

Guidelines for teachers to Engagement with Disabled People



Co-funded by
the European Union

“Running a workshop is really very much like anything else: If you prepare well, stay relaxed and respect the participants, it’ll go fine.” (Community Tool Box)



Co-funded by
the European Union



PARTNERS

- *Creative Future Ideas (KAI)* - Lithuania
- *Educational Center IDEJA* - Latvia
- *Polo Europeo della Conoscenza - IC di Bosco Chiesanuova, EUROPOLE* - Italy
- *Univerzitetni rehabilitacijski inštitut Republike Slovenije Soča* - Slovenia
- *Formación para el Desarrollo y la Inserción (DEFOIN)* - Spain
- *Triskelion Norway* - Norway



TABLE OF CONTENTS

PARTNERS	1
INTRODUCTION	3
1. Workshops for people with hearing disabilities (KAI)	4
Workshop No. 1: "Silent coffee"	4
Workshop No. 2: "Christmas Fair"	9
Workshop No. 3: "Creative workshop"	14
2. Workshops for people with physical disabilities (IDEJA).....	20
Workshop No. 1: "Creator of the new reality."	20
Workshop no. 2: "Builder of the new ourselves reality!"	28
Workshop No. 3: "Creative walk"	36
3. Workshops for adult Asperger (EUROPOLE)	45
Workshop No.1: "Team building"	45
Workshop No. 2: "Writing and creativity out of the flock "	51
Workshop No. 3: "Our stories"	57
4. Workshops for people with intellectual disability (URI)	62
Workshop No. 1: "This is me"	62
Workshop No. 2: "Finding solutions"	72
Workshop No. 3: "My path of dreams"	81
5. Workshops for people with cerebral palsy (DEFOIN).....	89
Workshop No. 1: "A dream place"	89
Workshop No. 2: "Street art"	98
Workshop No. 3: "Dreams in the open air"	106
6. Workshops for people with mental health disorders (TRISKELION)	116
Workshop No. 1: "Photo hunt"	116
Workshop No. 2: "Bean bag tossing"	120
Workshop No. 3: "Quick bird feeder"	122



INTRODUCTION


These guidelines for trainers are designed to provide the necessary instructions and creative and art therapy methodologies so that trainers can hold workshops and trainings and adapt them to people with different types of disabilities. Uri-Soca has been in charge with this result, which has been elaborated together with the other partners.

The methodology and instructions about the use of the training materials have been developed according to the first result of the project: Manual for adult trainers on Creativity&Art therapy for disabled, and in close relation with the training materials for learners. The Guidelines contain detailed instructions about the use of the training materials in a classroom, online and in mixed classes: instructions on how to implement film analysis, role plays, case-related work, reflecting sessions, exercises, how to lead group discussions. The Guidelines provide technical indications on the duration of activities, methods to be used and feedback to offer. It encourages trainers to be sensitive to learners' specificities and to develop correct values and principles, as well as to fight harmful prejudices and stereotypes. It also provides bibliography on the topic of Creativity&Art therapy for the trainers who would need to learn more on the topic and an evaluation questionnaire for the future trainers. It also provides information about communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices. Training evaluation may involve meetings with Sign Language interpreters, accessible online surveys, postal surveys or one-on-one conversations.



1. Workshops for people with hearing disabilities (KAI)

Workshop No. 1: "Silent coffee"

<p>Title, short description and methods</p>	<p>"SILENT COFFEE"</p>  <p><i>Photo credit: Creative Future Ideas</i></p> <p>During Silent Coffee meetings 10-20 people (hearing and deaf) gather to learn some sign language, find like-minded people and communicate together. They learn to sing a song in sign language.</p>
<p>Aims</p>	<p>Increase disabled adult participants' social inclusion. Activities will be carried out together with hearing persons and will help participants to get to know each other better, to overcome established stereotypes related to the deaf, to learn how to communicate together.</p>
<p>Achieved competences</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Increase their knowledge about communication - Increase their knowledge about team work; <p>Skills:</p> <ul style="list-style-type: none"> - will develop communication skills - will break down stereotypes related to disabled people - will increase self-confidence; <p>Attitude:</p> <ul style="list-style-type: none"> - will be able to work in a team; - will be able to communicate with hearing people;



	<ul style="list-style-type: none"> - will become more tolerant of each other;
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) • Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants




	<p>with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<ul style="list-style-type: none"> • Snuggery place • Computer • Internet • Projector • Loudspeakers • Player • Coffee, tea, snacks
Group size	Group size from 10 to 20 people. Half of them – deaf, half – hearing.
Pedagogical tips for the Trainers	<p>Trainer and hearing participants should follow these recommendations:</p> <ul style="list-style-type: none"> • Deaf people can communicate in a variety of ways - through a sign translator, reading from the lips, writing text on paper. If you want to talk to a deaf person, you should first find out what type of communication is acceptable to him. • If the information being transmitted is very difficult, the most effective way is to use a qualified sign translator. Correspondence can be used for a simple conversation. • If you have difficulty understanding the deaf, tell him about it and look for other ways to communicate. • With the help of a sign translator, keep eye contact with the deaf. Ask questions to the deaf, not about him. For example,



