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	The Maria Grzegorzewska University, Warsaw, Poland
Date	05.2017
Target group	Students of the Therapeutic and caring pedagogy in the field of Special pedagogy. Subject: Methodology of Environmental Education Therapeutic and caring pedagogy is aimed at broadening the pedagogical skills and knowledge of students essential in: 1) conducting educational diagnosis of children with special educational needs; 2) organizing class activities based on individualization; 3) conducting extra-curricular compensatory activities supporting the learning process of children; 4) support communication in children with disabilities through the use of alternative and supportive forms of communication. In addition to theory, students gain experience through the implementation of classroom and extracurricular activities in a public school with integration units; in special schools for children with disabilities, mobility disorders and specific and special educational needs; therapeutic-revalidation centres supporting the development of children with chronic diseases and children with motor disabilities and specific and special educational needs; or conducting educational activities aimed at improving relationships in the peer group.
Number of participants	15-20
How is the target group related to the people with special educational needs / with disabilities?	The target group will work with children who require an individual approach to correct and compensate of disorders and deficiencies resulting from special educational needs. Care for the development of children's resources is the primary task of pedagogues and therefore great importance is attached to the educational process aimed at the holistic development of the child and society.

Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	The topic of the session is a preparation of the Health Education Year program for the institution where students will be able to work after graduation. The group will use the session to generate and create a database of ideas for planning an untypical and original school year aimed at developing the health awareness of students, their parents and school teachers. During the i-Lab session, students will develop their health awareness and consolidate their knowledge and skills in health education. Thanks to the session, students will refer to the value of health more effectively and they will create educational situations that will enable students with special educational needs to develop holistically.

A brief presentation of i-Lab

What is i-Lab?	The i-Lab is a method that reflects the synergy of the several components such as a special design of an environment, activities stimulating creativity, appropriate equipment, or the access to the computers with Virtual Brainstorming (VBS) software.
	The i-Lab takes into account:
	- inspiring learning environment - this is a unique place where a group of people can meet together to explore and develop their thinking. It is characterized by an unusual design of the room and the presence of the multimedia;
	- technology - the laboratory is equipped with the appropriate computer software called Virtual Brainstorm (VBS);
	- moderating techniques - social techniques to stimulate the creativity, motivation, and group dynamics.
	The combination of these three components encourages people to: work effectively, discover and develop thinking skills, participation in the collaborative activities, which can speed up the process of thinking and creating.
Description and characteristics of i-Lab	The Innovation Lab is a place where two zones are separated: the relaxation zone and the work zone. Both parts are closely linked with an easy access from one to the other. Unusual equipment in the room plays a vital role in the relation and work zone, providing stimulation and comfort for the i-Lab users. In the zone of the relaxation one can conduct a part of the workshop, dedicated to the development of creative thinking. The work zone provides possibilities for computer brainstorming. Both colors and design create a special aura and are aimed at stimulating creativity. The whole room is designed on the basis of a metaphor for further support of the thinking process.
What is VBS software and why is it important?	The Virtual Brainstorming (VBS) software is an example of the adaptation of the brainstorming method directed to the development of a group

creative thinking to an internet application. It is an integral part of the Innovation Laboratory which technically supports the brainstorming process (collection of ideas, evaluation, summary report). The brainstorming put in the IT system provides the opportunity to organize the learning process more effectively which manifests in a more effective acquisition and idea management. This eliminates the difficulty of the traditional brainstorming. The software is accessible to visually impaired people.

The scenario

Number of the scenario	PL-014
Title of the scenario	Program Health Education Year as a tool of developing the health awareness of students with special educational needs
Area of the scenario	Special pedagogy, therapeutic and caring pedagogy
Description of the scenario	The session scenario includes the preparation of a database of ideas for the educational program entitled "Health Education Year" which focuses on the comprehensive development of the health awareness of students with special educational needs, their families and teachers. Participation in the session assumes the development of creative abilities, which helps to generate original ways of building a society of health.

Didactic process

Goals	The purpose of the session is to: 1. develop creativity and creative problem-solving; 2. developing conscious initiative and commitment; 3. group integration; 4. acquire basic knowledge in the field of health education and physical education in Polish schools; 5. get the skills to prepare an educational program on health issues; 6. create a base of ideas in shaping health awareness.
A short description of the didactic process	**Introduction** 1. Presentation of the i-Lab concept and its basic assumptions. 2. Presentation of the objectives of the actions undertaken. 3. Implementation of the ice-breakers to deepen group cognition and to stimulate creative thinking. 4. Introduction to the problem of the session – presentation of ways of implementing health education in Polish and foreign institutions regarding the quality of children's health. Analysis of statistical data.

