NONFORMAL ACTIVITIES

FOR INCLUSIVE GROUPS OF STUDENTS

AUTHORS

ESTONIA

Madli Põldoja
Siim Värv

ROMANIA

Adrian Cozma
Meran Mariana
Alina Ștefania Țutu
Madalina Constantin
Nicoleta Radu
Daniela Cara
Vlad Raluca

TURKEY

Serkan Tekgüzel
Celal Aşan

HUNGARY

Rita Révész
Adrienn Anita Tóth

PORTUGAL

José Patrício
Luis Isidorinho

NORWAY

Terje Holvik
Arnstein Sandbakk
Eva Kristin Prestegård Dale

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INTRODUCTION

The "NON4MAL 4 ALL" project has the main goals of increasing the active participation of the students with special educational needs in school and social life through NONFORMAL methods, of enabling teachers with methods of nonformal 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.

This project reunites specialists from six european countries (Romania, Portugal, Norway, Estonia, Hungary and Turkey) in order to create a course-curricula for training the teachers in using nonformal 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 nonformal activities and inclusive games in the curricular and extracurricular activities, so as to share in the practice of nonformal activities and inclusive games as a way of supporting inclusive environments in schools.

Partner-countries:

1) *Special School "Saint Nicholas"* (Bucharest, Romania) offers services of therapy, stimulation, teaching, learning and education for 240 children with special educational needs (intellectual disabilities, autism, severe/ associated disabilities). The school also offers educational assistance to 220 children with special educational needs who are included in mainstream schools, kindergartens and high-schools or hospitalized with chronical deseasses in Marie Curie Hospital (hospital school).

2) *APCAS – Almada Seixal Cerebral Palsy Association* (Seixal, Portugal) is a Private Social Solidarity Institution. APCAS mission is the prevention, habilitation, rehabilitation, participation, social inclusion and support to the families of people with cerebral palsy and other neurological disorders. In this way, with a positive, dynamic and innovating attitude APCAS seek to provide the tools and conditions that promote effective equal opportunities and social inclusion of people with cerebral palsy and other neurological disorders and their families. The association provides various responses mainly in the social and sports areas: promotion of inclusion through sport; legal, social, educational and therapeutical support; promotion of leisure and therapeutical interventions. The numbers involved on the different activities over the years are:

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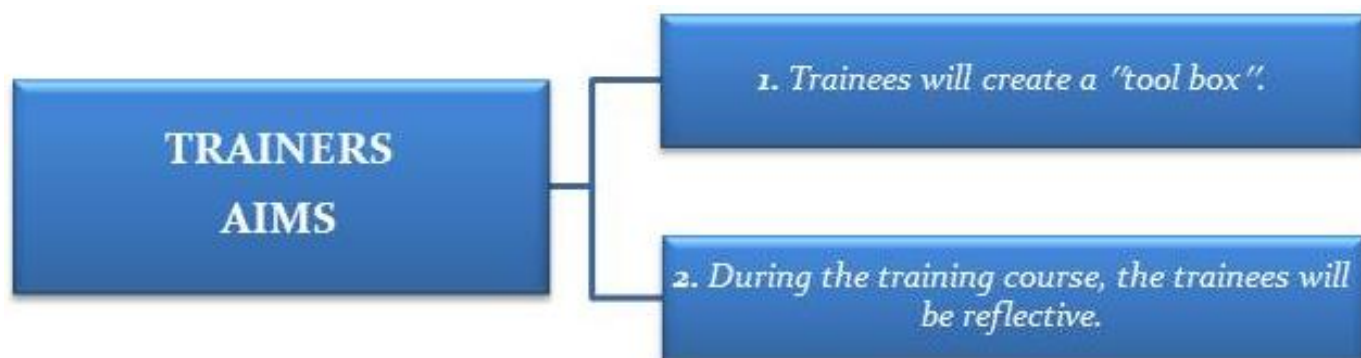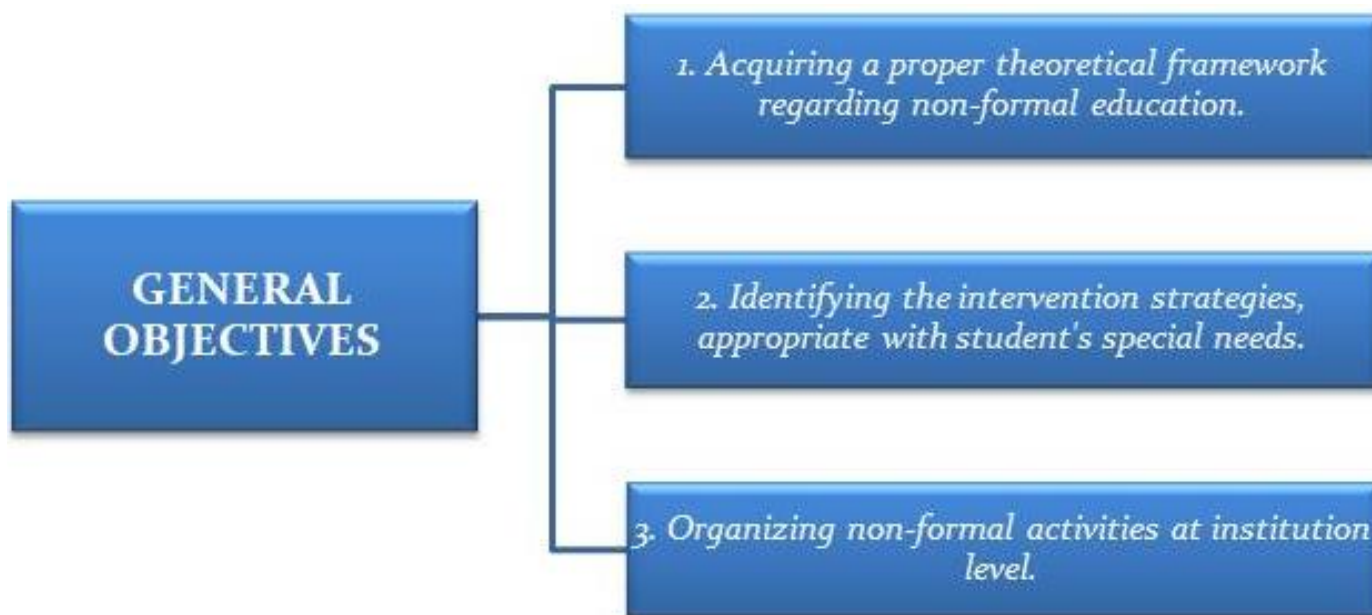Kool- Tartu, Estonia

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more 20 thousand participants, from childhood to elderly, and nearly 2 thousand students with special needs; more than 250 actions.