	<p>ask, "What do you want?", Instead of asking the translator, "Ask him what he wants."</p> <ul style="list-style-type: none"> • The deaf need to be included in the conversation about decisions that are important to them, not decisions made for them. • Before you start a conversation with a deaf person, make sure he or she is paying attention to you. Depending on the situation, you can reach out, wave, touch your shoulder or otherwise draw attention. And only then can a conversation be started. • If the deaf or hard of hearing did not understand what you said, there is no need to repeat the misunderstood sentences but to paraphrase your thoughts. • You need to look at the face of the person you are talking to. It is best to communicate in a quiet, well-lit room. You need to stand so that the light does not fall on you from behind, as it will be difficult for a deaf person to see your face. • Speak clearly. Most people with hearing impairments will understand you, especially by looking at your lips. You should not smoke, chew or cover your mouth during the conversation. • No need to shout on the deaf or hard of hearing. The deaf will not hear what you said, and the sound of the deaf will be blurred. • It is best to send SMS messages to people with hearing impairments.
<i>Time needed</i>	<p>Preparation for the workshop – 2 hours Main activities – 1,5 hour Evaluation – 10 min Non-formal communication – not limited, depends on group</p>
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • Trainer greet the participants. If participants know each other, all group can play energizer or relaxation activities. If participants do not know each other, workshop must start from Name games. Most simple game for deaf participants – write names on sticky notes and stick on the sweater. • After greeting the participants, trainer briefly introduce the topic of workshop and how long it will last • Trainer also warns that he will be taking pictures during the workshop and that the participants should mark whether




	<p>they allow the publication of the pictures (if the workshops will not be photographed, this part is not necessary).</p> <ul style="list-style-type: none"> • If the workshop takes place in room/on location that the participants do not know from before, it is important that the trainer warns the participants where the toilet is, including disability toilet (for example: "Toilets are located down the corridor to the right. Disability toilet available...") • Only when we create a comfortable place for all participants, we can start the workshops.
Steps in the implementation	<ol style="list-style-type: none"> 1. Trainer present a song will be learned during the workshop. Song must be presented like video clip with subtitles, like for karaoke: https://www.youtube.com/watch?v=cx217xxKrDI 2. One deaf person or person who knows sign language, must be leader. He/she shows signs for each word. Other participants repeat.  <p><i>Photo credit: Creative Future Ideas</i></p> <ol style="list-style-type: none"> 3. After all words are translated to sign language, group can start sign together. Its better stay in a circle, when participants can see each other and leader. 4. After main activity, participants are offered for coffee. During this coffee time, participants can communicate in non-formal way.
How to end workshop	<p>After workshop ends, trainer kindly encourage participants to clean up their tables, wash the cups and plates. They can help each other clean up.</p>
Sources / further reading / resources	<ul style="list-style-type: none"> • Video link showing the implementation of workshop: https://m.facebook.com/watch/?v=277806150770859&paipv=0&eav=AfYOE4715ChEU9YOGUVRhnxuOUWzzx FbSHr9veXzuLP6fG9vZw_98nCAoZxFsY8gchA&_rd=



	<ul style="list-style-type: none"> “Manual for adult trainers on Creativity&Art therapy for disabled” https://disable.altervista.org/manual-for-adult-trainers.../
--	--

Workshop No. 2: “Christmas Fair”

<p>Title, short description and methods</p>	<p>“CHRISTMAS FAIR”</p> <p>TRANSFORMATION OF THE GLAS JAR TO VASE (HANDICRAFT METHODS 4.1) + BRUSH AND PENCIL HOLDER CREATING (HANDICRAFT METHODS 4.2) + CREATING OF STRIKING DECORATIVE OBJECTS (HANDICRAFT METHODS 4.3) + POLYMER CLAY CRAFTING (HANDICRAFT METHODS 4.4, 4.5, 4.6) + “SEASIDE” (HANDICRAFT METHODS 4.7.) + DECORATIONS BY ROSE PETALS (HANDICRAFT METHODS 4.8) + “PARADISE APPLES” (HANDICRAFT METHODS 4.9)</p>  <p><i>Photo credit: Creative Future Ideas</i></p> <p>Workshop consist from 2 parts:</p> <ol style="list-style-type: none"> 1. Creating handicrafts workshop 2. Organizing Christmas fair <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<p>Increase disabled adult participants’ entrepreneurial capabilities</p>
<p>Achieved competences</p>	<p>Knowledge:</p>



	<ul style="list-style-type: none"> - Increase their knowledge about business - Increase their knowledge about selling their products; <p>Skills:</p> <ul style="list-style-type: none"> - will develop making handicrafts skills - will increase entrepreneur skills; - will increase self-confidence; - will increase communication with customers' skills; <p>Attitude:</p> <ul style="list-style-type: none"> - will be able to create handicrafts; - will be able to organize fair; - will become entrepreneurs.
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) • Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email



	<p>address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<p>For the 1 part:</p> <ul style="list-style-type: none"> • Materials for handicrafts you can find on “Manual for adult trainers on Creativity&Art therapy for disabled” 4 TOPIC: Handicrafts methods <p>For the 2 part:</p> <ul style="list-style-type: none"> • enough space for the fair • tables • tablecloths • price tags
Group size	Group size from 10 to 20 people.
Pedagogical tips for the Trainers	<p>Trainer should follow these recommendations:</p> <ol style="list-style-type: none"> 1. Creating handicrafts need a time. 1 part of workshops should start not later than on November. Participants must assess their abilities; they need to have as many gifts as possible for the Fair




	<ol style="list-style-type: none"> 2. Choose a date for Christmas Fair. Its event can be held during Advent time. 3. Find a place for Christmas Fair. Trainer can ask schools, state organizations, theatres, supermarkets for the place. Best time for Fair – during city events, before concerts, festivals, when many people can visit your Fair.
Time needed	<p>Preparation for the handicrafts workshop – 2 hours Main activities – 1,5 hour, homework – 3 weeks Evaluation – 10 min</p> <p>Preparation for Christmas Fair: 6 hours Christmas Fair – 3 hours Evaluation – 10 min</p>
Course introduction and welcoming the learners	<p>Part 1: Handicrafts workshop:</p> <ul style="list-style-type: none"> • Trainer greet the participants. Participants can play energizer or relaxation activities • After greeting the participants, trainer briefly introduce the topic of workshop and how long it will last. Trainer explain participants about homework and why it's necessary. • Trainer also warns that he will be taking pictures during the workshop and that the participants should mark whether they allow the publication of the pictures (if the workshops will not be photographed, this part is not necessary). • If the workshop takes place in room/on location that the participants do not know from before, it is important that the trainer warns the participants where the toilet is, including disability toilet (for example: "Toilets are located down the corridor to the right. Disability toilet available...") <p>Only when we create a comfortable place for all participants, we can start the workshops.</p> <p>Part 2: Christmas Fair</p> <ul style="list-style-type: none"> • Start from advertisement. You can create poster ad put them on place where Fair will be organized. • Use social networks: create an event on Facebook, spread information on Instagram, in your organization webpage. Use other channels for dissemination. • Get a trade permit from the municipality



