"*NONFORMAL ACTIVITIES FOR INCLUSIVE GROUPS OF STUDENTS*"

Erasmus+, KA2

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Introduction

The "Non4mal 4 All" project has the objective of increasing the active participation of the students with special educational needs in school and social life through non-formal methods, of enabling teachers with methods of non-formal education and strategies to develop inclusive games that will involve all students in the social group and of supporting inclusion of the students with special educational needs in mainstream schools.

With this project it is intended that a course-curricula is created for training the teachers in using non-formal activities and inclusive games that are designed for a diverse group of students. Such training is aimed, at least, at 25 teachers from each partner-country. It also aims to encourage the use of non-formal activities and inclusive games in the curricular and extracurricular activities, so as to share in the practice of non-formal activities and inclusive games as a way of supporting inclusive environments in schools.

This document contains the general outline of the plan that will be used for the training process of the teachers in each country, with a view to achieving the aforementioned objectives.

Course Objectives

General	Specific

Organize non-formal activities for their classes.	• Define the concepts: formal, non-formal, informal.
	 • Identify the possibilities of non-formal activities.
	 • Identify the role of the teacher, family and community.
	 • Examples of non-formal activities.
	 • Plan non-formal activities.
	    - Establish the type and the goals of the activity.
	    - Identify human, material and funding resources.
	    - Identify the appropriate context (place, time, etc.).
	    - Strategies
	    - How to evaluate?
	 • Implement non-formal activities.
	    - Strategies
	 • Evaluate non-formal activities.

To apply adapted methods for different groups of students.	• Identify the characteristics of different types of special needs and multicultural aspects. • Understand basic strategies to work with different types of special needs and multicultural populations. • To know several active participative methods. • To create adapted activities.
Enjoy working with the mixed groups.	• Every group is a diverse group. • Know the general concept of social inclusion. • Have basic understanding on group dynamics. • To build your own "toolbox". • To be reflective.

Organized Objectives in Modules

Module	Specific Objectives	Operational Goals
Module 1: Theoretical Framing	-Define the concepts: formal, non-formal, informal	-Describe different concepts: formal, non-formal, informal
	-Identify the possibilities of non-formal activities	-Recognize the benefits of non-formal activities
	-Know the general concept of social inclusion	-Analyze the general concept of social inclusion
	-Every group is a diverse group	-Identify the diversity within all groups
	-Identify the role of the teacher, family and community.	-Identify the role of the teacher, family and community. -Analyze the role of the teacher, family and community.
Module 2: Target Groups	-Identify the characteristics of different types of special needs and multicultural aspects (physical disability, mental disability, emotional and behavior problems, ADHD, autism, multicultural and children from socially disadvantage groups and refugees).	-Describe the characteristics of the different types of special needs and multicultural aspects.
	-Understand basic strategies to work with different types of special needs and multicultural populations.	-Demonstrate basic strategies to work with different types of special needs and multicultural populations.
Module 3: Approach	-Have basic understanding on group dynamics.	-Detect and differentiate the behaviors of the group.
	-To know several active participative methods.	-Recognize active participative methods.
	-Examples of non-formal activities.	- Give examples of non-formal activities.
Module 4: How?	-Planning non-formal activities (Establishing the goals and types of activity; Identify human, material and funding resources; Identify the appropriate context; Strategies; How to evaluate? To create adapted activities.)	-Design a plan for non-formal activities
	-Implementing non-formal activities (Strategies)	-Practice different types of non-formal activities
	-Evaluating non-formal activities	-Evaluate non-formal activities -Revise the outcomes of non-formal activities
Common Goals	-To build your own "toolbox".	-Assemble the preferable set of methods and techniques for individual use
	-To be reflective	-Value self-reflection as a way to become a better professional
Final Evaluation		

Methods

Icebreaking

- Introduction: the trainer will request that the participants state their name and profession
- Participants' motivations: the trainer will request that, while holding on to a ball of yarn, the participants introduce their motivations – they are to throw it randomly around the circle of participants, one by one, therefore forming a working web.
- Aims and objectives of course: input from trainers should be clear.
- Participants expectations: the trainer will request that the participants write their expectations on a post-it; then they are to sharing in small groups (maximum of 5 participants each) and, finally, in a big group (all participants).

Module 1: Theoretical Framing		
Contents	**Operational Goals**	**Methods**
- Defining the concepts: formal, non-formal, informal	-Describe different concepts: formal, non-formal, informal	**1.** Create a debate around the topic; Gather the important information; Group work
- Identifying the possibilities of non-formal activities	-Recognize the benefits of non-formal activities	
- Know the general concept of social inclusion	- Analyze the general concept of social inclusion	**2.** Simulation and reflection
- Every group is a diverse group	- Identify the diversity within all groups	
- Identifying the role of the teacher, family and community.	- Identify the role of the teacher, family and community. -Analyze the role of the teacher, family and community.	**3.** Brainstorm; Gather the conclusions
Evaluation		

Description

1. Create a debate around the topic; Gather the important information; Group work

1.1. The trainer asks the participants "What words come to mind when you think of formal, informal and non-formal?", after which the participants are involved in a moment of brainstorming – the words are written for all the group to see (e.g. chalk board, large roll of paper or computer projection).

1.1.1. Discussion in big group.

1.1.2. Conclusion – the participants are to create a definition about the three concepts, based on the previous discussion, and compare them.

1.2. The trainer divides the participants in 4 groups: two groups consider the advantages and disadvantages of non-formal and two groups consider the advantages and disadvantages of formal.

1.2.1. Discussion and summarizing in big group.

2. Simulation and reflection

2.1. Steps game

2.1.1. Divide the participants in 5 groups (multicultural, physical disability, mental disability, autistic and regular students) and all participants form a line

Group sentences:

- Physical Disability – I'm a boy, 13 years old; I haven't got arms, but I can write with my mouth; I need some help when I need to change my clothes; I have a good sense of humor and I like films.

- Multicultural – I'm a girl, I'm 14 years old; I'm from Azerbaijan, but I live here (*changes from country to country*); I cannot speak and read in the local language; I need some help to communicate in my daily life and also in my school life; I love learning and living here.

- Mental Disability – I'm a boy with mental disability, I'm 15 years old; at school I have trouble with math, reading and writing; I need help with my homework; I love football.

- Autistic – I'm an autistic boy, I'm 14 years old; crowds intimidate me; it's difficult for me to understand what the people tell me; I never eat mixed food; I like drawing.

- Regular – I'm a girl, I'm 13 years old; I live with my mother and brother, whom I love very much; my parents love me very much; I have good friends at school and I like to dance hip hop.

Sentences for trainees:

- I can go to the shop and buy everything that my parents ask me
- I think I can make friends easily
- It's no problem for me to stay at home alone
- I can choose my profession
- I can go to the toilet by myself during the breaks at school
- I can learn all the subjects easily
- I can do any leisure activity that I feel like
- I think everyone accepts me
- I feel comfortable with my body
- I have had/have a crush on my schoolmate and I think it's mutual
- My parents think I'm successful
- I have an active role in my school

2.1.2. The trainees are to stay in the same place, reveal their group and participate in a light discussion about this subject, after which they must summarize their ideas in a big group.

3. Brainstorm; Gather the conclusions

3.1. The trainer presents seven different situations (e.g. a teacher wants to take his students on a fieldtrip and there is a student with a wheelchair in this class – the teacher is not sure if the bus can take him).

3.2. The trainer divides the participants into 3 groups – teacher, family and community.

3.2.1. The trainees are encouraged to find solutions for the different problems from each group's point of view, shedding some light on the role of each group.

3.2.2. Each group writes down topics to share with the others.

3.3. Discussion in big group.

Evaluation

The trainees are asked to highlight reasons why they would plan non-formal activities.

