual plan with needs analysis for the child/student for pedagogue to work with <ul style="list-style-type: none"> - Use student’s strengths and interests - Develop a long-term plan for the student - Develop short term goals - Way’s to achieve short term goals 		0,5h	<ul style="list-style-type: none"> ▪ handout ▪ pens 	
4.	Individual plans, introduction and critique.	Exercise 7: Role play <ul style="list-style-type: none"> - Overview of the individual plans. Exchange your plan with the person sitting next to you. One acts as the “supervisor” and the other the “teacher”. The teacher present’s his/hers individual plan build for the child. Supervisor gives feedback. - Reverse roles 		0,5h	<ul style="list-style-type: none"> ▪ projector ▪ paper ▪ pens/markers ▪ handouts 	
5.	Individual plans introduced.	3-5 volunteer to read and discuss their individual plan.		0,5h	<ul style="list-style-type: none"> ▪ projector ▪ paper ▪ pens ▪ handouts 	
TOTAL				0,5h	2,5h	