<p>Steps in the implementation</p>	<p>1 part: Handicrafts workshop:</p> <ol style="list-style-type: none"> 1. Trainer choose 2-4 methods from “Manual”. 2. Prepare preliminary all necessary equipment, samples, materials and tools for workshop. 3. Show the samples of handicrafts or images of the ready products to participants. 4. Describe the materials and tools you will work with and demonstrate how to use them correctly. 5. Start to demonstrate the stages of the creation handicrafts process slowly, clearly, but shortly. Ask participants to follow you and repeat what you do, observe them, correct them, help them to act correctly. 6. When the handicrafts are ready, leave them to dry and ask participants to clean up the work area, tools, hands, and to place the materials in their places. This is important because the participants will be repeating this on their own and need to know how to take care of the instruments. 7. At the end, discuss the results and give them feedback, projecting it into the current and future situation, thereby stimulating the achievement of the desired results. 8. Ask participants continue this work at home and create as much handicrafts as possible. <p>2 part: Christmas Fair</p> <ol style="list-style-type: none"> 1. Prepare place for Fair. set the tables, cover them with a tablecloth or coloured paper, decorate them 2. Ask participants set prices of their handicrafts. It's important, because it will be easier for participants communicate with customers. 3. Put your handicrafts on the tables 4. Start a trade. 5. At the end, discuss the results and give them feedback, projecting it into the current and future situation, thereby stimulating the achievement of the desired results.
<p>How to end workshop</p>	<p>After workshop ends, trainer kindly encourage participants to clean up their tables and trade place. They can help each other clean up.</p>
<p>Sources / further reading / resources</p>	<p>“Manual for adult trainers on Creativity&Art therapy for disabled”: https://disable.altervista.org/manual-for-adult-trainers.../</p>



Workshop No. 3: "Creative workshop"

<p>Title, short description and methods</p>	<p>"CREATIVE WORKSHOP"</p>  <p>Photo credit: Creative Future Ideas</p> <p>Deaf people lack one of the senses – hearing, they have very low self-expression and self-confidence level. They feel misunderstood, rejected from society.</p> <p>Workshop aim increase their self-expression and self-confidence, teach creative problem solving.</p> <p>Workshop includes activities:</p> <ol style="list-style-type: none"> 1. Battery charging 2. Write a Self-Compassion Letter 3. Making a gift <p>Battery charging helps increase participants' self-esteem and positive emotions.</p> <p>Writing a Self-Compassion Letter helps increase self-confidence, self-love</p> <p>Making a gift activity increase participants creativity. They have just task: make a gift. But no rules. Also trainer do not give any materials for this activity. They are free to choose materials, methods, forms, shapes, etc.</p>
<p>Aims</p>	<p>Increase disabled adult participants' creativity and self-expression</p>
<p>Achieved competences</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Increase their knowledge about creative thinking - To understand the peculiarities of compassion; <p>Skills:</p> <ul style="list-style-type: none"> - will develop communication skills - will increase self-esteem - will increase self-confidence; <p>Attitude:</p>



	<ul style="list-style-type: none"> - will be able to apply examples of compassion in everyday situations - will become more tolerant of each other;
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) • Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of



	<p>the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<ul style="list-style-type: none"> • sheet of paper; • pin; • pen;
Group size	Group size from 10 to 20 people
Pedagogical tips for the Trainers	<p>Trainer should follow these recommendations:</p> <ol style="list-style-type: none"> 1. Deaf people can communicate in a variety of ways - through a sign translator, reading from the lips, writing text on paper. If you want to talk to a deaf person, you should first find out what type of communication is acceptable to him. 2. If the information being transmitted is very difficult, the most effective way is to use a qualified sign translator. Correspondence can be used for a simple conversation. 3. If you have difficulty understanding the deaf, tell him about it and look for other ways to communicate. 4. With the help of a sign translator, keep eye contact with the deaf. Ask questions to the deaf, not about him. For example, ask, "What do you want?", Instead of asking the translator, "Ask him what he wants."



	<ol style="list-style-type: none"> 5. The deaf need to be included in the conversation about decisions that are important to them, not decisions made for them. 6. Before you start a conversation with a deaf person, make sure he or she is paying attention to you. Depending on the situation, you can reach out, wave, touch your shoulder or otherwise draw attention. And only then can a conversation be started. 7. If the deaf or hard of hearing did not understand what you said, there is no need to repeat the misunderstood sentences but to paraphrase your thoughts. 8. You need to look at the face of the person you are talking to. It is best to communicate in a quiet, well-lit room. You need to stand so that the light does not fall on you from behind, as it will be difficult for a deaf person to see your face. 9. Speak clearly. Most people with hearing impairments will understand you, especially by looking at your lips. You should not smoke, chew or cover your mouth during the conversation. 10. No need to shout on the deaf or hard of hearing. The deaf will not hear what you said, and the sound of the deaf will be blurred. 11. It is best to send SMS messages to people with hearing impairments.
<i>Time needed</i>	<p>Main activities – 3 hour Evaluation – 10 min Non-formal communication – not limited, depends on group</p>
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • Trainer greet the participants. If participants know each other, all group can play energizer or relaxation activities. If participants do not know each other, workshop must start from Name games. Most simple game for deaf participants – write names on sticky notes and stick on the sweater. • After greeting the participants, trainer briefly introduce the topic of workshop, aims, activities and how long it will last • Trainer also warns that he will be taking pictures during the workshop and that the participants should mark whether they allow the publication of the pictures (if the workshops will not be photographed, this part is not necessary). • If the workshop takes place in room/on location that the participants do not know from before, it is important that the trainer warns the participants where the toilet is,