This is to be done in writing, by completing the sentence:

The reasons why I would plan non-formal activities are…

Module 2: Target Groups		
Contents	**Operational Goals**	**Methods**
-Identify the characteristics of different types of special needs and multicultural aspects (physical disability, mental disability, emotional and behavior problems, ADHD, autism, multicultural and children from socially disadvantage groups and refugees).	-Describe the characteristics of the different types of special needs and multicultural aspects.	**4.** Group work (learning basis/gallery)
-Understand basic strategies to work with different types of special needs and multicultural populations.	-Demonstrate basic strategies to work with different types of special needs and multicultural populations.	**5.** Simulation Provide guidance in order for nothing to be missed
Evaluation		

Description

4. Group work (learning basis/gallery)

4.1. Divide the participants in 5 groups, corresponding to the different types of special needs and multicultural populations – multicultural and social disadvantaged (e.g. refugees), physical disability, mental disability, autistic and ADHD.

4.2. Each group is given specific material about the characteristics of the population they were attributed (*each partner must search for material in their mother tongue - articles, books, internet pages, etc. – and provide it to the participants during the training*).

4.2.1. The trainees fill in a simple matrix.

(See attachment "Module 2 – Worksheet 1")

4.3. Form new mixed groups with elements from the previous groups, they learn from each other and fill out the second worksheet.

(See attachment "Module 2 – Worksheet 2")

4.4. Discussion in big group.

5. Simulation; Provide guidance in order for nothing to be missed

5.1. The trainees are regrouped again, according to the previous division.

5.1.1. They are encouraged to think of a fictional situation that would represent a typical bad situation.

5.1.2. Each group acts out their fictional situation.

5.1.3. The other groups discuss what they have seen and can express how they would change the storyline – at least one suggestion per group – in order to fix the bad situation ("substitute actors" method), based on what they wrote on the worksheet.

(See attachment "Module 2 – Worksheet 2")

Evaluation

The trainees are asked to make their own Mind map as follows:

1. Outline their own hand onto a piece of paper.
2. Write "**Inclusion**" in the middle.
3. Each finger is attributed one key-question that they may answer using short sentences or key-words. The sentences are the following:
   a. **"Why is inclusion important?"**
   b. **"How can I facilitate the inclusion of the children with special needs in my class?"**
   c. **"What kind of strategies will I use in practice?"**
   d. **"Who is my support network?"**
   e. **"Which are the characteristics of my main inclusion targeted group?"**

Module 3: Approach		
Contents	**Operational Goals**	**Methods**
-Have basic understanding on group dynamics.	-Detect and differentiate the behaviors of the group.	**6.** Theoretical input Case studies
-To know several active participative methods.	-Recognize active participative methods.	**7.** Analyze methods previously used Create a list of the characteristics of active participated methods Share examples
-Examples of non-formal activities.	- Give examples of non-formal activities.	**8.** Multimedia data Each group will provide an exercise to the others
Evaluation		

Description

6. Theoretical input; Case studies

6.1. The trainer must provide the theoretical input (Tuckman's theory).

6.2. Each trainee is encouraged to think about the situation of their student classes.

6.3. The trainees are asked to approach one of the five check-points in the room (each one representing a stage of Tuckman's theory) and form spontaneous groups.

6.3.1. The trainees are asked to individually explain why they considered that their class is in that specific stage.

NOTE: if there is no one in one or more of the checkpoints, the trainer should speak about a hypothetical situation.

6.4. Discussion in big group.

7. Analyze methods previously used; Create a list of the characteristics of active participated methods; Share examples

7.1. Go through the methods from the beginning of the course and see what was enjoyable and effective (e.g. brainstorming, dividing in groups, etc.).

7.2. The trainer writes down relevant words on a board and creates a list of the characteristics of active participated methods.

7.3. The trainer helps the participants reflect about what they have used so far and asks for the description of the methods that weren't mentioned spontaneously.

8. Multimedia data; Each group will provide an exercise to the others

8.1. Videos/ images/ posters about specific situations and their description (*in English*) by each one of the partners to share (send by February 15th).

8.2. Divide in 6 groups and each one chooses one of the following categories: Arts (music, dance, drama, painting, literature, photography, cinema, pottery), Sports for all, Education through Nature, Social skills dynamic (citizen role), Daily life activities and Virtual learning environment.

8.2.1. Each group will provide an exercise for the others.

8.2.2. Plan and implement an activity according to the chosen category.

Evaluation

The trainer requests that the participants **create the 5 most important questions about this module** and put them down in writing.

Module 4: How?		
Contents	**Operational Goals**	**Methods**
-Planning non-formal activities (Establishing the goals and types of activity; Identify human, material and funding resources; Identify the appropriate context; Strategies; How to evaluate? To create adapted activities.)	-Design a plan for non-formal activities	**9.** Group work (figure out the steps). Gather the information. Create a plan.
-Implementing non-formal activities (Strategies)	-Practice different types of non-formal activities	**10.** Put the plan into practice.
-Evaluating non-formal activities	-Evaluate non-formal activities -Revise the outcomes of non-formal activities	**11.** Structured reflection. Discussion around the success achieved. Identify the "mistakes" of plan
Evaluation		

Description

9. Group work (figure out the steps); Gather the information; Create a plan.

9.1. The trainees are regrouped again, according to the previous division (6 groups)

9.1.1. The trainer asks "How did you plan?"

9.2. Discuss and create an improved plan, based on the one they did before.

9.3. Structure a worksheet and explain its domains.

(See attachment "Module 4 – Structure Worksheet")

9.4. Give an example.

(See attachment "Module 4 – Example plan")

9.5. The same 6 groups create a new plan.

10. Put the plan into practice.

10.1. Create a plan – at home

10.2. Implement the plan in the classroom

11. Structured reflection; Discussion around the success achieved; Identify the "mistakes" of plan.

11.1. Interview in pairs:

- How did it go? What did you learn from the experience?

- Did you achieve your objectives? Describe the actions that helped most to achieve the objectives.

- Did you have to change something during the process? What did you change?

- What would you change next time?

11.2. In light of what the trainees considered (4 questions), discuss the final thoughts in a big group – aquarium method.

Final activity:

- The participants are divided in 4 groups and each group is given a large piece of paper.
- Every group is assigned the same task – "Think about the training course and express through drawing/ painting/ etc.".
- All papers are joined to compose an image that represents the participant's feelings about the course.

Evaluation

The trainer asks the participants to:

Write an example of how you can evaluate your activity.

General Evaluation

The trainees should…

1. Create a plan

2. Implement

3. Written reflection

Criteria: Attendance to over 75% of the course and fulfill de evaluation tasks.

At the end of the course, the participants should fill in the course evalutioan questionnaire (Attachment "Evaluation – Questionnaire").

Timeline

Duration of Activities	
- Icebreaking – 100 min. - Break – 15 min. - Module 1 (1) – 85 min. - Conclusions – 40 min.	4h
- Introduction – 30 min. - Module 1 (2) – 80 min. - Break – 15 min. - Module 1 (3) – 80 min. - Conclusion – 35 min.	4h
- Introduction + game – 40 min. - Module 2 (4.1.) – 60 min. - Break – 15 min. - Module 2 (4.2.) – 85 min. - Conclusion – 40 min.	4h
- Introduction – 20 min. - Module 2 (5) – 140 min. - Break – 15 min. - Conclusions – 65 min.	4h
- Introduction + game – 40 min. - Module 3 (6) – 110 min. - Break – 15 min. - Module 3 (7) – 50 min. - Conclusion – 25 min.	4h
- Introduction – 20 min. - Module 3 (8.1.) – 20 min. - Break – 15 min. - Module 3 (8.2.) – 145 min. - Conclusion – 40 min.	4h
- Introduction – 20 min. - Module 4 (9) – 110 min. - Break – 15 min. - Module 4 (9) – 120 min. - Conclusion – 35 min.	5h
Plan and implemente (10) (1-3 weeks)	3h
- Introduction + game – 40 min. - Module 4 (11) – 60 min. - Break – 15 min. - Module 4 (11) – 60 min. - Conclusion – 65 min.	4h
Evaluation	4h
Total	**40h**

	Theoretical	Practical
Module 1	6h	2h
Module 2	4h	4h
Module 3	5h	3h
Module 4	5h	7h
Evaluation	4h	
Total	**40h**	

Note: The numbers in brackets correspond to the number of the activity described above (methods).

