

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	28.02.2017
Target group	Young people (18-23 years) with special educational needs and mental problems; take part in a vocational preparation
No. of participants	9
How is the target group connected to group of people with special education needs/ with disabilities?	<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 11 months. The goal is a training place or workplace.</p>
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	<p>The i-Lab offers a lot of change:</p> <ol style="list-style-type: none"> 1. Leave the familiar environment and discover a new learning environment. 2. Learn with different methods that fit the group exactly. 3. The catering is also important and something special for the participants. <p>Important is the anonymity: many are afraid to be laughed and have had bad experiences already</p> <p>And finally, working on the computer with the software is fun!</p>

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 presence of a multitude of media types.
Description and characteristics of i-Lab.	We use two rooms (80 sqm- work and relaxation area /60 sqm - computer laboratory) and a little kitchen. CJD Maximiliansau is situated close to the Rhine. This has inspired us to take up the theme of nature, water and shipping. 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.	<p>Virtual Brain Storm computer software has been designed and made for group work organization and support, including support for the brainstorm process.</p> <p>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.</p>
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Scenario:

Number of the scenario	DE-001
Title of the scenario	What do you think about bullying?
Area of the scenario	personal and social competencies
Description of the scenario:	<p>1. Exercise</p> <p>Every person adds a word so in the end there will be a sentence. So, for example, this can happen:</p> <p>Person 1: "Today ..."</p> <p>Person 2: "Today I ..."</p> <p>Person 3: "Today I have ..."</p> <p>Person 4: "Today I have a ..."</p> <p>It was amusing what "stories" were spun in this concentration exercise. This exercise doesn't only assist and demand concentration but also promotes creative thinking and memory.</p> <p>2. Exercise</p> <p>Relaxation "Two Minutes":</p> <p>The name says it all: this exercise lets you "go down" in two minutes and breaks the stressful thought flow.</p> <p>Keep your hands in front of your face and then close your eyes. Remember something nice for example your last vacation or other events and experiences, which arouse positive emotions in you. Breathe in deeply so that the belly arches (stomach breathing). Stop air and exhale slowly. Repeat the whole thing about five times. Now, after you have aligned your line of thought "pleasant" and the breathing has become quieter, draw grimaces behind your hands. After a few grimaces you can still knead your neck. Even in the nape of the neck, stresses often accumulate during tension. Through this exercise stressed facial muscle parts are relieved and this relaxation also has a positive effect on the rest of the body.</p>

Didactic process:

Goals	<p>The participants should describe their experiences with bullying and look for solutions; They also notice that others have the same experiences with bullying or bullying evaluate differently.</p> <p>The aim is to reduce bullying or, at best, to turn them into strengths.</p>
A short description of the didactic process	<p>The participants learn with head, heart and hand according to Heinrich Pestalozzi. The focus here is on the feelings as they arise; Then they should be understood and understood how they are generated and ultimately traded.</p>
The methods	<p>Role play</p> <p>Three people are talking. A fourth person enters the room and the others stop talking.</p> <p>The actors report their thoughts and feelings; the other spectators also evaluate the role play.</p> <p>Each of them think about the reasons for behaviour and try to find solutions.</p>
Functions of the didactic methods	<p>In the role play the participant feel how bullying works and how it is generated</p>

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	<p>The group has been working well for six months and works together every day. They were together for three days on an excursion, 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.</p> <p>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 nevertheless they need methods to forget their problems for the moment so they can concentrate entirely on the brainstorming.</p> <p>Game of Ants</p> <p>1. Preparation</p> <ul style="list-style-type: none"> - Every player chooses a chair, places it somewhere within the room and sits on it. - A chosen player leaves his/her chair and distances herself/himself quite a bit from it. <p>2. The game starts</p> <ul style="list-style-type: none"> - The chosen one moves slowly back to his/her chair (step by step) or
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	<p>any other vacant chair.</p> <ul style="list-style-type: none"> - The other player's aim is to prevent the chosen player reaching of an unoccupied chair by placing themselves on the vacant chair close to them. (Be aware not to run or to move too quickly) <p>The game seems simple but playing it, it turns into an entertaining and exciting exercise that requires concentration and strategic coacting.</p> <p>important: play it, don't explain it!</p> <p>Just have fun!</p> <p>Players: 10-15</p>
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)	<p>Realization possibilities of change</p> <p>Realize that I am perpetrator and victim</p>
How to work with group (short description)	<p>Participants are not alone</p> <p>Group develops ideas</p> <p>Group is concerned with the subject, has respect for each other</p>

Outputs

Achieved goals	<p>The participants should set independent goals in the future</p> <p>The participants strengthen their personality</p>
Work sheet (if was used)	

The scenario is the result of the project:

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