

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**

<b>Institution</b>	CJD Maximiliansau, Germany
<b>Date</b>	18.11.2016
<b>Target group</b>	Young people with special educational needs and mental problems; take part in a vocational preparation
<b>No. of participants</b>	8
<b>How is the target group connected to group of people with special education needs/ with disabilities?</b>	<p>The target group consists of young people with mental problems: e.g. adolescents with depression, autism, attention-deficit / hyperactivity syndrome (ADHD) or learning disabilities.</p> <p>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.</p>
<b>Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.</b>	<p>The i-Lab offers a lot of variety:</p> <ol style="list-style-type: none"> <li>1. Leave the familiar environment and discover a new learning environment.</li> <li>2. Learn with different methods that fit the group exactly.</li> <li>3. The catering is also important and something special for the participants.</li> </ol> <p>Important is the anonymity: many are afraid to be laughed at and have already had bad experiences.</p> <p>And finally working on the computer with the software is fun!</p>

**A brief presentation of the i-Lab**

<b>What is i-Lab?</b>	The i-lab is a specific and inspiring place where people come together and get encouraged for creative thinking and actions. The environment is characterized by a unique interior design and the presence of a wide range of different media types.
<b>Description and characteristics of i-Lab.</b>	The CJD in Maximiliansau uses two rooms (80 sqm- work and relaxation area /60 sqm - computer laboratory) and a little kitchen as the i-Lab. The closeness to the Rhine has inspired us to assume the themes nature, water and shipping for our i-lab. We worked together with different departments of our institution for creating our i-Lab. 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.
<b>What is the VBS software and why it is so important.</b>	<p>This special software was designed to organize and support teamwork as well as the brainstorming process.</p> <p>The software enables an optimization of the brainstorming process through:</p> <ul style="list-style-type: none"> <li>- Collecting and gathering the ideas from the participants</li> <li>- Arrangement of the ideas</li> <li>- Reconciliation und discussion about the ideas</li> <li>- Selection of the best and most important ideas</li> </ul> <p>The report is automatically produced. Depending on the circumstances anonymity or personal sessions can be possible.</p>

**Scenario:**

<b>Number of the scenario</b>	DE-003
<b>Title of the scenario</b>	What am I going to do in ten years?
<b>Area of the scenario</b>	Personal skills
<b>Description of the scenario</b>	<p>Description of the scenario:</p> <p>The foundation of the scenario is an analysis of the skills, meaning the participants are tested regarding their personal, occupational, methodical, social, cognitive and educational skills. Furthermore one-on-one conversations are made and observations evaluated.</p> <p>The focus of this group is on supporting personal and social skills. It becomes clear that lots of the participants don't have any perspectives for their lives and some of them even have thoughts of suicide. This is partly reflected in the brainstorming results.</p> <p>The voted articles are thematized and even unserious answers are discussed.</p> <p>An example for a vote could be: Living in my house and feel well.          Questions: Why is this goal so desirable? How can I reach this goal?</p>

**Didactic process:**

<b>Goals</b>	<p>Didactical process:</p> <p>The goal is that the participants describe prospects and aims for their future und look for ways to achieve them.</p>
<b>A short description of didactic process</b>	<p><b>1. Set an objective and give orientation to others</b></p> <p>"I know what I'm able to and I have to do what I can. I get feedback and advice. I set new goals. "</p>

	<b>2. Strengthening and expansion of the skills</b> "I work at my goals and get support. I use my knowledge and skills even in unknown situations."
<b>The methods</b>	Ice breaker, virtual brainstorming, different questioning techniques, group games
<b>Functions of the didactic methods</b>	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:

<b>Icebreakers (title, short description, link)</b>	<p>The persons in the group have been working well together for six months and work together every day. They were on an excursion together for three days, did art lessons, exhibited their pictures and worked on a radio play project with the help of radio journalists and an actor. For this reason, no special methods are necessary in order to overcome their inhibitions. Nevertheless the participants would like to formulate their ideas anonymously because they are afraid of bad comments.</p> <p>Conclusion: The group does not need special icebreakers however they need methods making it possible to forget their problems for the moment so they can concentrate entirely on the brainstorming.</p>
<b>Materials (what is necessary)</b>	pin boards, funny educational toys to improve the creativity, for example geometric assembling blocks, little puzzles, Rainbow Color Magnet Construction Toys
<b>Other techniques (title, short description, link) recommendation</b>	

#### Benefits for Participants

<b>How to work with individual (short description)</b>	<ul style="list-style-type: none"> <li>• Recognize a change is possible</li> <li>• Accept help and give assistance</li> <li>• Deepen and continue the theme in one-on-one conversation</li> </ul>
<b>How to work with group (short description)</b>	<ul style="list-style-type: none"> <li>• The participants aren't the only ones having those problems</li> <li>• Group develops ideas</li> <li>• The group is busy with their theme and show respect for each other</li> </ul>

#### Outputs

<b>Achieved goals</b>	The participants are supposed to set realistic goals for their future, work out ways to achieve those goals and pursue them.
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Work sheet (if was used)	
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The scenario is the result of the project:

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

Project implement in “Erasmus +” program

Action KA2 – Cooperation for Innovation and the exchange of good practices

Strategic Partnership for vocational and education training

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