Baseline Contents

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Definitions (Keywords)

- **Formal** - Objectives for learning; Qualification; Evaluation process; Institution based; Not free-will; Teachers; Intention; Systematically; More organized than the others; Measurable
- **Informal** – Spontaneous; Through experience; Non-selected information's; Daily life contexts
- **Non-formal** – Planned; Intentional; Voluntary; Learner centered; Flexible; People background doesn't matter; Outside the curricula; Different contexts; No certification; No need for qualification (not only teachers); Self-evaluation (not obliged to)

Definitions (Academic)

Political interest in the variety of learner-centred and practice-based educational processes that are subsumed under *non-formal learning* has increasingly been focused on quality standards and strategies for recognition.

In 1998, the European Ministers, in the final declaration of their 5th conference, non-formal education as a priority working area in the Council of Europe's youth field. Considering non-formal education as a means of integration into society, the ministers called for recognition and valorisation of the competences and qualifications acquired through non-formal education.

Throughout the years, non-formal learning and education were repeatedly confirmed as key priorities of the Council of Europe; in 2005, the European Ministers responsible for youth expressed once more that the recognition of non-formal education competencies should be reinforced. In its Agenda 2020, the Conference of Ministers highlights that the recognition of non-formal education and learning makes a strong contribution to people's access to education, training and working life.

Educative system classification proposal, comprising formal, non-formal and informal education, their features and relations at the level of concepts and practical utilization is presented. Considering the problems arising from formal education, alternatives that displace the "center of gravity" from formal, to non-formal education processes are herein advanced, with regard to the advantages offered by the latter. The aspects relating to the creation of non-formal systems and their perspectives are also analyzed in the search for solutions to our current educational problems.

o **Formal Education** - Formal education corresponds to an organized education model, institution based, not free will, systematically structured, measurable and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

o **Non-Formal Education** - As seen, formal education has a well-defined set of features. Whenever one or more of these is absent, we may safely state that the educational process has acquired non-formal features. Non-formal education has an adopted strategy where the student attendance is not fully required. It is planned, voluntary, learner centered and flexible educational approach without certificating and official crediting. The educative progress in non-formal education has a more flexible curricula and methodology. The activities or lessons of the non-formal education can take place outside the institutions or schools with different contexts. Here the needs and interest of the students are taken into consideration. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work place, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education.

o **Informal Education** - Informal education is quite diverse from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education. It is also based with spontaneous, through experience and daily life contexts.

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Advantages and Benefits of Non-formal Activity

Advantages		
Formal	**Non formal**	**Informal**
Known form of education	Informal	Anywhere and anytime
Trained teachers	Flexibility in organization and methods	Can take place in almost any other location
On a regular basis	Acknowledging the importance of education	Use a variety of methods
Leads to a formally recognized credential	After-school programs	Lifelong education
	Community based organizations	
	Can lead to greater confidence in formal classroom	
	Develop the participants` values	
	Help to define the participants` role in the society	
	Enhance to become active	
	Develop a number of competences	
	Give the full picture of someone's real competences	

Disadvantages		
Formal	**Non formal**	**Informal**
Formal	Drop-in: attendance is inconsistent	Tends to be unpredictable
Rigid	It doesn't result in a degree/diploma	Going with the flow
Program	Teachers may be not trained but have experience	Conversations or internet may have wrong information
Classroom-based		
Educational standards		
It does not consider the students' standards, values and attitudes		

Diversity Within the Groups and Social Inclusion

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

Dorothy Law Nolte

UNESCO views inclusion as *a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as , but as opportunities for enriching learning.*

At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of human Rights in 1948 which states:

- *Everyone has the right to education… education shall be free, at least in the elementary and fundamental stagies….Education shall be directed to the full development of human personality and to strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of The United Nations for the maintenance of peace.(Art.26)*

Equally important are the provisions of the convention on the rights of the child (UN , 1989), such as the right of children not to be discriminated against.

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education.It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a convinction that is the responsibility   of   the   regular system to educate all children.

Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

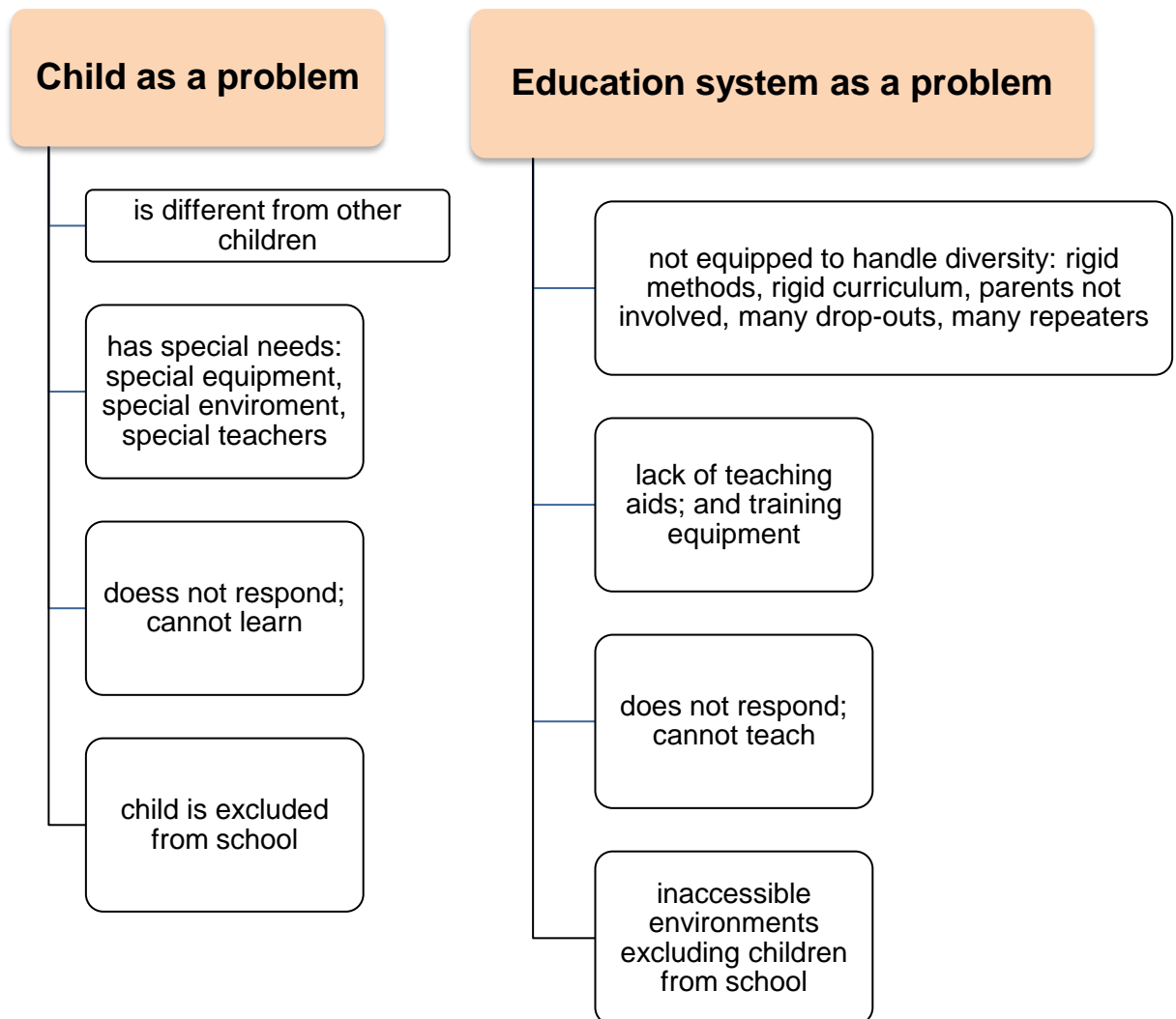| Inclusion is about	Inclusion is not about
- welcoming diversity - benefiting all learners, not only targeting the excluded - children in school who may feel excluded - providing equal access to education or making certain provisions for certain categories of children without excluding them	- reforms of special education alone, but re- form of both the formal and non-formal education system - responding only to diversity, but also improving the quality of education for all learners - special schools but perhaps additional sup- port to students within the regular school system - meeting the needs of children with disabilities only - meeting one child's needs at the expense of another child