3) *Førde Ungdomsskule* (Førde, Norway) is a public middle school with 350 students and 40 faculty members. The school implements national educational plans, the students with disabilities (physical and intellectual) are integrated in normal classes. Experience and knowledge of how to include these students in regular education is the key to achieve the goals of this project: social inclusion for everyone.

4) *Tartu Herbert Masingu School* (Tartu, Estonia) was founded in 1992 to teach young children with educational special needs. The comprehensive education is obtained in a longer study time (grades from 1 to 12th). Currently, there are 300 pupils from Tartu and the counties near Tartu in the school, and 80 teachers and educators. The school has different classes for autistic children, for children with emotional disorders, with behaviour problems and for children with somatic disabilities. Additional courses are organized in order to support educational and social inclusion.

5) *Mozgásjavító Óvoda, Általános Iskola, Egységes Gyógypedagógiai Módszertani Intézmény és Kollégium* (Budapest, Hungary) is a multi-functional school with the main aim to help students to get to the highest degree of independence by the co-operation of the institutional units. The goals determined by the basic philosophy of the school are the constant development of special education for children and youth with physical disabilities, creating and sustaining social values, maintaining traditional and institutional activities with the aim of promoting and caring for the equal opportunities and social integration of students.

6) *Tuna İlkokulu* (Istanbul, Turkey) is pre-primary/ primary school with 676 students aged between 6-11. Most of them and their families have migrated from The Central Anatolia, The Black Sea and also the Eastern and South Eastern of Turkey, Macedonia, Bosnia, Albania, Greece and Bulgaria. The school faces two problems: the cultural diversity and children's education not being a family priority (low interest). Through this EU Project, the school wants to improve and develop citizenship education, social and civic compentences, in terms of educational tools mutually among EU partners.

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.

THE TRAINING COURSE GOALS

THE MAIN GOAL OF THE TRAINING COURSE IS: *Promoting Inclusion Through Nonformal Activities*

GENERAL OBJECTIVES

1. Acquiring a proper theoretical framework regarding non-formal education.

2. Identifying the intervention strategies, appropriate with student's special needs.

3. Organizing non-formal activities at institution level.

TRAINERS AIMS

1. Trainees will create a "tool box".

2. During the training course, the trainees will be reflective.

OPERATIONAL OBJECTIVES

MODULE 1

- describe the concepts: formal, nonformal, informal;
- recognize the benefits of nonformal activities;
- analyze the general concept of social inclusion;
- identify the diversity within all groups;
- identify the role of the teacher, the role of the family and the role of the community.

MODULE 2

- describe the general characteristics of students with different disabilities (intellectual, physical, autism, ADHD) and multicultural groups;
- identify the special needs of students with different disabilities (intellectual, physical, autism, ADHD) and multicultural groups;
- identify basic strategies used in the activity with special needs students and multicultural groups.

MODULE 3

- analyze types of behaviour within the group;
- describe active-participatory methods;
- give examples of nonformal activities.

MODULE 4

- design nonformal activities;
- implement nonformal activities;
- evaluate nonformal activities;
- - revise the outcome of non-formal activities.

TIMELINE

Duration of Activities: 40h	
- Icebreaking – 45 min. - Module 1 (1.1.) – 60 min. - Break – 15 min. - Module 1 (1.2.) – 90 min. - Conclusions – 30 min.	4h
- Introduction – 15 min. - Module 1 (1.3.) – 80 min. - Break – 15 min. - Module 1 (1.4.) – 80 min. - Conclusion – 30 min. - Module 1 evaluation – 20 min.	4h
- Introduction – 15 min. - Module 2 (2.1.) – 180 min. - Break – 15 min. - Conclusion – 30 min.	4h
- Introduction – 15 min. - Module 2 (2.2.) – 160 min. - Break – 15 min. - Conclusions – 30 min. - Module 2 evaluation – 20 min.	4h
- Introduction – 15 min. - Module 3 (3.1.) – 90 min. - Break – 15 min. - Module 3 (3.2.) – 90 min. - Conclusion – 30 min.	4h
- Introduction – 15 min. - Module 3 (3.3.) – 165 min. - Break – 15 min. - Conclusion – 30 min. - Module 3 evaluation – 15 min.	4h
- Introduction – 15 min. - Module 4 (4.1.) – 180 min. - Break – 15 min. - Module 4 (4.2.): planing – 60 min. - Conclusion – 30 min.	5h
- Module 4 (4.2.): implementing – 180 min.	3h
- Introduction – 15 min. - Module 4 (4.3.) – 135 min. - Break – 15 min. - Conclusion – 30 min. - Module 4 evaluation – 15 min. - Closing game – 30 min.	4h
Evaluation	4h

	THEORETICAL	PRACTICAL
MODULE 1	6h	2h
MODULE 2	4h	4h
MODULE 3	5h	3h
MODULE 4	5h	7h
EVALUATION		4h
TOTAL	40 h	

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ICE-BREAKING

Participants introduction

The network - the participants will stay in a circle and throw from one to another a wool yarn, holding the thread; each participant will motivate his/ hers course attendance.

The trainer gives a brief presentation of the course and its objectives.

The trainees will note on post-its their expectations regarding the course, afterwards they will discuss them in small groups.

The trainer reads aloud the notes.

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MODULE 1

TIME

6 h → theory

2 h → practice

O1 - Describe the concepts: formal, nonformal, informal.

O2 - Recognize the benefits of nonformal activities.