	<p>including disability toilet (for example: “Toilets are located down the corridor to the right. Disability toilet available...”)</p> <p>Only when we create a comfortable place for all participants, we can start the workshops.</p>
Steps in the implementation	<p>1. Battery charging</p> <ol style="list-style-type: none"> 1. All the members of the activity are given a sheet of paper, pin, and a pen. The sheet is pinned on the backs and members individually move in the room. The task is to write on the paper to each of the participant something good about this person. Members walk freely around the room and make notes on the sheets of the other members. 2. After representing the task members of group “charge batteries” mutually. Trainer has got the chance to check that there are not occurring any negative notes, as well as moderate the time which depend on group dynamic. 3. At the end of activity, when all the members are finished writing the positive notes, all members are asked to take from their backs papers and read the notes from the other members in silent. Then trainer can ask some people to share some of messages they received. 4. The sheet with positive notes can serve to participants’ every time they feel the need to raise their self-esteem. The “battery” lasts forever. If there was a negative comment on one’s back, it is necessary to ask why and who wrote it down. The activity can as well show the possible negative relationships among members of the group which will need to be analyzed later. <p>2. Write a Self-Compassion Letter</p> <ol style="list-style-type: none"> 1. Everybody has something about themselves that they don’t like; something that causes them to feel shame, to feel insecure, or not “good enough.” 2. Task for participants: Write a letter to yourself about this issue from a place of acceptance and compassion. So, try to write out something kind to yourself, talking to yourself like you're a child or someone in need of kindness. Here is a self-compassion exercise that can help you build this skill. Time for writing letter – 10 minutes. 3. Reflection questions: <ul style="list-style-type: none"> ○ Was it hard to write this kind of letter? ○ Was it hard to feel compassion for yourself?




	<ul style="list-style-type: none">○ How your feelings changed while writing this kind of letter? <p>3. Make a gift</p> <ol style="list-style-type: none">1. Trainer divide participants in to small groups – 4-6 people in each. Gave them task – create gift for..... (Country, City, School, Friend, etc.). They can create gift from nature materials, also it can be dance, song, video, presentation, whatever they want. Let the participants' creativity shine2. After participants present their gifts.3. Instructors can organize competition and ask participants vote for best and most creative gift.
<i>How to end workshop</i>	After workshop ends, trainer kindly encourage participants to clean up their tables end room. They can help each other clean up.
<i>Sources / further reading / resources</i>	“Manual for adult trainers on Creativity&Art therapy for disabled”: https://disable.altervista.org/manual-for-adult-trainers.../



2. Workshops for people with physical disabilities (IDEJA)

Workshop No. 1: "Creator of the new reality."

<p>Title, short description and methods</p>	<p>„CREATOR OF THE NEW REALITY“</p> <p>COLLAGE “A MAP OF MY THOUGHTS” (ART THERAPY METHODS, 1.2) + BRUSH AND PENCILS HOLDER CREATION. DECOUPAGE WITH SILK PAPER (HANDICRAFTS METHOD, 4.2) + POLYMER CLAY CRAFTING. PENDANT CIRCLE (HANDICRAFTS METHOD, 4.4)</p>  <p><i>Photo credit: Educational Center IDEJA</i></p> <p><i>The workshop instruction are adapted to work with people with physical disabilities, in wheelchairs, with motorical problems.</i></p> <p>People with disabilities are not enough underrepresented in labour market and underutilized in the workplace. They tend to experience higher rates of unemployment, more financial and economic problems than the general population. It is the statistically evident that entrepreneurship lower as well among the people with disabilities than the rest population as well. Because along with the physical problems, people with physical disabilities are distinguished by self-doubt, low self-sufficiency, sense of inner tension, sense of isolation from society. Therefore, the goal and objectives of our workshops is to demonstrate and to introduce a simple and affordable method of changing the situation, improving self-awareness, increasing self-esteem and creating prerequisites for improvement potential entrepreneurial abilities.</p> <p>In accordance with the first task we will define the areas of life that are most important for the participant and clarify the participant's</p>
---	---



	<p>desires. And then participants get training that improves creativity and practical skills to integrate into the job market.</p> <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
Aims	Realistic steps into dream space. Motivation of participants for entrepreneurship. Knowledge and basic skills in to the jewelry making and interior decoration.
Achieved competences	Participants create the tool for the new reality, changing the surrounding space and itself by that, receive the basic theoretical and practical knowledge in jewelry making and interior decoration for the stimulation starting for the further entrepreneurial activities
Guidelines for the implementation of workshops in mixed classes	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...)