Social inclusion aims to empower disadventeged and marginalized students to take advantage of global opportunities. It ensures that students have a voice in decisions which affect their lives and that they enjoy equal access to education, social life and physical spaces.

Social inclusions means respecting everyone rights and statute within a community; each person should have the opportunity to participate in a relevant way in the life of their community, and to enjoy an equal treatment as the others.

- *Inclusion is a process.* That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learn- ing, amongst children and adults.
- *Inclusion is concerned with the identification and removal of barriers.* Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.
- *Inclusion is about the presence, participation and achievement of all students.* Here "presence" is concerned with where children are educated, and how reliably and punctually they attend; "participation" relates to the quality of their ex- periences whilst they are there and, therefore, must incorporate the views of the learners themselves; and "achievement" is about the outcomes of learn- ing across the curriculum, not merely test or examination results.
- *Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.* This indicates the moral responsibility to ensure that those groups that are statistically most "at risk" are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

An inclusive perspective on quality education is concerned with the need to ensure that learning opportunities contribute to effective inclusion of individual and groups into the wider fabric of society. Quality education is therefore education that is inclusive as it aims at the full participation of all learners. We have learned from constructive and trans- actional theories that the quality of learning can be enhanced by the diversity of student involvement. Teacher attitudes and tolerance are the vehicles for the construction of an inclusive and participatory society. Focusing on quality education for enhanced inclusion implies identifying strategies for overcoming or eliminating the barriers to full participation for individuals and groups which experience discrimination, marginalization and exclusion or which are particularly vulnerable.

Seeing education through the inclusion lens implies a shift from seeing the child as a problem to seeing the education system as the problem that can be solved through inclusive approaches

Child as a problem

- is different from other children
- has special needs: special equipment, special enviroment, special teachers
- doess not respond; cannot learn
- child is excluded from school

Education system as a problem

- not equipped to handle diversity: rigid methods, rigid curriculum, parents not involved, many drop-outs, many repeaters
- lack of teaching aids; and training equipment
- does not respond; cannot teach
- inaccessible environments excluding children from school

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

"*Diversity*" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Role of the community, teacher and family

Teachers, parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs in the business of education are among the actors that may serve as valuable resources in support of inclusion.

Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. This involves a willingness to accept and promote diversity and to take an active role in the lives of students, both in and out of school. The optimal learning environment for inclusion depends largely upon the relationship among teachers, parents, other students and society. Ideally, effective inclusion involves implementation both in school and in society at large.

Individuals involved in a change process may require some pressure to change, but change will only be effective when they are able to and allowed to react to form their own positions on the change process.

It has been shown that teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived.

The discussion of a pupil's progress and difficulties should involve the pupil and the pupil's parents.

No matter how successfully a child is taught at school, participation of the family, and in some cases the community, is deemed indispensable if one aims at ensuring that the child's school learning is applied at home and in other real-life daily settings.

Family members and communities can be important resources - when informed, stimulated, entrusted and prepared in effective ways.

Efforts should not be spared when guiding and directing families in work that is supportive to their child. It is often a great challenge to get the families of the most marginalized learners involved.

The role of the teachers	The role of the family	The role of the community
To be able to choose the most effective educational methods	They need to cooperate with the school properly	Ensuring the accessibility
	The family should have harmonized relationship.	Informing people with special needs about possibilities support activities
Find the best tools or technics	Greater family and community involvement in formal education is essential (inclusion process).	
Able to make the classroom inclusive in order to teach the children academic skills	Families need to be informed about what they are entitled to, e.g. economically	
To create individual plans		
To be openminded and focused on solving problems		

Module 2: Target Groups

Characteristics, needs and strategies of different types

Physical Disability

General Characteristics:

The term "Motor disability" refers to a set of deficits or impairments at motor level, characterized by the partial or total loss of one or more functions or abilities that, therefore, limit or are limited by movement and/or posture. It results from a congenital or acquired lesion in either cortical centers, subcortical centers or the neuro-motor system.

- Education (Cognitive) - Difficulties regarding attention, memory, perception and abstract thinking; Difficulties regarding self-determination, emotional control and decision-making
- Social (Communication) - Health-related problems may have a negative impact on the social function of individuals; Impairments related to communication may hinder or limit social experiences – with or without the use of assistive technology; Difficulties regarding maintaining positive relationships inside the group of peers
- Personal abilities (Self-management) - Global difficulties in autonomy and mobility; Restrictions to participation in activities of daily living and leisure activities, namely in terms of mobility, hygiene, feeding, sports or hobbies, for example
- Physical - Motor, postural and sensory alterations or impairments; Spasticity or other alterations in muscle tone; Dystonia, athetosis or ataxia; Abnormal reflex patterns; Alterations in motor control; Difficulties in balance, stability, coordination and postural control; Other functional impairments (walking, sitting, etc.)

Needs:

- Education (Cognitive)
    - Concrete and precise language when giving tasks
    - Altered pace in task performance
    - Sensory stimulation
    - Stimulating mental processes: thinking, memory, attention, imagination and creativity development
    - Development of learning through the use of assistive tecnology

- Social (Communication)
  - Empathy development
  - Development of social skills
  - Development of a communication system

- Personal abilities (Self-management)
  - Development of daily life activities
  - Development of the ability to adapt to a diferent contexts

- Physical
  - Development of motor, postural and sensory skills
  - Use of assistive devices

Attention Deficit Hyperactivity Disorder

General Characteristics:

ADHD is a chronic disorder, meaning that it affects an individual throughout life. The symptoms are also pervasive, meaning that they occur in multiple settings, rather than just one. A child with these characteristics typically demonstrates the following signs:

- Inattention
    - Has difficulties in concentrating
    - Has unrelated thoughts
    - Has problems focusing and sustaining attention
    - Appears to not be listening
    - Performance depends on task
    - May have better attention to enjoyed activities
    - Has difficulties in planning, organizing, and completing tasks on time
    - Has problems at learning new things
    - Demonstrates poor self-regulation of behavior, that is, he or she has difficulties in monitoring and modifying behavior to fit different situations and settings

- Hyperactivity
    - Seems unable to sit still (e.g., squirming in his/her seat, roaming around the room, tapping pencil, wiggling feet, and touching everything)
    - Appears restless and fidgety
    - May bounce from one activity to the next
    - Often tries to do more than one thing at once

- Impulsity
    - Difficulties in thinking before acting (e.g., hitting a classmate when he/she is upset or frustrated)
    - Problems with waiting his/her turn, such as when playing a game

Needs:

- Education (Cognitive):
    - Smaller managable tasks
    - Active pauses
    - Active learning
    - Material built up on students interests
    - Interesting visual and auditory presentations
    - Personal notes
    - Open-ended questions (no right-or-wrong kind of questions)

- Social (Communication):
    - Individual attention
    - Immediate encouragement and specific feedback
    - Positive behavioural support
    - Empathy development

Multicultural and Social Disadvantages Groups

General Characteristics:

Multicultural education describes a system of instruction that attempts to foster cultural pluralism and acknowledges the differences between races and cultures. It addresses the educational needs of a society that contains more than one set of traditions, that is a mixture of many cultures.