	Main part 1. Presentation of goals and principles of health education implemented in Polish schools. 2. Students are divided into smaller groups. They search of Polish and foreign programs aimed at developing the health of children and adolescents in Internet and books. 3. Presentation of selected programs on the forum. 4. Common analysis of the construction of the sample programs found. 5. Establish a common version of the construction of educational programs. 6. Computer brainstorming - finding ideas for an educational program that would interest children and young people. 7. Discussion on ideas generated during computer brainstorming. 8. Conceptual work in groups - analysis of generated ideas in groups. **End** 1. Choice of the most interesting ideas. 2. Summary of the session – active reviewing.
The methods	Activation methods, talk, method of self-inquiry learning, active reviewing, discussion, ice-breakers, brainstorm
Functions of the didactic methods	- Engaging students in the educational process. - Developing creative thinking and creativity of the participants. - Risk taking. - Introduction to the issues of health education.

Methods and material used during the implementation of the scenario:

Icebreakers (title, short description, link)	**Unusual welcome** The facilitator plays the music on the CD or the Internet. When the music stops, the participants' task is to welcome the first person they meet in the following manner: like neighbours, like businessmen, like hippies, like m&ms, like teachers, like lazy ants. Duration: 5 minutes. **What I hide in myself** The facilitator brings various items in the box that he puts on the table. Then he asks the participants to choose an item that reflects his personality. Participants present their name and an object chosen. The task of the group is to guess the feature reflected in the object. Duration: 15minutes

	I have the same Session participants sit in a circle. The first person presents some information about himself or describes a story or event in which he or she was involved. If any of the other people had the same situation, then he joins the speech, extending it to other aspects of his own life and adding new information. The task of the participants is to present themselves in reference to the speech of the speaker. Duration: 15 minutes **Different though identical** The facilitator shows the group two identical drawings. There is no difference between them visible to the naked eye but the task of the participants is to come up with the most original and unusual differences that may exist between the two drawings. You should consider different aspects of your image (such as its surroundings, location, colors, heroes or historical events). The more ideas and the more diverse, the better. Once the ideas are generated, the participants are divided into 4 groups, and in the form of funny, scary, romantic and sensational reports they present their ideas to others. Duration: 20 minutes **Let's divide the world anew** The task of the group is to invent untypical, funny, creative divisions related to health and health education on the basis of the Chinese encyclopedia which possesses unusual categories. The example of Chinese Encyclopedia Principle: Things: tamed, piglets, sirens, fabulous, wild dogs, included in this classification behave like crazy, uncrowded, drawn with a thin brush of camel hair, those that broke the vase, etc. Duration: 25 minutes
Materials (what is necessary)	CD, music, various items, two the same drawings, paper, crayons, pens, computer with an Internet access
The other techniques (title, a short description, link), recommendations	Active reviewing – is based on an active analysis of own experience; it helps to engage people in learning from their experiences.

Benefits for Participants

How to work individually? (short description)	The selected group consists of students without any disabilities. However, if the participants of the session are people with disabilities, the implementation of individual tasks is based on the principle of individualization of education in accordance with the needs of students with disabilities. In case of: - visual impairments – to provide help in verbal messages describing things from the What I hide in myself as well as more time for their touch cognition;

	- hearing impairment - use of sign language as a means of communication or if the instructor does not know it, then the student receives a card with instructions. The facilitator's job is to identify which task the group is working on;
	- motor difficulties - the i-Lab recreational space should be rearranged to ensure a student's place, for example, in a wheelchair. In the computer part, the adequate distance between the computer and a wheelchair should be provided. Moreover, in case of difficulties concerning coordinating movements it is recommended to use a keyboard with a frame, a larger keyboard, or a special overlay.
How to work with the group? (short description)	In the case of group tasks, attention should be paid to: - people with vision dysfunctions - to get to know the i-Lab environment to ensure safe movement; - people with hearing impairment – to use a sign language and, if necessary, provide an interpreter; to ensure verbal transcription before presenting Public Speaking or presenting your own person; - people with motor difficulties - providing a safe space and an dequate role for the possibilities of a person with motor difficulties.

The Results

Achieved goals	It is assumed that the following results are expected: 1. Developing the creativity and ingenuity of the participants and creative problem-solving. 2. Developing conscious initiative and commitment. 3. Group integration. 4. Acquiring basic knowledge in the field of health education and physical education in Polish school. 5. Get the skills to prepare an educational program on health issues. 6. Creating a base of ideas for realizing the original way of shaping health awareness.
Work cards (if used)	Lack

The scenario is the result of the project:

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