

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

	<p>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.</p>
<p><b>What is the VBS software and why it is so important.</b></p>	<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:**

<p><b>Number of the scenario</b></p>	<p>DE-006</p>
<p><b>Title of the scenario</b></p>	<p>A conflict is, if...</p>
<p><b>Area of the scenario</b></p>	<p>Strengthening of the social and personal skills</p>
<p><b>Description of the scenario:</b></p>	<p>The foundation of the scenario is an analysis of 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.</p> <p>The focus of this group is on supporting personal and social skills. Mostly private conflicts as well as conflicts while vocational training seem to be a big challenge and burden for the adolescents. The scenario helps to show solutions and help for the daily routine just as the imminent vocational training.</p>

**Didactic process:**

<p><b>Goals</b></p>	<p>Didactical Process:</p> <p>It is aimed the participants get a better comprehension for conflicts by showing them the interests and needs which are hiding in a conflict.</p> <p>The second goal is to prevent possible conflicts while vocational training by recognizing causes and solutions to defuse conflicts.</p>
<p><b>A short description of the didactic process</b></p>	<p><b>1. Strengthening and expansion of the skills</b></p> <p>"I work at my goals and get support. I use my knowledge and skills even</p>

	<p>in unknown situations. I try and consolidate what I have learned.”</p> <p><b>2. Learning to achieve goals and reflect them</b></p> <p>"I know which goals I achieved and what I am. I cherish what I do and submit my proposals for further activities.”</p>
<b>The methods</b>	Ice breaker, chart, virtual brainstorming, different questioning techniques, nuts-and-bolts films
<b>Functions of the didactic methods</b>	Through the chart and the explanation at the beginning the participants get sensitized that conflicts have many reasons and that they can be covered under the surface. Conflicts frequently rise as a result of the unknown reasons. The participants observe conflicts in a new way so it gets possible to work out new solutions.

**Methods and material used during the implementation of scenario:**

<b>Icebreakers (title, short description, link)</b>	<p>The persons in the group already know each other. So icebreaker games aren't necessary but other games can be used. In this game the participants get to know how to affect other people in a positive or negative way with their emotions.</p> <p>“Taxi” (2 persons and 4 chairs)</p> <p>Start: Two persons start speaking in the same mood.</p> <p>Sequel: A third persons takes a seat in the back. His mood is transferred to the others and they play his mood. Another person joins – the driver gets out of the taxi, the person next to him becomes the driver and the third person becomes the co-driver.</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 there are different reasons for conflicts</li> <li>• Bear own conflicts and look for solutions</li> <li>• Realize you can learn how to handle a conflict</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 but everyone experience a conflict in a different way</li> <li>• The group develops ideas to avoid conflicts</li> </ul>

	<ul style="list-style-type: none"><li>• The group is busy with their theme and show respect for each other</li></ul>
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**Outputs**

<b>Achieved goals</b>	The participants achieve their goals in a better way through a better conflict management. They will be more sensitive in conflicts.
<b>Work sheet (if was used)</b>	

**The scenario is the result of the project:**

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