Multicultural education aims to diminish prejudices, identity conflicts, power struggles and implement educational policies that respond to the expectations of society and support pluralism.

Multicultural education was found to be effective in promoting educational achievements among immigrants students and refugees. Thus, it is also attributed to the reform movement behind the transformation of schools. Transformation in this context requires all variables of the school to be changed, including policies, teachers' attitudes, instructional materials, assessment methods, counseling, and teaching styles.

Multicultural education can also be divided into three different categories:

- Content-focused: These are the most common types of multicultural educational programs. Their overall objective is to include subject matter in the curriculum about various cultural groups in order to cultivate students' knowledge about these groups. Content may include holiday celebrations, recognizing heroes from different racial and ethnic groups, refugees, and focusing on the achievements of women and minorities. It may also include single-group studies, for example, black, ethnic, or women's studies programs.

- Student-focused: Many programs go beyond changes in the curriculum and specifically address the academic needs of defined groups of students, usually minorities. In this type of approach, the curriculum may not be changed significantly. Instead, the focus may be on aiding students in making the transition into the mainstream of education.

- Socially focused: These programs seek to reduce bias and increase cultural and racial tolerance.

Needs:

- Education (Cognitive):
    - Multicultural education can improve mastery of reading, writing, and mathematical skills; subject matter content; and intellectual process skills such as problem solving, critical thinking, and conflict resolution by providing content and techniques that are more meaningful to the lives and frames of reference of ethnically different students.
    - Using ethnic materials, experiences, and examples as the contexts for teaching, practicing, and demonstrating mastery of academic and subject matter skills increases the appeal of the tools of instruction, heightens the practical relevance of the skills to be learned, and improves students' time on task.
    - Many educators and scholars point to extra-classroom purposes, including the broader quest for educational equity and excellence and personal empowerment for social reform.
    - These "social change" motivations focus on the long-term impact of developing students who will, through their lives, help to improve society by eradicating such social ills as racism, sexism and classism.
    - Cognitive assessment should be performed in the learner's strongest language or in the combination of first and second language (Flanagan, Ortiz, & Alfonso, 2007).

- Social (Communication):
    - Another sub-categorised element of multicultural education is to teach students concrete techniques for interacting with people who are different from themselves. - Academic and analytical skills are important; To achieve this; "by teaching skills in cross cultural communication, interpersonal relations, perspective taking, contextual analysis, understanding alternative points of view and frames of reference, and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors must be studied."
    - When assessing language and communication proficiency, the levels of language for social purposes and academic language are important in both mother and second language, so appropriate support could be provided.
    - The goal of multicultural education is to help students understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups.

- In multicultural education; giving equal attention to the contributions of all the groups in a society is essential.

- Students have different properties in terms of infrastructures, strengths and weaknesses, interests, levels of responsibility, desires, expectations, work patterns and thinking styles.

- Individuals are influenced by customs, traditions, attitudes and expectations of the society in which they live. Therefore, considering the differences arising from cultural diversities is an important principle to consider when preparing learning and teaching environments.

- To teach students concrete techniques for interacting with people who are different from themselves.

- Teaching skills in cross cultural communication can be interpersonal relations, perspective taking, contextual analysis, understanding alternative points of view and frames of reference, and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors.

- Both mother and second language support could be provided and this is vital in this kind of educational process.

- Help students to understand and appreciate cultural differences and similarities.

- Recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups.

- To transform the ways in which students are instructed by giving equal attention to the contributions of all the groups in a society.

- The families of the learners must be supported in some ways.

- They must be informed regularly and the school management must give importance these families, we mean; they mind and care them.

- These families must support their students at home and the teachers must make studies.

- Mainly, teachers must give these students positive evaluations even they are not at the ideal level; sometimes this can be applied.

- Personal abilities (Self-management):

  - Another value of multicultural education is that—especially when those otherwise-underrepresented groups are brought into texts and lessons—students are offered more opportunity to see positive representations of aspects of themselves, leading students to "greater self-understanding, positive self-concepts, and pride in one's ethnic identity."

- o Educators stress that these personal development benefits directly translate to academic achievement benefits as students are more inclined to be motivated to work hard and succeed. According to learning style theory students have their preferred ways or styles of learning and educational curriculum and instructions that match students' learning styles also increase their academic achievement (Irvine and York, 1995).

- o Personal development and abilities benefit directly translate to academic achievement benefits as students are more inclined to be motivated to work hard and succeed.

- o Students have their preferred ways or styles of learning and educational curriculum and instructions that match students' learning styles also increase their academic achievement.

- o Students must develop a deep understanding of the need to take action as citizens of the global community to help solve the world's difficult global problems.

- Physical:
    - o Classroom pedagogy underpinned by positive reciprocal interaction between teachers and learners.
    - o Flexibility.
    - o Facilitation.
    - o Guidance and collaborative learning leads to the academic achievement of these kinds of learners.
    - o Multicultural education and culturally relevant pedagogy include classroom pedagogy which is appreciative of learning styles and collaborative learning.
    - o Multicultural education tries to create equal educational opportunities for all students by changing the total school environment.
    - o It seeks to create equal educational opportunities for all students, including those from different racial, ethnic, physical and social-class groups.
    - o Giving place to multicultural education activities which each member can take part in schools, may affect school atmosphere in a positive way.
    - o Basically, teachers are the most important elements in learning and teaching as they implement curriculum in the classroom and collaborate with students. Therefore, they are required to accept biological, sexual, racial, religious, cultural, economic, and political differences of students, take these into account when arranging teaching environments, consider differences not as a problem but as richness to provide better learning and teaching environment.

Erasmus+

Autism

General Characteristics:

The main symptoms of autism spectrum disorders are:
- Deficits in social communication and social interaction;
- Restricted, repetitive patterns of behaviour, interests or activities.

People with autism often also experience sensory difficulties, such as increased or reduced sensitivity to light, sound, colour, smell, taste or touch.

Autism is a 'spectrum' disorder, which means that the symptoms vary between individuals, ranging from mild to severe. People with autism include those who have significant intellectual disabilities and require a high level of support in their daily lives, as well as those who are of average to high intelligence and require a lower level of support.

Needs:

- Education (Cognitive):
    - Clear structure in tasks
    - Concrete and precise language when giving tasks
    - Longer time for focusing on tasks
    - Routines in daily planning
    - Low amount of stimuli
    - Visual aids

- Social (Communication):
    - Low amount of stimuli
    - Extra-long time to get used with changes in routines
    - Explanation of social clues and contexts
    - Algorithms for understanding appropriate behaviour in social context
    - Support in starting relationships with peers
    - Help in recognising emotions
    - Personal space and time

- Personal abilities (Self-management):
    - Help in organising and structuring their existing abilities/knowledge

In addition, it must be borne in mind that best treatments for people with autism are early and specialised behaviour-based therapies which aim to assist the person to develop skills to cope with the individual challenges they face.