O3 - Analyze the general concept of social inclusion.

O4 - Identify the diversity within all groups.

O5 - Identify the role of the teacher, the role of the family and the role of the community.

OBJECTIVES

KEYWORDS

formal, nonformal, informal, social inclusion, diversity of the group, role of teacher, family and community

1.1. DEFINING THE CONCEPTS: FORMAL, NONFORMAL, INFORMAL

Brainstorming

Formal, nonformal, informal

Formatorul notează ideile. Discuții.

Keywords:

FORMAL	NONFORMAL	INFORMAL
• objectives for learning; • qualification; • evaluation process; • institution based; • not free-will; • teachers; • intention; • systematically; • more organized than the others; • measurable.	• 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).	• spontaneous; • through experience; • non-selected informations; • daily life contexts.

Political interest in the variety of learner-centred and practice-based educational processes that are subsumed under *nonformal 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, nonformal education as a priority working area in the Council of Europe's youth field. Considering nonformal education as a means of integration into society, the ministers called for recognition and valorisation of the competences and qualifications acquired through nonformal education.

Throughout the years, nonformal 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 NONFORMAL education competencies should be reinforced. In its Agenda 2020, the Conference of Ministers highlights that the recognition of nonformal education and learning makes a strong contribution to people's access to education, training and working life.

Educative system classification proposal, comprising formal, nonformal 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 nonformal education processes are herein advanced, with regard to the advantages offered by the latter. The aspects relating to the creation of nonformal systems and their perspectives are also analyzed in the search for solutions to our current educational problems.

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.

Nonformal 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 nonformal features. Nonformal 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 nonformal education has a more flexible curricula and methodology. The activities or lessons of the nonformal 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 nonformal education.

Informal Education - is quite diverse from formal education and, particularly, from NONFORMAL 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 nonformal education. It is also based with spontaneous, through experience and daily life contexts.

1.2. THE BENEFITS OF NONFORMAL EDUCATION

WORK IN TEAMS

Participanții împărțiți în 4 echipe vor discuta despre:

● *avantajele educației formale* → 2 echipe (coală A4)

● *avantajele educației nonformale* → 2 echipe (coală A4)

Se unescechipele cu aceeași temă și discută, apoi prezintă (coală flip-chart)

Nonformal education offers a set of necessary social experience, that is useful for every child, young people or adult, combining the other forms of education through:

✓ valuing the free time of students, from educational point of view;

✓ oportunities for valuing students life experience through a more flexible and opened frame and through diversification of daily learning environments;

✓ voluntary, individual or collective participation;

✓ flexible ways to meet students' interests – the wide range of activities which proposes and the opportunity for each student to decide what activities to participate;

✓ development of skills for life and preparing young people to become active citizens; in addition to information and skills specific to certain fields of activity falling in projects or nonformal activities, students develop their organizational skills, self-care skills, time management, critical thinking, adopting decisions or solving problems;

✓ a framework of practice and cultivation of different inclinations, abilities and capacities, manifestation of talent in art, culture, music, sports, painting, IT, etc.;

✓ supporting educational and social inclusion.

ADVANTAGES		
FORMAL	**NONFORMAL**	**INFORMAL**
• known form of education; • trained teachers; • on a regular basis; • stimulates the development of complex cognitive skills (divergent thinking, critical thinking, lateral thinking, etc.); • leads to a formally recognized credential.	• flexibility in organization and methods; • acknowledgigng the importance of education; • after-school programs; • community based organizations; • can lead to greater confidence in formal classroom; • develop the participant's values; • help to define the participant's rol in the society;	• anywhere and anytime; • can take place in almost any other location; • use a variety of methods; • lifelong education.

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- **enhance to become active**
- **develop a number of competences;**
- **give the full picture of someone's real competences.**

DEZAVANTAJE		
FORMAL	**NONFORMAL**	**INFORMAL**
- **formală;** - **rigidă;** - **programată;** - **în cadrul școlii;** - **centrată pe standarde educaționale;** - **nu ia în considerare valorile, standardele, atitudinile, interesele elevului.**	- **participarea poate fi inconstantă;** - **nu este finalizată cu certificare / diplomă;** - **profesorii pot să nu fie specializați.**	- **tinde să fie impredictibilă;** - **informațiile dobândite din mass-media/ internet nu sunt tot timpul de încredere**

1.3. SOCIAL INCLUSION

STEP-GAME

Each participant will draw a note and then place himself/ herself on the line without revealing the content of the note.

Contents of the notes (25 notes divided for 5 groups):

1) 5 notes with the following message: I am a 13 years old boy, I do nt have hands, but I can write with my mouth; I need help when I want to get dressed/ undressed; I am funny and I like movies.

2) 5 notes with the following message: I am a 14 years old girl from Azerbaijan and I live here; I do not speak the local language and I need help to communicate in my daily life or at school; I like learning and the life in ....

3) 5 notes with the following message: I am a 15 years old boy (mental disability); I have problems at math, reading and writing at school, but at other subjects as well; I need help with my homework; I like football.

4) 5 notes with the following message: I am a 14 years old boy (autism); crowded spaces intimidate me, it is often hard for me to undertand what people say; I do not like certain types of food; I spend my time by myself and I draw.

5) 5 notes with the following message: I am a 13 years old girl; I live with my mother and my brother; I love them very muc hand we get along very well; I enjoy dancing hip-hop and have lots of friends at school.

The trainer reads aloud one sentence at a time; if the answer is affirmative, the trainees take a step forward.

Sentences:

a) I can go alone at the supermarket and buy everything my parents tell me to.

b) I think I can easily make friends.

c) It is not a problem for me to stay home all by myself.

d) I can choose any profession I want to in the future.

e) I can easily learn what professors teach.

f) I can go by myself to the toilet at school.

g) I can spend my free time as I like.

h) I feel comfortable in my body.

i) I think everyone accepts and respects me.

j) I have a crush on a schoolmate and I think the feeling is mutual.

k) My parents think that I am successful.

l) I have an active role at school.

In the end, each trainee will disclose what role he/ she played. Discussions.

