Innovation Laboratories in the Development of Competences of Special Pedagogy Teachers and People with Special Educational Needs

project number: 2014-1-PL01-KA202-003428

SCENARIO

Basic information

Institution	CJD Maximiliansau, Germany
Date	29.04.2017
Target group	Young people (16-25 years) with special educational needs and mental problems; take part in a vocational preparation
No. of participants	4
How is the target group connected to group of people with special education needs/ with disabilities?	The target group consists of young people with mental problems: e.g. adolescents with depression, autism, attention-deficit / hyperactivity syndrome (ADHD) or learning disabilities The group is prepared for vocational training with teachers, social worker and a psychologist; The course lasts 6 months. The goal is a training place or workplace.
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	The ilab offers a lot of change: 1. Leave the familiar environment and discover a new learning environment. 2. Learn with different methods which fit the group exactly. 3. The catering is also important and something special for the participants. Important is the anonymity: many are afraid to be laughed and have had bad experiences already And finally, working on the computer with the software is fun!

A brief presentation of the i-Lab

What is i-Lab?	The i-lab is a specific place where groups of people can come together to explore and extend their thinking. The environment is characterized by a unique interior design and the presence of a wide range of different media types.
Description and characteristics of i-Lab.	We use two rooms (80 sqm- work and relaxation area /60 sqm - computer labaratory) and a little kitchen. CJD Maximiliansau is situated close to the Rhine. This has inspired us to assume the themes nature, water and

	shipping for our I-lab. Creating our I-lab we worked together with different departments of our institution. The interior was planned by students of occupational therapy and their teachers (pedagogues and psychologists). The wall design and the furniture were made by our trainees.
What is the VBS software and why it is so important.	Virtual Brain Storm computer software has been designed and made for group work organization and support, including support for the brainstorm process. The software enables virtual brain storm: collecting and recording participants ideas, grouping ideas, voting, discussion, choosing the most important ideas. The report is automatically generated. Depending on circumstances, anonymity is ensured to participants or open session are organized.

Scenario:

Number of the scenario	DE-002
Title of the scenario	What do you feel as weakness?
Area of the scenario	personal competencies
Description of the scenario:	The baseline of the scenario is a competence analysis, which means that the participants have already been first tested with regard to their personal, professional, methodological, social, cognitive and school competencies. In addition, talks and observations have been held. The focus of this group is on personal and social skills. Many consider themselves to be weak and believe they can not do anything. But what is weakness in their opinion and how can it be reduced? The participants first vote for words describing weakness. Then the chosen ones are written down, explained, illustrated by examples and the group search for solutions together. For example: How do I manage to be on time? Answers: When is lateness a problem, how do I solve the problem?

Didactic process:

Goals	The participants should describe their weaknesses and look for solutions; They also notice that others have the same weaknesses or weaknesses evaluate differently. The aim is to reduce weaknesses or, at best, to turn them into strengths.

A short description of the didactic process	**1. Give and take guidance** "I know what I can and what I can do must work. I get feedback and consultation. I set myself new goals. " **2. Strengthen and expand competences** "I am working on my goals and getting there Support. I use my knowledge and skills - also in new situations for me. I'm testing and consolidate what I have learned. " **3. Learning to make up the balance and reflect** "I know what goals I have achieved and where I stand. I hold fast to what I am doing. I put forward my proposals for further work. "
The methods	Ice breaker, cartoon, virtual brainstorming, different questioning techniques
Functions of the didactic methods	In the ice breaker the participants learn that mistakes are not bad, sometimes they are even helpful and desirable. The exercise lives from the mistakes and is a lot of fun.

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	10-minute exercise: wax mask - whiskeymixer The basis for the game is only three words: "wax mask", "whiskeymixer" and "measurement change". No material is needed. Game rules: • It is allowed to misspeak. • Laughter is forbidden! The person who laughs has to run once around the group. • If you are not careful or take too long you also have to run. • After running you can always return and join the game. Procedure • Everybody stands in a circle and the gamemaster puts the first word "wax mask" into the round. • This word is passed to the right from person to person. • After a while, the gamemaster adds the second word "Whiskeymixer".

	• This word is passed to the left from person to person.
	• When the word "measurement change" is said by the person receiving the word, direction changes. So you turn back to the previous player and send the word back in the direction it came from.
	
	Game variations:
	
	• The word "Whiskeymixer" runs clockwise, the word "wax mask" in the other direction.
	    ○ The word "Whiskeymixer" is given clockwise and goes round as fast as possible. If a player says "change of measurement", the direction changes and the word "wax mask" goes anticlockwise.
	
	• The word "Whiskeymixer" will be passed to the right or the word "wax mask" to the left.
	    ○ The direction can change any time. Everyone can change the direction without saying "change of measurement". Misspeaking is allowed, but laughter still not. The laughing person has to run around the group and say an arranged sentence like "I'm sexy."
	
	Effect:
	The game is fun and improves the mood. You have to concentrate not to laugh and stay in the game. So the game supports your ability to concentrate. It has no educational hidden agenda. It works with the philosophy of the improvisational theater; errors are allowed and even celebrated.

Materials (what is necessary)	pin boards, funny educational toys to improve the creativity, for example geometric assembling blocks, little puzzles, Rainbow Color Magnet Construction Toys
Other techniques (title, short description, link) recommendation	

Benefits for Participants

How to work with individual (short description)	Realization possibilities of change Realization of own weakness To identify that weaknesses can result in strengths
How to work with group (short description)	Participants are not alone

	Group develops ideas
	Group is concerned with the subject, has respect for each other

Outputs

Achieved goals	The participants achieve more equality of opportunity
	The participants should set independent goals in the future
Work sheet (if was used)	

The scenario is the result of the project:

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