People with autism often require adaptations to be made to their living, learning and working environments to accommodate their individual difficulties.

o Visual aids: Some students learn more effectively with visual aids as they are better able to understand material presented visually. Because of this, many teachers create "visual schedules" for their autistic students. This allows students to concretely see what is going on throughout the day, so they know what to prepare for and what activity they will be doing next. Some autistic children have trouble going from one activity to the next, so this visual schedule can help to reduce stress.

o Structure and routine: Students with Autism Spectrum Disorders usually do not cope with chaotic unpredictable environments. Teachers can provide support by providing the child with timetables and the steps for activities.

o Working in pairs: Research has shown that working in pairs may be beneficial in teaching autistic children. These students have problems not only with language and communication, but with socialization as well. By facilitating peer interaction, teachers can help these students make friends, which in turn can help them cope with problems. This can help them to become more integrated into the mainstream environment of the classroom.

o Extra support person: A teacher's aide can also be useful to the student. The aide is able to give more elaborate directions that the teacher may not have time to explain to the autistic child and can help the child to stay at a equivalent level to the rest of the class through the special one-on-one instruction. However, some argue that students with one-on-one aides may become overly dependent on the help, thus leading to difficulty with independence later on.

o Reducing anxiety: Students with Autism Spectrum Disorders sometimes have high levels of anxiety and stress, particularly in social environments. If a student exhibits aggressive or explosive behavior, it is important for educational teams to recognize the impact of stress and anxiety. Preparing students for new situations, such as through writing social stories, can lower anxiety. Teaching social and emotional concepts using systematic teaching approaches can increase a student's ability to control excessive behavioral reactions.

Mental Disability

General Characteristics:

- There isn t a synchronization between the fizical and mental development
- The difference between the chronological and the mental age increases progressively
- The under development of some aspects of the mental activities in the same time with the development over limit of some other aspects of the child s mental activities
- Narrow perceptive field, thus affecting orientation in space
- Difficulty in realizing the perceptive – motor structures- size, weigh, shape and colour
- Lack/distorsion of representation
- The mental process of thinking is affected - inflexibility of the cognitive activities, thinking is rigid and reproductive, don t realize abstractions and generalizations
- The incapacity of organizing in an efficient way an activity/task; they are not able to solve problems by themselves; they focus their attention upon irrelevant aspects of the activity
- Difficulty in receiving, storing and reproducing the information, low memory fidelity, mechanical memory
- Lack of creativity and imagination
- Communication is affected because of slow language development, some are nonverbal; cannot organize and coordonate an activity based only on verbal command; they use stereotypes in communication
- They can t focus their attention for a long period of time; there is easily distracted
- Immature affectivity, they can t control their emotions
- Fragile personality

Needs:

- Education (Cognitive):
    - Polisenzorial stimulation (sensory-perceptual support)
    - Forming and developing perceptive motric structures (size, shape, weight, colour)
    - Stimulating mental processes:
        a. thinking (analyze and synthesis, comparison and classification, problem solving)
        b. memory (practical activities)
        c. attention (increasing the focus time and the stability of attention)
        d. imagination and creativity development (sensory-perceptual support)

- o Offering the model in order to accomplish the task
- o Dividing the task into small steps (using visual support)
- o Demonstrating the way of achieving the final product of the task

- Social (Communication):
  - o Forming and developing attitudes and rules of appropriate behavior
  - o Forming and developing abilities in order to adapt to society
  - o Forming and developing independent competencies for different social situations (using public transport, shopping, going to museums etc)
  - o The development of a communication system (verbal /nonverbal)
  - o Spoken language stimulation
  - o Vocabulary development
  - o Learning/exercising reading and writing

- Personal abilities (Self-management):
  - o Forming and developing competencies for personal hygiene
  - o Forming and developing competencies for healthy nutrition
  - o Forming and developing competencies for personal space (school, home)
  - o Forming and developing competencies for using clothes
  - o Forming and developing competencies for using footwear

- Physical:
  - o Forming and developing grosier and fine motor skills
  - o Forming and developing the body scheme and laterality
  - o Forming and developing ocular-motor coordination
  - o Operating with known elements of the environment

Social Disadvantages

General Characteristics:

It is a relative definition, we can define the criteria, yet from one country to another, several ways of understanding or defining may occur. But we may list some simple situation which help us to recognize:

- Unemployment parents or when the parents have not got stable job
- If the child is an orphan or he/she has got one parent
- If the parents are low educated
- Big family, it means lots of children in the family
- If the parents have got any kind of deviance, mental disease or general poor health
- Economic problems
- Ethnical problem
- Homelessness
- Teenage parenting
- Abused and neglected children
- Violence and vandalism
- School drop out

Needs:

- Education (Cognitive):
  - Active participate methods
  - Methods based on experiences
  - The teacher must be well experienced and well educated in this field (teamwork among the experts and parents who deal with the children)
  - They need specialized, well-educated teachers adapted curricula and circumstances (small groups and assistance)

- Social (Communication):
  - The children need to achieve the social interactions: language, cultural inputs
  - Economical support by the society
  - To attend the closest institute
  - To achieve the public

- Personal abilities (Self-management):
  - Communicational skills
  - Motivation
  - Decrease the level of stress
  - Self-control, self evaluation strategies

- Physical:
  - Hygienic circumstances
  - Digital acceptable
  - Appropriate Learning environment
  - Inclusive environment

Module 3: Approach

Tuckman Theory

Tuckman's stages of group development

Bruce Tuckman introduced in 1965 a four step model of group development. These stages were called forming, storming, norming and performing. Later a fifth stage, adjourning has been added to the theory. Tuckman argued that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.

Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader should change leadership style. Beginning with a directing style, moving through coaching, then participating, finishing with delegating and almost detached style.

The model is used in almost all areas that demand team work. Education, both formal and non-formal, is almost always practiced with groups that need to perform as a team in order to fulfil common tasks – e.g. creating a supportive environment for learning. Hence the theory is widespread also with education and youth work specialists.

Stages of Group Development

Forming

At this phase the group meets and starts to form itself. People feel as strangers to each other, some may feel anxious and uneasy with working in a new group, at the same time people are generally exited to start working in a new group. Focus is largely on getting to know each other, topics that could lead to a conflict are usually avoided.

Group is usually highly dependent of the leader and might not be able to proceed from this stage without the leader taking responsibility in helping the group to get to know each other (team work exercises), agreeing on common working agreements and setting initial objectives for working together. In student group the objective could be for instance graduating the semester with positive grades, learning certain new topics or something similar.

Storming

At this phase people are more acquainted to each other and start to find their place and role in the group. People are more willing to express their own thoughts and feelings and feel less pressured to hold back thoughts that are not considered as common opinion. This might lead to conflict situations. More active members of the group might leave more quiet ones unnoticed. There might be fractions and cliques formed at this phase, different groups and individuals may struggle for power. Even though the clarity of purpose increases, group members find it difficult to make decisions. Typically this phase is very unproductive in what concerns work.

Role of the leader is very prominent also in this phase – everybody needs to have a possibility to be heard, sometimes mediation to create compromises is needed. Focusing on the common objectives might be one of the strategies to overcome this stage as well. If not managed well, group can stay in this phase for very long time.

Norming

By this phase group has reached common agreements on how to work in a group, roles and responsibilities are clear and accepted by all. Important decisions concerning the group or the work of the group are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Members of the group feel their unity and are willing to voluntarily give up their own ambitions for the sake of the team. Group is having fun together, one can notice inside jokes or nicknames given to each other. Workwise, this phase is typically very productive.

Group no longer needs a strong leadership. In order for the group to transit to next phase group leader (e.g. teacher) can and should slowly give more and more responsibility to the group for managing their tasks.