„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.* (UNESCO, 2005)

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. (UNESCO, 2005)

Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and nonformal 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 reform of both the formal and nonformal education system;** • **responding only to diversity, but also improving the quality of education for all learners;** • **special schools but perhaps additional support 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.**

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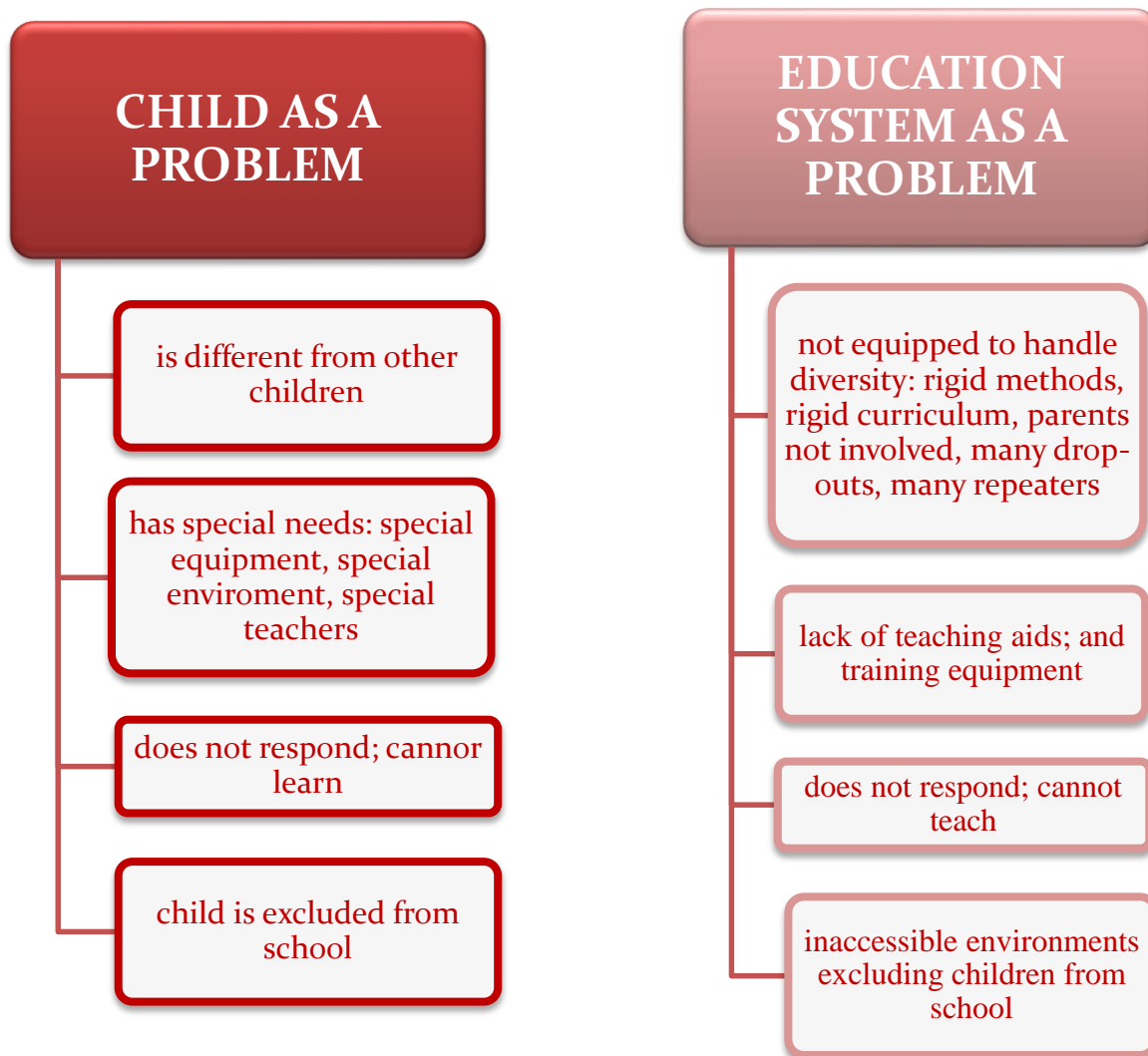
Social inclusion means respecting everyone rights and statute within a community; each person should have the opportunity to participate in a relevant way in the life of their community, and to enjoy an equal treatment as the others.

➢ *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 learning, 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 experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and "achievement" is about the outcomes of learning 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

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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
- does not respond; cannor 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.

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1.4 THE ROLE OF THE TEACHER, FAMILY AND COMMUNITY

SITUATION

a) The trainer advances a situation. Example: the teacher organizes a trip and the class has a student in a wheelchair. Which is the role of the teacher, family and community? The trainees are grouped in 3 teams and they will answer these questions. Then they will present their solutions to the others. Discussions.

b) Each team will have the task to analyze and present (on a flip-chart sheet) the role of one of the factors involved in the process of nonformal activities. Discussions.

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 of them (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.

An effective teacher understands that his role involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education:

Planning - at the planning stage, teachers play multiple roles. They are learners, constantly taking classes and attending professional development sessions to learn the latest best practices and strategies. Many teachers regularly collaborate with one another to gain new ideas, they analyze the results and other data to help determine the course of their actions and make changes whenever is necessary. Teachers also design activity plans taking into account each student's interests and special needs.

Implementing - instead of just lecturing in the classroom, teachers are facilitators of learning, providing students with the information and tools they need to face real life experiences. At times, teachers act like tutors, working with small groups of students or individual students. Teachers also play the role of evaluators, constantly assessing students' abilities through formal and nonformal assessments, providing suggestions for improvement.

Student interaction - perhaps the most important roles teachers fill involve interacting with students. Teachers must be leaders, earning the respect of students and setting a positive example. At the same time, teachers must show care and concern for students. A teacher has the power to build up or tear down a student's self-esteem and make a student's day or ruin it in an instant. When interacting with students, a teacher must fill the role of a counselor, a surrogate parent, a nutritionist and someone who has the best interests of every child at heart.