	<p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Guidelines for implementation of online workshops</p>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>The workshop will be in classroom. The workspace must be enough large and comfortable for all participants, especially in wheelchairs and to have sufficient space for coming, moving and working. Materials and work tools must be preliminary prepared and easy reach.</p> <p>Materials Needed:</p> <p>In accordance with specification as in art therapy methods and handicraft methods (from Manual for adult trainers on Creativity&Art therapy for disabled).</p> <p>Equipment:</p>



	<ul style="list-style-type: none"> • table • chairs • protection aprons • Protective tablecloth on the table • computer (desirable) • projector (desirable) • waste bin • drinking water <p>Images and video for displaying by the projector have to be prepared preliminary. Classroom have to be enough lighted for work have to be provided.</p> <p>Necessary tools have to be checked and prepared before workshop and provided in accordance with participants quantity.</p>
Group size	The size of the group has to be small, for more individual attention from trainer. Desirable quantity of the participants working with one trainer - 6 persons.
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> • Prepare the detailed plan of the activities implementation in right way. • Be positive and know how to create a welcoming and warm environment. • Divide the instructions and explanation into short manageable tasks. • Explain what to do clearly and understandable, repeat explanations if necessary. • Demonstrate the making process slowly, show the stages in accordance with the plan and invite participants to follow you. • Make the pause if feel that participants are tired. • Continued workshop be patient, be ready to help to participants when see that it is necessary. • The main task for trainer is to understand participants and to understand their difficulties, to help them in time in order to avoid the nervous situation and negative attitude. • Repeat the explanation and demonstration as much as necessary, not be too pushy, encourage the expressed initiative. • Don't forget about coffee breaks and little relaxing pauses, in order to ensure to participants convenient, comfortable and friendly atmosphere.
Time needed	The total duration of the workshop Nr.1 is 2 days.



	<p>1st day 4-5 hours</p> <ul style="list-style-type: none"> • 1h for Collage “A map of my thoughts” • 20-30 min coffee-break • 2h for Brush and pencils holder creation. Decoupage with silk paper. • 0.5-1 hour for discussion, photos, advising and finalization. <p>2nd day 3.5-4.5 hours.</p> <ul style="list-style-type: none"> • 2.50-3h for Polymer Clay Crafting. Pendant circle. • 30-60 min for finalization, discussing, photos, recommendations for further activities. • 15min for evaluation questionnaires
Course introduction and welcoming the learners	<ul style="list-style-type: none"> • Start with smile! • Welcome participants to take the working places. • If possible, position yourself so that your and participants were on the same level. Avoid positions where your interlocutor needs to throw back his head. • Short welcoming speech, introducing yourselves and familiarizing participants. • Communicate with people with disabilities in the same way as you communicate with other people and you need to behave in the same way how you always behave. • Describe day plans and shortly planned activities. • Invite to sign the attendance sheet and warn that will be taking pictures during the workshop if they will allow that. • Inform the participants about the location of the toilet/bathroom, premises for materials, kitchen, if applicable, etc. • Create friendly and benevolence atmosphere. • Be calm and confident.



**Steps in the
implementation**

First day activities.

1. Prepare preliminary all necessary equipment, samples, materials and tools for 1.2 and 4.2.
2. Trainer have to know how many persons will be with and without wheelchairs, and accordingly organize the working places, sitting places and necessary materials for the 1.2.
3. Participants must have enough space to move and turn wheelchairs.
4. Explain to participants the task of the first activity 1.2., be sure that all is understandable and start to implement it.
5. After the task is ready, trainer starts to discuss individually the collage and interprets it together with participant, helps participants understand and be inspired by them.
6. Next invite participants for the coffee-break, during this time prepare the table for the activity, 4.2
7. Prepare the samples and images for the demonstration. Organize the each working space very carefully, starting from protecting film for table and apron for participant, necessary tools and materials.
8. Show the samples and images of the ready products to participants. Describe the materials and tools you will work with and demonstrate how to use them correctly.
9. Start to demonstrate the stages of the decoration process slowly, clearly, but shortly. Ask participants to follow you and repeat what you do, observe them, correct them, help them to act correctly.



Photo credit: Educational Center IDEJA

10. When the item is decorated, leave it to dry and ask participants to clean up the work area, tools, hands, and to place the materials in their places. This is important because the participants will be repeating this on their own and need



to know how to take care of the instruments. At the end, discuss the results, focusing on the fact that the object has changed from garbage to a valuable item, and give them feedback, projecting it into the current and future situation, thereby stimulating the achievement of the desired results. Recommend participants to study the handbook

11. "Digital and creative teaching methods in work with disabled", Nordplus project "DigiAble" (NPAD-2020/10047, ask them to save and to study it when return home. This will help them to familiarize with the different internet resources.

Second day activities.

1. Make the same preparations as in previous day, but with the necessary for activity 4.4. tools and materials.
2. Next show the samples to participants, demonstrate the video, explain the process, invite to follow your instructions and visual demonstration and act as described in first day activities.



Photo credit: Educational Center IDEJA

3. If you see not good results, help to improve it, but don't be hurry, don't angry, make the pause, provide the participant by easier task.
4. When finished, ask the participants to clean up the work area, instruments, to place the tools and materials in their places.
5. And now-the time for the coffee break. During this time you have to "cook" the pendants in oven in order to hardening its.



	<ol style="list-style-type: none">6. Obligatory encourage the participants in the end of the workshop.7. Now is the time to exhibit the handmade products, make the photos, discuss the results, ask what were the difficulties and what were to most positive moments and results in decoration and jewelry making process.
<i>How to end workshop</i>	<ul style="list-style-type: none">• Now is the time for the discussing how to apply, how to use the received knowledge, how to implement this in participants life.• How it to influences on to the entrepreneurial capabilities? In different ways, in three mainstreams.• Firstly, you can discuss the organization of the fair-sale of handmade products as Christmas or Easter market, for example.• Secondly discuss the possibility of the sales by internet, like etsy, for example.• And third option is the result of good and positive feelings and practical skills, and desire to do something good for other people, colleagues, friends. By this, participants can establish the platform for socialization in the work place. Our organization has a very good samples of such practices.• Ask participants to fill the evaluation questionnaires.• Finally say "good bye", say, that this was the pleasure to meet and to work with them, wish to participants to continue to apply the received knowledge and help participants to get exit.



Workshop no. 2: "Builder of the new ourselves reality!"