Performing

At this phase group has a very strong understanding of its objectives and has a clear shared vision on how to achieve them. High level of autonomy is felt by the group. Group members look after each other and often describe group as a family. Any misunderstandings or differences in opinion are solved in a positive way, if needed group itself takes initiative in suggesting and applying changes in the structure of the group or strategies used. Workwise this phase is highly effective.

Group does not need to be instructed or assisted. If leader attempts to do so, this might end up with conflict between highly autonomous group and the leader. Leader should be an equal working member of the team and its main task is to monitor general process. If group needs assistance on personal or group level from the leader, they usually take the responsibility in seeking for it for themselves.

Adjourning

At one point working in a group will be finished – perhaps because the objectives are met (sometimes group can set new objectives in the performing or adjourning phase in order to keep working together) or because set time for group is finished (e.g. summer break, end of the school or camp). If group has reached to performing stage, break-up of the group can be rather painful for the members. People in the group might feel insecure and experience anxiety. At the same time members of the group might experience high levels of satisfaction due to successful achievement of the common goals. Productivity of the work is typically low, as much of the energy goes to managing inter- and intrapersonal relationships.

Leader should take role in preparing the group for a break-up, some break-up rituals may be introduced. Members need recognition of and sensibility towards their emotional stage.

As mentioned before, all groups have the potential to go through all the mentioned phases. Nevertheless – in case the tasks of each level are not achieved, the group will not move on to a next phase. It often happens that groups get stuck in forming or storming phases for very long time. Support and leadership is needed in order to move on from these phases. It is very important to notice that in case there is a new member introduced to the team (either a group member or leader), the group typically moves to first, forming phase and all of the process starts over again.

	Feelings	Behaviours	Team tasks	Role of the group leader
Forming	-Excitement to be part of the team -Positive expectations -Anxiety -Wish to be accepted	-Lot of questions -Rather passive -Avoidance of serious topics	-Getting to know each other -To have common objectives -Division of roles in team	Style: directive -Team work exercises -Creating common agreements -Helping to word common objectives
Storming	-Frustration -Worrying that the objectives will not be fulfilled	-Arguing -Criticizing each other -Expressing also thoughts that are not "common" for the group	-Setting a clear focus -Testing the limits of the group -Clarifying roles in group	Style: coaching -Mediating -Supporting everyone to express themselves -Underlining individual strengths
Norming	-Comfort in expressing own thoughts -Acceptance of others -Feeling like part of the team	-Constructive criticism -Sharing ideas -Resolving problems -Taking responsibility for common objectives -Inside jokes, nicknames	-Fulfilling common objectives	Style: participating -Reducing the role of the leader -Giving responsibility to the group -Supporting the evaluation of the group process
Performing	-Satisfaction -Attachment to the team -Confidence in individual abilities	-Preventing and solving problems -Flexibility of the roles -Appreciating differences -Spontaneous celebration of success	-Extra effort for fulfilling common objectives -Improving the team development	Style: delegating -Observing general process
Adjourning	-Anxiety -Worrying -Sadness -Satisfaction at the accomplishments of the team -Confusion	-Less focus or even more focus on common objectives -Focus on personal relationships	-Preparing the group for breaking up -Finalising tasks	Style: supportive -Role of the leader is increasing again -Supporting evaluation -Gently preparing group for parting

Characteristics and Definitions of Active Participative Methods

" It is beyond a doubt that all our knowledge begins with experience". (Immanuel Kant)

The biggest difference between formal and nonformal education is the method which you use. The method is a tool which helps us achieve our objectives. It answers to the question *How?*

> *Every method is the result of the intersection of various factors, therefore educaation will always remain an art: the art to adapt , to a precise situation, general indications given by methodological books.* (Gaston Mialaret)

By using active and participatory methods it is hoped that pupils will not only come to a deeper understanding of the issues involved, but also that their motivation will be heightened. Pupil involvement in their learning is essential. Moreover, by using a variety of teaching techniques, we can help students make sense of the world in different ways, increasing the likelihood that they will develop a conceptual understanding. The teacher must be a good facilitator, monitoring and supporting group dynamics. Modeling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and pupils learn by observing. Reading about scientific concepts or having a teacher explain them is not enough. Research has shown that modeling can be used across disciplines and in all grade and ability level classrooms. Using this type of instruction, teachers encourage learning.

In the last decades the interest for active-participatory methods has risen. Active-participatory methods are the ones which are able to mobilize children s motivations, to focus their attention, to make him engaged during the lesson . By this the child will use his imagination, creativity, his understanding, memory etc. These methods highlights learning by action.

The active-participatory methods place the child in the position of the researcher , making him discover on his own the contents of learning. The best strategies to use are the ones based on individual discovery.

	Traditional strategies	Active-participatory strategies
The role of the child	-Accepts in a pasive mode learning contents -Memorizes and reproduces the learning contents -Works alone	-Analyzes actively the learning contents -Cooperates in fulfilling the tasks -Works in pair/groups
The role of the teacher	-Uses a frontal approach (lectures) -Dictates own ideas -Doesn't promote team-work	-He is a partner in learning -Helps children understand and promote their own ideas -Promotes team-work, cooperation
The way of learning	-Learning is based upon memorizing and reproducing -Promotes competition and hierarchy between children	-Learning is based upon developing competences and abilities -Promotes cooperation between children

These methods stimulate interest for knowledge, facilitates the contact with the environment, thus leading to socialization. They promote establishing relations between children, mutual understanting, acceptance and respect.

Goals of active particiapatory methods:

- Promotes social and educational inclusion
- Stimulates motivation for learning
- Stimulates selfconfidence
- Promotes positive attitude for education
- Promotes good relationships between the children

Examples: Debate, brainstorming, role play, forum theatre, game plays, aquarium method, interview, gallery tour, simulation, storyboard

Short Description of Types Non-Formal Activities

Arts (music, dance, drama, painting, literature, photography, cinema, pottery): Teaching through art leads to a positive expression of creativity – freedom to express emotional, instinctive, impulsive, fun/playful and spontaneous thoughts – and, therefore, it promotes a psychological, emotional and social wellbeing.

Sports for all: Sports can be a tool during the activity that both encourage and stimulate a pleasurable, liberating and active practice for all individuals involved. Thus, through the use of strategies aimed at diversifying the possibilities of sports practice in individuals with and without disabilities, the baseline concept of "sports for all" is essential for the development of activities with everyone and for everyone, promoting equal opportunities.

Nature: Education through nature allows the students to have various opportunities of interaction - amongst themselves and with the world around them -, offering them possibilities of different types of unparalleled interpersonal experiences. Contact with nature promotes the development of the self-discovery process and the possibility of physically expressing oneself in a rich environment. Such environments are filled with of proprioceptive and sensorial stimuli, where the students, by means of their creativity and imagination, may carry out different activities that can be shared by all.

Social skills dynamics (citizen role): The development of social skills promotes an adaptation to different situations in society, involving situations such as interpersonal relationships, perception and discrimination of social situation, identification and comprehension of the problems and finding adequate solutions, and decision making. Regarding the citizen role the most important concepts revolve around: justice, rights, freedom, equality, democracy, discrimination and multiculturality. The development of personal and social skills, self-determination and empowerment, are necessary for the development of a balanced personality that is adjusted to the environment.

Daily life activities: It's important to promote the greatest degree of independence possible, using adaptations and strategies that, by facilitating the potential of the individual, promoting the process of independence in the various meaningful activities. The activities of daily life are not only the motor reflex of the person, but also the reflection of all contexts of the individual, promoting a better quality of life.