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

Family has always been „the first school of childhood". Family education remains for life. In family, children form their first representations and notions about the environment, life, human relations; family outlines children moral, aesthetic and intellectual opinions; in family they develop

attitudes, among which the most important is the attitude towards work; they develop emotional feelings and the most important emotional.

A special feature of "early childhood" is the tendency to imitate. And the "models" that they have on hand and they mimic are the family members. Therefore, family members should be models worthy of imitation by children. The family must become what it is already: the basic cell of society and, as it has been said, "the first school of life".

The family must exercise the mission of educational factor, influencing growth and psychosocial development of the child throughout the years. Important is that through this filter to pass whatever is chosen, beautiful, noble, great; qualities that come into the conduct of the child, the young.

The family has a special place in the institutional system of education. Family action during the entire development includes all sides of the formation of personality. It represents one of the most complete social media and education because of the possibilities to bring the child in the most varying situations and act upon the most complex and natural means. Educational influences that the family exerts on children may manifest either directly - through actions more or less directed, or, indirectly - by patterns of conduct provided by family members and by existing psychosocial climate in the family.

No matter how successfully a child is taught at school, participation of the family, and in some cases of 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.

Families and children should be at the heart of every community. Communities where learning occurs include strong connections of support and a solid infrastructure. In such spaces, its inhabitants lies at the intersection of three circles of support.

The closest circle to family inludes - extended family, friends, neighbors and fellow-servants, all of them representing their first source of support. Families turn to them when they need

recommendation, help, some advice, support etc. Families are not isolated; have close relationships with people who can provide information and resources to help them solve their problems.

The second circle is made up of group support useful institutions. It contains schools, churches, community organizations, libraries, recreation centers, colleges, health centers, hospitals and voluntary agencies. Together they help all young people and their families to develop their talents and interests, as well as the ability to learn and apply knowledge. By offering an extensive range of preventive and support services - health services for pregnant women, care advice, training profession - those institutions allow to meet the needs of families.

A third circle, that is narrower, contains services specialized in intervention and treatment in crisis situations - child welfare, income support, juvenile justice, treatment of mental health of those who take drugs and those against domestic abuse - to help those for whom prevention was not enough. Providers shall establish goals together to ensure that children and families receive quality services, as much is needed to solve problems.

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 • find the best tools or technics; • able to make the classroom inclusive in order to teach the children academic skills; • to adapt the teaching/ activities for all the children; • to create individual plans; • to plan nonformal	• they need to cooperate with the school properly; • the family should have harmonized relationship; • the parents should be a model for their children; • greater family and community involvement in formal education is essential (inclusion process); • families need to be informed about what they are entitled to, e.g. economically;	• ensuring the accessibility (transport, founding, location); • informing people with special needs about possible support activities; • to conciliate the children in the risk situations and their family; • to carry out awareness campaigns regarding people with disabilities or in risk situations.

activities for all;

- to identify the special needs of each student;
- to evaluate their own activities and to improve them;
- to collaborate with the families and the community;
- to be open-minded and focused on solving problems.

- to participate to nonformal activities whenever is necessary.

EVALUATION !

The trainees are asked to highlight reasons why they would plan nonformal activities. This is to be done in writing, by completing the sentence:

The reasons why I would plan nonformal activities are...

MODULE 2

TIME

4 h → theory

4 h → practice

OBJECTIVES

O1 - Describe the general characteristics of students with different disabilities (intellectual, physical, autism, ADHD) and multicultural and socially disadvantaged groups;

O2 - Identify the special needs of students with different disabilities (intellectual, physical, autism, ADHD) and multicultural and socially disadvantaged groups;

O3 - Identify basic strategies used in the activity with special needs students and multicultural and socially disadvantaged groups.

KEYWORDS

characterics, special needs, mental disabilities, physical disabilities, autism, ADHD, multicultural, socially disadvantaged, strategies

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2.1. THE GENERAL CHARACTERSITICS OF STUDENTS WITH DIFFERENT DISABILITIES (INTELLECTUAL, PHYSICAL, AUTISM, ADHD) AN MULTICULTURAL GROUPS

TEAM WORK

The participants will be divided into 5 groups and they will gather information (from books, internet, articles) about one of the following categories:

a) multicultural groups;

b) intellectual disabilities;

c) physical disabilities;

d) autism;

e) ADHD.

The trainees will complete on their own a tabel (work-sheet 1).

WORK-SHEET 1

General characteristics

Needs

Education / cognitive	Social / communication
Personal abilities / self management	Physical

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The trainees will regroup in other 5 groups, so that each new group will contain one participant from the previous groups. Each group will fill in (flip-chart sheet) a new general tabel (work-sheet 2) based upon the individual tabels.

WORK-SHEET 2

Needs	Education/ cognitive	Social/ communication	Personal abilities	Physical
Physical disability				
ADHD				
Multicultural groups				
Autism				
Intellectual disability				

Physical disability

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.

General Characteristics:

- difficulties regarding attention, memory, perception and abstract thinking;
- difficulties regarding self-determination, emotional control and decision-making;
- 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
- 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
- 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 diferent contexts.

Physical:

➢ development of motor, postural and sensory skills;

➢ use of assistive devices.

ADHD

Attention deficit/hyperactivity disorder (ADHD) is a mental disorder of the neurodevelopmental type, that affects millions of children and often continues into adulthood.

ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behavior.

There are 3 main types of ADHD:

a) predominantly inattentive

b) predominantly hyperactive/impulsive

c) combined type.

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:

a) Inattention:

- has difficulties in concentrating, can be easily distracted;
- doesn't notice the details;
- 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.

b) 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.

c) Impulsity:

- difficulties in thinking before acting (e.g. hitting a classmate when he/she is upset or frustrated);
- often answers before the question is finished;
- frequently interrupts and disturbs the others, or talks over them;
- problems with waiting his/her turn, such as when playing a game;
- has trouble behaving in socially appropriate ways, such as sitting still during a long meeting;
- has addictive tendencies;
- **has poor self-control,** acts recklessly or spontaneously without regard for consequences.

d) Emotional difficulties:

- easily flustered and stressed out, irritability or mood swings;
- short, often explosive, temper; doesn't deal well with frustration;
- low self-esteem and sense of insecurity; sense of underachievement;
- trouble staying motivated and hypersensitivity to criticism.