**Title, short
description and
methods**

„BUILDER OF THE NEW OURSELVES REALITY!“

NEUROGRAPHICS METHOD (ART THERAPY, 1.3) + **INTERIOR DECORATION KIT 'SEASIDE'** (HANDICRAFTS METHOD, 4.7) + **DEEP OR DIAPHRAGM BREATHING** (RELAXATION TECHNIQUES, 2.1)



Photo credit: Educational Center IDEJA

This workshop is developed for people with physical disabilities, in wheelchairs, with motorical problems.

What is it self-expression? This is the expression of one's feelings, thoughts, emotions. When we refer to self-expression, the conventional wisdom is that it means expressing positive emotions or ideas through, for example, any positive action such as writing, art, music or dance. But the emotions and feelings of any people especially disabled can be opposite like sadness, anger, fear.

In the same time the result of the feeling that the disabled person is not valued by society, suffers from how others react to him is low self-esteem. In this case the emotions usually are kipping bottled up. And this is a real barrier to self-expression, way to isolation, a path to depression.

So, we have to overcome this barrier, to discover new point for expression, to build new reality . Of course, it is difficult to achieve this with just one workshop, but our methods have a very high efficiency.

Why self-expression is so important for disabled people?

In order to break psychological stereotypes about disability and to fulfill the desire to be equal to the rest of society.

How to increase self-expression?



	<p>The key is word is “creativity”. We will increase and improve the ability to convey our personality, emotions and feelings through creative means.</p> <p>We will start from Neurography. Neuroscience is teaching us that ‘self-expression’ might be one – if not the most important ways for people to connect, navigate and grow with each other.” (Judith Glaser.)</p> <p>Thus is the latest and most proven transformation method.</p> <p>And will continue by method of the window opening in to the world of the new reality – Handicrafts method. Thus helps one’s be a builder of the new reality, new emotions , new feelings.</p> <p>And we will finalize the workshop by Diaphragm breathing technique, a simple but effective practice that can lead into a quick relaxation of the body.</p> <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
Aims	<p>Aim of this workshop is to increase disabled adult participants’ self-expression.</p> <p>The overall goal is to help a person become happy and to improve the quality of life. The more concrete goal is to help one’s to produce a new understanding of reality and ourselves, to discover new creative skills, build self-confidence and increase self-esteem, to improve communication, cooperation with the community by self-expression.</p>
Achieved competences	<p>By Neurographics method participants unlock tendency to new desired reality, develop the creative flow and reveals inner strengths and reserves. By handicraft workshop they get the new creative knowledge and self-esteem increasing, tendency to creative thinking and and the consciousness that they can do a lot - create beautiful things, be happy by that.</p>
Guidelines for the implementation of workshops in mixed classes	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must



	<p>provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...)



	<p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<p>The workshop will be in classroom or any spacious room. The workspace must be enough large and comfortable for all participants, especially in wheelchairs and to have sufficient space for coming, moving and working.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Materials in accordance with specification as in 1.3, 4.7. • paper or notepad for notes • pen • Packaging materials for ready artworks. • drinking water • protection aprons • protective film for the table • Accessories and products for coffee break <p>Equipment:</p> <ul style="list-style-type: none"> • table • chairs • computer or any device for music • projector • waste bin <p>Images and video for displaying by the projector have to be prepared preliminary and enough lighting for work have to be provided. Necessary tools and materials have to be checked and prepared before workshop and provided in accordance with participants quantity.</p>
Group size	<p>The optimal size of the group has to be limited by 6 persons, for more individual attention from trainer. Or may be bigger in case of assistant presency.</p>
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> • The trainer must be positive, and the positive must be sincere, without falsehood, because students with disabilities feel this intuitively.



	<ul style="list-style-type: none"> • The main thing is to understand and remember that disabled people are exactly the same people as everyone else, but more vulnerable and more intuitive. • You should like what you are doing, you should not be tensed, tired. Should be responsive to questions and speak freely, with humor, using jokes which subject matter may vary, but to exclude participants' personality and their work. • Trainer must have a strong and clear voice with a clear manner of speaking. • As with any form of learning, verbal information should be well structured, easy to understand, and delivered in short, clear sentences. • Visual information should be displayed sequentially and in such a way that everyone can see it at the same time, with explanations in a form accessible to all. • Of course, sometimes it happens that several participants need attention or help at once. Therefore, be sure to say that they do not need to worry that you will approach everyone in turn. • You should prepare and develop a detailed plan of action so that you yourself feel all the details from the depths of your soul. • Materials and work tools must be preliminary prepared and easy reach. • Make the pause if feel that participants are tired, be able to joke or to tell short story. • Participants must have enough space to move and turn wheelchairs. • Trainer have to know how many persons will be with and without wheelchairs, and accordingly organize the working places, sitting places and necessary materials for workshop. • Don't hurry participants, they have to feel free, without pressing, because their skills are different. Thus depends from situation, may be cases, when you will be forced to offer to finish the work next meeting. Or to offer to do that at home themselves. Or to finish the artwork together, if the other participants will agree.
<i>Time needed</i>	<p>The total duration of the workshop is 5.5-6.5 hours, depends from situation</p> <ul style="list-style-type: none"> • 10min activity introduction • 1.5 h for Neurographics method • 10-20min for discussing • 20-30 min coffee-break for participants/preparation for next activity by trainer.