Virtual learning environment: The virtual learning environment enables the diversification of learning opportunities through a virtual mediation between learning and play. This way, individualized activities for a student or a group of students can be created, using increasingly motivating surroundings and interactive means for discovery - the technological and virtual environment. In some cases, the use of technological means is vital - especially when it comes to the quality of participation - giving voice, opportunity and an active role in all contexts to those who otherwise wouldn't have one.

Describe Domains of the Worksheet

Category	Description
Name	Indicate the name of the activity
Type of activity (Domains)	Refer in which domain the activity is integrated: Arts (music, dance, drama, painting, literature, photography, cinema, pottery), Sports for all, Nature, Social skills dynamic (citizen role), Daily life activities, Virtual learning environment or any other domain
Objectives (Skill Development)	Indicate what objectives will be developed during this activity, taking into account three possible domains: 1. Motor skills – balance, coordination, strength, resistance, endurance, flexibility, precision, speed, etc. 2. Cognitive skills – attention, memory, strategy, tactics, planning, problem solving, etc. 3. Social skills – communication, cooperation, interaction, leadership, teamwork, etc.
Participants	Brief description or characterization of those for whom the activity is targeted: age, pre-requisites (e.g. being able to swim if the activity involves going into a pool), minimum/maximum number of participants, other relevant pieces of information.
Resources (Human, Material and Funding Resources)	Consider and describe: 1. The human resources that will be needed (e.g. professional category, quantity, other specific characteristics); 2. The material resources that will be needed, as well as the logistics that may be involved in order to acquire them; 3. The funding resources available or required to develop the activity.
Time	Indicate the exact or approximated amount of time that the activity will take or establish a minimum-maximum amount of time for it.
Location	Indicate where the activity should take place (e.g. gym, classroom, kitchen, outdoor field, etc.).
Preparation	Indicate what needs to happen before the activity begins (e.g. placing equipment in place).
Description	Characterize, in detail, the dynamics involved in the activity, as well as the different phases that may compose it.
Adaptations (Material or Equipment, Rules, Context, Communication strategies or others)	"Adaptation" is understood as the modification of the activity or game – including the teaching or instructing process – with a view to allowing or facilitating the participation of the students that would otherwise not be able to do so. The facilitation of student participation implies creating adequate conditions for personal and intellectual growth, just as it implicates the increase and diversification of learning opportunities. This way, it might

be necessary to manipulate some of the vital components of the different tasks involved in the activity, such as:

- Material or Equipment: substitution or adaptation of the materials that will be used, taking into account the motor patterns or the need to engage in pedagogic progression (e.g. size, weight, velocity, texture and density of objects; use of objects with sound or light; objects that represent the students' specific interests; assistive technology or others);

- Rules: substitution or adaptation of the activity's specific dynamics, according to the students' characteristics or the need to engage in pedagogic progression (e.g. move a wheelchair instead of running; adapt the different levels of performance – alteration of task complexity; adapt the number of players; change individual-play to pair or team-play, etc.);

- Context: substitution or adaptation of the location or environment in which the activity is to take place (e.g. superfluous external stimuli, size of the premises, obstacles, distractions, etc.);

- Communication strategies: adaptation of the methodologies related to communication skills and ways of giving instructions, taking into account the students' characteristics (e.g. simple, clear and coherent verbal commands; demonstration following verbal instruction; passive or assistive mobilization during demonstration of the specific task, with resource to physical contact; use of a communication aid – alphabet, symbols or others; use of appropriate and meaningful feedback)

Evaluation	Describe the overall participation level of the students and others involved in the activity. This description may take on different formats and may include aspects such as comprehension and demonstration of having acquired knowledge or developed specific skills. It is therefore possible to assess aspects such as interest and satisfaction levels, the actual duration of the activity, the number of exercises in which the students participated or were more motivated, the performance level – achieved and/or perceived –, the intensity of required aid/help/assistance during task performance (increase or decrease), level of enjoyment, meditation on outcomes, results or the achievement of objectives, etc. It would also be advisable to meditate on the activity as a whole and indicate things that could be improved.

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ATTACHMENTS

Attachment "Module 2 – Worksheet 1"

Module 2 – Worksheet 1

Names:

_____

Identify the population (multicultural and social disadvantaged, physical disability, mental disability, autistic and ADHD)**:**

_____

Education (cognitive)

Personal abilities (self-management)

General Characteristics

Social (Communication)

Physical

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Module 2 – Worksheet 2 - Names: _____

	Education (Cognitive)	Social (Communication)	Personal abilities (Self-management)	Physical
Multicultural and social disadvantaged				
Physical disability				
Mental disability				
Autistic				
ADHD				

Module 4 – Structure Worksheet		
Name		
Types of activity (Domains)		
Objectives (skills development)	Motor Skills	
	Cognitive Skills	
	Social Skills	
Participants (age)		
Resources needed	Human	
	Material	
	Founding	
Time		
Place		
Preparation		
Description		
Adaptations needed	Material/Equipment	
	Rules	
	Context	
	Communication strategies	
Evaluation		

Module 4 – Exemple	
Name	Boccia day
Types of activity (Domains)	Sports for all
Objectives (skills development)	Motor Skills	Training coordination and precision Spatial perception
	Cognitive Skills	Analytical thinking Attention Using rules Decision making Problems solving Strategies
	Social Skills	Working in team Communication Cooperation
Participants (age)	5 years – 8 years; 4-30 students
Resources needed	Human	Teacher
	Material	Boccia balls, bowling pins, tape
	Founding	Not money
Time	60 min.
Place	6m x 4m free area
Preparation	Marking the floor
Description	- Organize the students in groups (2 - 3 elements) - Two groups, one with red balls and other with blue balls. The students must knock over the bowling pins, that are 3m away. 1 point for each bowling pin that falls. They take turns throwing the balls until everyone has practiced. - Two groups, one with red balls and other with blue balls. The students must play tic-tac-toe and win the team that finish the game with least balls played. - Two groups, introduce the rules of the original game (boccia).
Adaptations needed	Material/Equipment	-Audible balls (beeping, jingling or other sound) -Balls with different textures, weight and/or density -Assistive devices (ramps) -Audible pins (which beep, jingle or make any other sound when they fall) -Objects that represent specific interests of the individuals may be used as targets
	Rules	-If the individual has a physical disability which limits his ability to throw, he may use an assistive device to do so (e.g. use a ramp to roll the ball). -If the individual has a hearing impairment, there may be a device that produces loud noise near the target to aid its location. -The individuals can participate with the help of their peers / family / teacher / other. -Limit or expand the amount of time for the game -Limit or expand the amount of time for each play -Establish a progression on the number of moves (e.g. begin with three attempts for one goal and progress toward one attempt toward the same goal) -Determine that it is allowed to step on the lines
	Context	-Remove distractions or superfluous stimuli -Outline security guidelines or rules -Increase or reduce the target distance
	Communication strategies	-Instruction with simple, clear and consistent orders -Demonstration -Modeling for visual or motor impairments - manual facilitation of the movement with the purpose of teaching the individual to perform it on their own
Evaluation	- Evaluate interest and satisfaction levels through group reflexion - Suggest how to improve

Questionnaire

Date _____/ ____/ _____

For each of the following sentences, acess from 1 ("Very unsatisfied") to 5 ("Very satisfied"), your level of satisfaction with this course.

		1 Very Unsatisfied	2 Unsatisfied	3 Not Unsatisfied Not Satisfied	4 Satisfied	5 Very Satisfied
Organization	1.Logistic Support					
	2.Duration					
	3.Schedule					
	4.Trainer					
	5.Facilities					
Programatic Contents	6.Interest					
	7.Relevance					
	8.Methods					
	9.Pedagogic Support					
Objectives	10.Theoretical					
	11. Practical					
	Global					

Positive Aspects

_____

_____

_____

Suggestions

_____

_____

_____

Thank you!