Needs:

Education/ Cognitive:

- ➢ smaller managable tasks;
- ➢ active pauses;
- ➢ active learning – active participatory strategies;
- ➢ material built up on student's interests;
- ➢ interesting visual and auditory presentations;
- ➢ personal notes;
- ➢ open-ended questions (no right-or-wrong kind of questions).

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Social/ Communication:

  ➢ individual attention;

  ➢ immediate encouragement and specific feedback;

  ➢ positive behavioural support;

  ➢ rules of appropriate behavior;

  ➢ abilities in order to adapt to community;

  ➢ competencies for social life (using public transport, shopping, going to museums, etc.);

  ➢ empathy development.

Personal abilities/ Self-management:

  ➢ competencies for personal hygiene;

  ➢ competencies for using clothing and footwear;

  ➢ competencies for organizing the personal space;

Physical:

  ➢ forming and developing grosier and fine motor skills;

  ➢ forming and developing ocular-motor coordination.

MULTICULTURAL GROUPS

Multiculturalism has been used as an umbrella term to characterize the moral and political claims of a wide range of marginalized groups, including African Americans, women, LGBT people, and people with disabilities.

Contemporary theories of multiculturalism, which originated in the late 1980's and early 1990's, tend to focus their arguments on immigrants who are ethnic and religious minorities (e.g. Latinos in the U.S., Muslims in Western Europe), minority nations (e.g. Catalans, Basque, Welsh, Québécois), and indigenous peoples (e.g. Native peoples in North America, Australia, and New Zealand).

General Characteristics:

Multicultural groups represent a society that contains more than one set of traditions, that is a mixture of many cultures.

The term 'multiculturalism' is sometimes used to describe a condition of society; more precisely, it is used to describe a society where a variety of different cultures coexist. Many countries in the world are culturally diverse. There are a variety of ways whereby societies can be diverse, for example, culture can come in many forms. Perhaps the chief ways in which a country can be culturally diverse is by having different religious groups, different linguistic groups, and variant racial groups.

- 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;
- religious diversity is a widespread phenomenon in many countries. India can be given as an example of a country which is religiously diverse, including citizens who are Sikhs, Hindus, Buddhists, among other religious groups. The US is also religiously diverse, including Mormons, Amish, Hutterites, Catholics, Jews and so forth. These groups differentiate from each other via a variety of factors. Some of these are the Gods worshiped, the public holidays, the religious festivals and the dress codes;
- linguistic diversity is also widespread. In the 21st century, there are more than 200 countries in the world and around 6000 spoken languages. Linguistic diversity usually results from two kinds of groups. First, it results from immigrants who move to a country where the language spoken is not their native language. The second kind of groups that are a cause of linguistic diversity are national minorities. National minorities are groups that have either settled in the country for a long time, but do not share the same language with the majority;
- another kind of group diversity is race. Races are groups whose physical characteristics are imbued with social significance. In other words, race is a socially constructed concept in the sense that it is the result of individuals giving social significance to a set of characteristics they consider that stand out in a person's physical appearance, such as skin color, eye color, hair color, bone/jaw structure and so forth. Physical characteristics create a multicultural

environment only when these physical characteristics mean that groups strongly identify with their physical characteristics and where these physical characteristics are socially perceived as something that strongly differentiates them from other groups. That is, racial cultural diversity is not simply the existence of different physical characteristics. Rather, these different physical characteristics must entail a sense of common identity which, in turn, are socially perceived as something that differentiates the members of that group to others.

Needs:

Education/ Cognitive:

➢ development of schoolar competences (reading, writing, and mathematical skills);
➢ development of intellectual process skills such as problem solving, critical thinking, and conflict resolution;
➢ teaching to "culturally distinct" learning styles;
➢ using multicultural ideas and perspectives into the curriculum;
➢ 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;
➢ guidance and collaborative learning;
➢ cognitive assessment should be performed in the learner's strongest language or in the combination of first and second language.

Social/ Communication:

➢ concrete techniques for interacting with people who are different from themselves (skills in cross cultural communication, interpersonal relations, perspective taking, contextual analysis, understanding alternative points of view and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors);
➢ development of competencies in order to adapt to society;
➢ development of lingvistic competences; both mother and second language support could be provided and this is vital in this kind of educational process;

➤ the teacher must consider the differences arising from cultural and religious diversity when preparing learning and teaching.

Personal abilities/ Self-management:

➤ opportunities to see positive representations of aspects of themselves, leading students to "greater self-understanding, positive self-concepts, and pride in one's ethnic identity."

➤ personal development and abilities to manage their feelings, emotions;

➤ development of abilities to act in real-life situation (shopping, transport);

➤ development of a deep understanding of the need to take action as citizens of the global community in order to solve their problems.

Physical:

➤ classroom pedagogy underpinned by positive reciprocal interaction between teachers-students and student-student;

➤ involvement in different work-team activities;

➤ facilitation and security.

AUTISM

Autism is a life-long development disability that affects how a person communicates with and relates to oher people, and how they experience the world around them.

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The development pervasive disorders established by DSM - mental disorders are:

- *Autism disorder* (neurological disorder characterized by learning difficulties, language problems, communication and social interaction difficulties);

- *Asperger disorder* (describes children which have some features of autism, but are extremely gifted in some fields of knowledge);

- *Childhood disintegrative disorder* (the first two years of the child s evolution is normal, followed by a clear loss of previous achieved abilities just in a period of a few months)

- *Rett disorder* (development of multiple specific deficits, follwing a period of normal function after birth);

- *Global development disorder* - including typical autism (children present autism features but the communication and relationship problems are less servere).

General characteristics:

- Social interaction deficits:

  - impediments in using some nonverbal behaviours such as eye to eye gaze, facial expressions, body positions;

  - lack of desire in sharing pleasure, interests or accomplishments with other people;

  - lack of social and emotional reciprocity.