	<ul style="list-style-type: none"> • 10-15 min explanation of the decoration process. • 2-2.5h for Interior Decoration Kit 'Seaside' • 10min for Deep or Diaphragm breathing . • 30-40 min for finalization, discussing, photos, recommendations for further activities. • 10min for evaluation questionnaires
Course introduction and welcoming the learners	<ul style="list-style-type: none"> • Welcome participants with smile and warm words. • Invite them to take the working places. • introducing yourselves and familiarize participants. Explain them what you will be do today, and explain them with such enthusiasm, so that they become very interested and want to start as soon as possible. Because the Neurographics method is really breathtaking, and the decoration process is so amazing! • In order to create a welcoming and warm environment prepare preliminary small pleasant gift to them and place it on to the each working place. For example, small piece of paper or cardboard like post card or real postcard, where you can write some welcoming words, put on to this card candy or cookies, or small gift like magnet, etc. You can draw the smile on the simple eraser, in by different color for each student, and to put it in to the working place. And to say them in the beginning - this will remind us to smile today much. • Position yourself so that your and participants were on the same level. Avoid positions where your interlocutor needs to throw back his head. • Invite to sign the attendance sheet and warn that will be taking pictures during the workshop if they will allow that. • Inform the participants about the floor plan, the location of the toilet/bathroom.
Steps in the implementation	<ol style="list-style-type: none"> 1. Bring all necessary equipment, samples, materials and tools for "Neurographic method" and "Interior decoration kit 'seaside'" in classroom. 2. Prepare the paper, pencils and markers for activity Neurographic method in the according workplaces. 3. Explain detailed to participants the task and of the first activity Neurographics method, be sure that all is understandable and start to implement it. 4. Play relaxing music to set the atmosphere. 5. Encourage students to focus silently on problem that is on their minds.



6. Invite students to start to draw the lines by black marker intuitively, and to fill the paper sheet by drawing lines. Students have to be concentrated on the process of drawing, and not on the beauty of the drawing. When the paper sheet will be filled by lines, explore and correct the shapes of the resulting lines and their intersections by rounding off all corners. It takes approximately 30-40 min, because this is painstaking work.
7. When the rounding process will be finished, ask students to identify and draw by thick the main lines of the picture. This work contributes to the reduction of internal tension, the attenuation of internal conflict, the release of positive energy that can help solve the problem, which seemed unsolvable at the first stage, or its solution. After ask them to start the colouring the drawing by pencils.



Photo credit: Educational Center IDEJA

8. Evaluate changes in emotional state.
9. Next - the coffee-break, invite the students to relax and to drink coffee/tee. For 20 min. approximately.
10. During this time prepare the table for the next activity, Interior decoration kit 'seaside'.
11. Prepare the samples and images for the demonstration. Organize each working space very carefully, starting from protecting film for table and apron for participant, necessary tools and materials. Invite participants to go to their workplaces.
12. Show the samples and images of the ready products to participants and say that we will make the similar objects now. Describe the materials and tools you will work with and demonstrate how to use them correctly. Show the range of the natural materials for decoration process, encourage the students to choose the topic and concept for decoration.



Photo credit: Educational Center IDEJA

13. Demonstrate the stages of the decoration process. Ask participants preliminary to experiment on piece of cardboard. After that start the decoration process in stages as described in Interior decoration kit 'seaside'.
14. When the items are decorated, leave it to dry and ask participants to clean up the work area, tools, hands, and to place the materials in their places. This is important because the participants will be repeating this on their own and need to know how to take care of the instruments.
15. Next invite the participants to do relaxing exercise Deep or Diaphragm breathing. Learn by this how to relax while doing exercise, because this is effective practice that lead into a quick relaxation of the body. Ask participants about well-being.
16. After relaxation organize the common local exhibition of the Artworks and Neurographical works. Will be very preferable, if some staff or visitors will come there. Make the photos. You can make the photos of Artworks together with authors and to placed it in to the FB or Instagram.

**How to end
workshop**

- And now is the time for the discussing about the received knowledge, it's importance, it's applicability, it's influency on to the participants, results finally.
- Ask participants to fill the evaluation questionnaires.
- Help to participants to pack their artworks and to take its at home.
- Finally say "good bye", say some pleasant words and help participants to the exit.



**Title, short
description and
methods**

"CREATIVE WALK"

LAND ART (OUTDOOR ACTIVITIES, 3.3) + **WREATH OF NATURAL MATERIALS** (OUTDOOR ACTIVITIES, 3.4) + **DECORATION BY ROSE PETALS** (HANDICRAFTS METHOD)



Photo credit: Educational Center IDEJA

These activities are adapted for people with physical disabilities after a stroke and contribute to wellness, including psychological, in the fresh air.

The workshops are implemented by using nature materials and the processes in nature as part of an art work, combining outside and indoor activities.

Activity 1. Collection of natural material and creating an image on the land.

Activity 2. Collecting of flowers and herbs and weaving wreath

Activity 3. Collection of natural material, prepreparing the material and decorating the vase with rose or other flower petals

This workshop suggests collective participation, with everyone contributing according to their physical capabilities

The Activity 3 needs the material, which needs to be pre-prepared at the previous walk or to be finished certain time after, when the flower petals are dried enough for gluing.

The methods listed above are described in more detail in the "Manual for adult trainers on Creativity&Art therapy for disabled". Manual can be downloaded from:

https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250



<i>Aims</i>	<ul style="list-style-type: none"> • improvement of physical state • mood and psychological state improvement • exit from the state of self isolation • establishing a relationship and developing collective action skills • in order to achieve the aim of social inclusion
<i>Achieved competences</i>	<p>These activities contribute to a range of competences, such as:</p> <ul style="list-style-type: none"> • awareness and development of own physical abilities and skills • development of creative imagination • study of natural material and design based on it • practical skills in handicrafts • skills of establishing a relationship and developing collective action • skills of self-motivation for outdoor activities
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...)



	<p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Guidelines for implementation of online workshops	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<p>The workshop will be partly outside, and partly inside.</p> <p>Materials Needed:</p> <p><i>Materials in accordance with specification in Manual for adult trainers on Creativity&Art therapy for disabled:</i></p> <ul style="list-style-type: none"> • prepared natural material – flower petals • bag, basket or rucksack • wire or rope for fastening the materials, scissors or metal cutter • first-aid kit • rubber gloves • paper or notepad for notes • pen • packaging materials for ready artworks.



