

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	30.06.2017
Target group	Young people with special educational needs and mental problems; take part in a vocational preparation
No. of participants	6
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 6 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 variety:</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 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

What is i-Lab?	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.
Description and characteristics of i-Lab.	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.
What is the VBS software and why it is so important.	<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"> - Collecting and gathering the ideas from the participants - Arrangement of the ideas - Reconciliation und discussion about the ideas - Selection of the best and most important ideas <p>The report is automatically produced. Depending on the circumstances anonymity or personal sessions can be possible.</p>

Scenario:

Number of the scenario	DE-005
Title of the scenario	Communication is important because...
Area of the scenario	Strengthening of the social skills
Description of the scenario	<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 in view of the special educational needs. Mostly the conversations are very helpful. The focus of this group is on supporting personal and social skills. The meaning of communication is beyond dispute. Mostly the participants suffer from not enough communication or misinterpretation. The scenario shell increase their consciousness of communication and show methods for better communication.</p>

Didactic process:

Goals	<p>Didactical Process:</p> <p>The goal is that the participants recognize problems and chances of communication und try methods for a better communication.</p>
A short description of the didactic process	<p>1. Strengthening and expansion of the skills "I work at my goals and get support. I use my knowledge and skills even in unknown situations. I try and consolidate what I have learned."</p> <p>2. Learning to achieve goals and reflect them "I know which goals I achieved and what I am. I cherish what I do and submit my proposals for further activities."</p>



The methods	Ice breaker, cartoon, virtual brainstorming, different questioning techniques
Functions of the didactic methods	The story at the beginning clarifies the essential meaning of communication. The participants improve their communication through different exercises for example rewrite texts. So they recognize the effect – it also applies for body language.

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	<p>wandering clapping – a calm attention game without losers (5-10 minutes)</p> <p>Goal: finding a common rhythm, strengthen the group dynamic and experience something together</p> <p>Instruction:</p> <p>All players stand in a circle. One of them turns toward his/her neighbor and claps with his/her hands. The neighbor turns to the same neighbor and claps simultaneously. Afterwards he/she turns toward the next neighbor and hands the clapping on or hands it back. Direct after handing the clapping back it can't be handed back again.</p> <p>The play is real fun after a common rhythm arised. The tempo can be raised.</p> <p>Specific hints:</p> <p>It is a game played together and not against each other.</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)	<ul style="list-style-type: none"> • The participants aren't the only ones having those problems • Realize the own weakness in communication • Recognize you can learn communication
How to work with group (short description)	<ul style="list-style-type: none"> • The participants aren't the only ones having those problems • Group develops ideas • The group is busy with their theme and show respect for each other

Outputs

Achieved goals	The participants achieve their goals better through communication. They are more sensible regarding for problems with communication.
Work sheet (if was used)	

The scenario is the result of the project:

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and People with Special Educational Needs***

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