- Social communication deficits:

  - delays or lack of verbal language (not accompanied by the will to compensate this with alternative communication such as gestures or mimicry);

  - stereotype and repetitive language or idiosyncratic language;

  - absence of varied and spontaneous game-play or social imitative game-play according to age.

- Restricted, repetitive patterns of behaviour, interests or activities:

  - reduced and abnormal interest in concentration;

  - apparent inflexible adhesion for a specific ritual;

  - stereotypes/ repetitive manners (complex movements of the whole body, waving/ twisting hands in the air).

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

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.

  ➤ 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.

<u>Physical:</u>

➢ stuctured organization of the classroom time/ space/ furniture;

➢ desensitisation;

➢ facilitation and security.

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

▪ **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.

▪ **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.

▪ **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.

▪ **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.

DEFICIENȚĂ MINTALĂ

Intellectual disability is understood like a global deficiency which highly influences social and professional adaptation, the degree of competence and personal and social autonomy, thus affecting the whole personality: structure, intellectual, affective and psyhomotric development.

Intellectual disability is a generalized <u>neurodevelopmental disorder</u> characterized by significantly impaired <u>intellectual</u> and <u>adaptive functioning</u>. It is defined by an <u>IQ</u> score <u>under 70</u> in addition to deficits in two or more <u>adaptive behaviors</u> that affect everyday, general living. While IQ scores are still relevant and important in assessing the level of intellectual disability, the new DSM-V adds another layer of diagnostic criteria. Mental health professionals must consider the person's ability or impairment across three skill areas: conceptual, social, and practical life skill.

The classification for intellectual disability:

- **Liminal intellect:**
  - IQ 70 to 80
  - remain at grades level 5/6
  - difficulties in acquiring reading-writing, arithmetics
  - behaviour problems
  - need differentiated and individualized curricula for school integration

- **Mild intellectual disability:**
  - IQ 50 to 70
  - slower than typical in all developmental areas
  - no unusual physical characteristics
  - able to learn practical life skills
  - attains reading and math skills up to grade levels 3 to 6

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- able to blend in socially

- functions in daily life

- **Moderate intellectual disability:**

  - IQ 35 to 49

  - noticeable developmental delays (speech, motor skills)

  - may have physical signs of impairment (thick tongue)

  - can communicate in basic, simple ways

  - able to learn basic health and safety skills

  - can complete self-care activities

  - can travel alone to nearby, familiar places

- **Severe intellectual disability:**

  - IQ 20 to 34

  - considerable delays in development

  - understands speech, but little ability to communicate

  - able to learn daily routines

  - may learn very simple self-care

  - needs direct supervision in social situations

- **Profound intellectual disability:**

  - IQ less than 20

  - significant developmental delays in all areas

  - obvious physical and congenital abnormalities

  - requires close supervision

  - requires attendant to help in self-care activities

  - may respond to physical and social activities

  - not capable of independent living

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, doesn'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);

➢ offering the model in order to accomplish the task;

➢ dividing the task into small steps (using visual support);

➢ demonstrating the way of achieving the final product of the task.

Social/ Communication:

➢ forming and developing attitudes and rules of appropriate behavior;

➢ forming and developing abilities in order to adapt to society;

➢ forming and developing independent competencies for different social situations (using public transport, shopping, going to museums, etc.);

➢ the development of a communication system (verbal /nonverbal);

➢ spoken language stimulation;

➢ vocabulary development;

➢ learning/exercising reading and writing.

Personal abilities/ Self-management:

➢ forming and developing competencies for personal hygiene;

➢ forming and developing competencies for healthy nutrition;

➢ forming and developing competencies for personal space (school, home);

➢ forming and developing competencies for using clothes;

➢ forming and developing competencies for using footwear.

Physical:

➢ forming and developing grosier and fine motor skills;

➢ forming and developing the body scheme and laterality;

➢ forming and developing ocular-motor coordination;

➢ operating with known elements of the environment.

2.2. BASIC STRATEGIES USED IN THE ACTIVITY WITH SPECIAL NEEDS STUDENTS AN MULTICULTURAL GROUPS

FORUM THEATRE

The groups from 2.1. will be reestablished. Each group will give a short performance (3-5 min): a negative situation which will have as main character a person from the category which they have studied. At the end of the performance, different strategies for intervention will be discussed in order to transform the situation into a positive one. One performance will be picked to be played, the audience taking place of the actors with the aim of changing the scene (the main character can not be replaced). Discussions.

Teaching strategy is a complex and coherent system of methods, materials and other educational resources which are used in order to reach educational objectives.

The teaching strategy occupies a central place in an activity because the design and organization of an activity is realised depending upon the teacher s chosen strategy. It is conceived as a complex scenario in which teachers and students are involved, as well as objectives and diverse methods. The teaching strategy foreshadows the best and most efficient method route (in this way, errors, risks and unwanted events which can take place during an activity may be prevented).

Teaching strategies include:

- ways of organizing an activity;

- methods;

- materials;

- operational objectives.

Teaching strategies characteristics:

- placing in the centre of the activity the target group;

- adapting the activity to the individual psychological particularities;

- unique combination of key elements during the development of an activity.

When choosing a strategy, teachers need to keep in mind the capacities abilities and interests of the children. Each student is capable to get involved in an activity, to cooperate with the others and to learn new things if the proper tools are offered to him. Therefore, choosing the right strategy must begin with analyzing the development particularities of the child and its needs.

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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. To 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 main characteristics of my targeted group?"*

MODULE 3

TIME

5h → theory

3h →practice

O1 - Analyze types of behaviour within the group.

O2 - Describe active-participatory methods.

O3 - Give examples of nonformal activities.

OBJECTIVES

KEYWORDS

group dynamics, Tuckman's Theory, stages of group development, active-participatory methods

3.1. GROUP DYNAMICS.

TUCKMAN'S THEORY

PowerPoint: Tuckman's Theory

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 nonformal, 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

1. **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.

2. **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.

3. **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.

4. **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.

5. **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

CASE STUDY

Trainees will think about which stage their own students are and what they can do to improve the situation.

The trainer will settle 5 areas appropriate to each level of the Tuckman's theory. The participants will group according to these levels. They will motivate the reasons for which they think their pupils are at the chosen level. Discussions.

3.2. ACTIV-PARTICIPATORY METHODS

Brainstorming

Regarding the methods used by the trainer throughout the training session: favourite method, characteristics of the applied methods. The trainer notes methods and their characteristics.

The trainees will give examples of methods which they used in their activity.

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 education 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, faciltates the contact with the environment, thus leading to socialization. They promote establishing relations between children, mutual understanting, acceptance and respect.

Goals of active participatory methods:

- promotes social and educational inclusion;
- stimulates motivation for learning;
- stimulates selfconfidence;
- promotes positive attitude for education;
- promotes good relationships between the children.

Examples of active-participatory methods:

debate	*interview*
brainstorming	*game plays*
starbursting	*simulation*
role play	*storyboard*
forum theatre	*spider map*
gallery tour	*four corners*

3.3. NONFORMAL ACTIVITIES

TEAM WORK

Trainees will watch movies or will look at photos with different nonformal activities.

The participants will be divided in 6 groups and they will pick one type of nonformal activity (music, dance, drama, painting, modelling, sport); each team will organize a nonformal activity for the other participants.

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.

**EVALUATION
!**

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

MODULE 4

TIME

5h → *theory*

7h → *practice*

O1 - *Design a plan of nonformal activities*

O2 - *Implement nonformal activities*

O3 - *Evaluate nonformal activities*

O4 - *Revise the outcome of nonformal activities*

OBJECTIVES

KEYWORDS

nonformal activities, plan, implement, evaluate, revise

Scoala Gimnaziala Speciala
SF. Nicolae, Bucharest,
Romania

Mozgasjavito' Elementary
and Specialized
Secondary School -
Budapest, Hungary

Tuna Ilkokulu - Istanbul,
Turkey

APCAS
Associação de
Paralisia Cerebral de
AlmadaSeixal, Seixal-
Lisabon, Portugal

TARTU HERBERT
MASINGU KOOL
Tartu Herbert Masingu
Kool- Tartu, Estonia

førde
ungdoms
skule
Førde
Ungdomsskule-
Førde, Norway

4.1. PLANNING NONFORMAL ACTIVITIES

LUCRU PE ECHIPE

Participants will be grouped as in 3.3.; they will identify the steps which they follwed when planning the nonformal activity. They will set up a list with key elements which need to be taken into consideration when planning an activity. Each group will presents its ideas, the trainer will note it down. Discussions.

DESCRIEREA CÂMPURILOR FORMULARULUI

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 <u>funding resources</u> 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: • <u>Material or Equipment</u>: 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); • <u>Rules</u>: 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.); • <u>Context</u>: 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.); • <u>Communication strategies</u>: 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

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	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.

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
	Financial	-
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)
	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
Evaluare		- Evaluate interest and satisfaction levels through group reflexion - Suggest how to improve

TEAM WORK

Trainees will be divided in 6 groups. They will establish and present an activity plan by filling in the given worksheet. Discussions.

4.2. IMPLEMENTING NONFORMAL ACTIVITIES

Each participant will plan and implement an activity with a group of students.

4.3. EVALUATING NONFORMAL ACTIVITIES

PAIR INTERVIEW

Each trainee will answer the following questions:

1. How did the activity go on? What did you learn from this experience?

2. Do you consider that you have fulfilled your objectives? Describe the actions which helped you fulfill your objectives.

3. Was it necessary to modify something from the plan when the activity took place? If so, then what did you change?

4. What would you change next time?

FISHBOWL

4 groups will be set up; each team will draw one of the previous question and will form a small circle. They will analyse the individual responses of the chosen question while the others will be listening/ observing. One group at a time will enter the circle, analysing the answers for each question while the others observe

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Project no: 2016-1-RO01-KA201-024566

Erasmus+

NON4MAL 4ALL

EVALUATION !

The trainer asks the participants to:
Write an example of how can you evaluate your activity.

FINAL GAME

4 groups are set up; each one will recieve a blank flip-chart sheet and different materials. The general task is to represent by a drawing/ picture/ collage/ words the answer to the question: What comes into your mind when you think about this training? In the end, the 4 paper sheets will be united, forming an assembly image of all the participants.

EVALUAREA FINALĂ!

The trainees need to...
1.Create a plan
2. Implement
3. Evaluate and write their reflection (based on the questions from 4.3.)

<u>**Criteria:**</u> *Attendance to over 75% of the course and fulfill de evaluation tasks (each module and final evaluation).*

Scoala Gimnaziala Speciala
SF. Nicolae, Bucharest, Romania

Mozgasjavito' Elementary and Specialized Secondary School - Budapest, Hungary

Tuna Ilkokulu - Istanbul, Turkey

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APCAS
Associação de Paralisia Cerebral de AlmadaSeixal, Seixal-Lisabon, Portugal

Tartu Herbert Masingu Kool- Tartu, Estonia

Førde Ungdomsskule-Førde, Norway

QUESTIONNAIRE

Date _____/ _____/ _____

For each of the following sentences, acess from 1 ("Very unsatisfied") to 5 ("Very satisfied"), your level of satisfaction with this training-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. Trainers					
	5. Facilities					
Programatic contents	6. Interest					
	7. Relevance					
	8. Methods					
	9.Pedagogic support					
Objectives	10. Theoretical					
	11. Practical					
Global						

Positive aspects

_____
_____
_____
_____

Suggestions

_____
_____
_____
_____

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Scoala Gimnaziala Speciala
SF. Nicolae, Bucharest,
Romania

Mozgasjavito' Elementary
and Specialized
Secondary School -
Budapest, Hungary

Tuna Ilkokulu - Istanbul,
Turkey

APCAS
Associação de
Paralisia Cerebral de
AlmadaSeixal, Seixal-
Lisabon, Portugal

TARTU HERBERT
MASINGU KOOL
Tartu Herbert Masingu
Kool- Tartu, Estonia

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