	<ul style="list-style-type: none"> • drinking water • protection aprons • protective film for the table • products and accessories for coffee break <p>Equipment:</p> <ul style="list-style-type: none"> • table • chairs • computer or musical center • projector (desirable) • Hair dryers for drying the handworks done • waste bin <p>Images and video for displaying by the projector have to be preliminarily prepared and enough lighting for work have to be provided.</p> <p>Necessary tools and materials have to be checked and prepared before workshop and provided in accordance with the number of participants.</p>
Group size	<p>The group consists of participants with disabilities, accompanying assistants, and a coach. One coach can carry out activities with 12-15 people. In this case, the size of the group is determined by the number of accompanying assistants, which depends on the degree of state of the participants.</p>
Pedagogical tips for the Trainers	<p>Pedagogical tips for Trainers include general ones:</p> <ul style="list-style-type: none"> • create benevolent environment, the exclusion of criticism, comparisons, emphasizing the importance and success of absolutely every participant • establish and familiarize participants with the clear rules of behavior • preliminary carefully prepare the event and yourself, explain clearly what will be the result of the activity • completing the workshop, invite the participants to determine its meaning and value for themselves <p>as well as special tips for working with people who have had a stroke:</p> <ul style="list-style-type: none"> • be aware and take in account the physical capabilities of participants • use an appropriate, rather slow, pace of explanations and acting for each participant



	<ul style="list-style-type: none"> • give an opportunity for each participant to interrupt for toilet or other needs, take in account, that it can take more time then usually • cooperate with accompanying assistants in order to be able provide necessary help • show trust in each participant, providing assistance without suppressing their move and initiatives • along with the general safety rules, consider especially carefully the possible risks to the state of health of participants: insect bites, poisonous plants, allergic attacks, weather conditions such as the likelihood of sunburn, medical conditions or disabilities
Time needed	<p><i>The workshop lasts totally 3 days, - one day for each activity</i></p> <p>1st day - Activity 1 (duration approx. 6 h, excluded arriving and departure)</p> <ul style="list-style-type: none"> • Arrival at the site of activity by public transport or custom bus – uncertain • 20 min - Introduction of Trainer, presentation, familiarization with the upcoming activities, task setting, assignment of responsibilities • 20 min - Discussion of creative ideas • 1,5 h - Collection of natural material • 0,5 h - Break for rest • 1,5 h - Creating the compositions • 1 h - Demonstration, discussion, photographing • 1 h - Picnick and rest • Way back home — uncertain <p>2nd day — Activity 2 (duration approx. 4 h, excluded arriving and departure)</p> <p><i>Activity 2 can be carried out on the first day – depending on health state of participants. Then time limits for each step should be shorter.</i></p> <ul style="list-style-type: none"> • Arrival at the site of activity by public transport or custom bus – uncertain • 20 min - Introduction of the activity • 30-40 min - Collection of natural material • 45 min - Weaving wreaths • 1 h - Demonstration, discussion, photographing – • 1 h - Picnick and rest – • Way back home — uncertain <p>3rd day – Activity 3 (duration approx. 2.5-3 h)</p> <ul style="list-style-type: none"> • 10 min - Collecting and welcoming participants



	<ul style="list-style-type: none"> • 15-20 min - Inspiring stage: introduction of content of action, sample demonstration • 30 min - Preparing and applying of petal mass • 15-30 min - Drying • 15 min - Painting with acrylic paint • 20-30 min - Discussion of work progress and results, evaluation • 30 min - Tea time
Course introduction and welcoming the learners	<p>Initial actions applicable to all activities of this workshop</p> <ul style="list-style-type: none"> • For the <i>Activities 1 and 2</i>, which are carried out outdoors, in the park, or outside the city, meet participants at the determined place of collecting, welcome them friendly. It's an ideal variant if participants are carried to the place with the common custom transport. In that case it's better to go with them and make the introduction during the way to the place. • Introduce yourself and tell shortly why you come to the workshop, emphasizing your positive attitude towards such activities and to the present event in particular. • Familiarize participants with the topic, tasks and progress of the workshop. Tell shortly what the Land art means and demonstrate pictures with the examples. Ask questions, find out if this program is suitable for everyone, and what corrections may need to be done. Do it during the way to or upon arrival at the site. • To create a friendly atmosphere and team spirit, it is advisable to present participants with certain distinctive sign or accessory, such as badges, caps, scarves, sleeve ribbons, etc. The same attributes, with some differences, can be used, if necessary, to divide participants in groups • Familiarize participants with the rules of behavior and responsibility for their compliance. Invite to sign the attendance sheet and warn that will be taking pictures during the workshop if they will allow that. • Arrange with the assistants to perform some functions, for example, photographing, carrying of common items, organizing a short picnic. If one of the participants needs special help, appoint a permanent assistant specifically for this person. <p>The territory of activity should be familiar to you. Think in advance what natural materials on it can be used to create the works.</p>
Steps in the implementation	Activity 1 – Land art



1. Collect all participants at the site and discuss with them what kind of nature materials are available at the moment and what Land art works they would like to create.
2. Divide participants in groups of 4-5 people or more with the same or similar ideas, so that at least one assistant is included.
3. The groups start collecting materials according to their ideas and interests. Give them time to pick up what they want to use and collect at a place of your choice where they start creating the piece of art according to their ideas. Of course, they can correct the initial plan and create new idea.
4. Help each group to implement their plan, not dictating, but exciting the creative imagination and directing the creative thought of the group to the result.
5. If time allows, make your own Land art work as an example.



Photo credit: Educational Center IDEJA

6. When all works are ready, offer a demonstration of the works. Ask each group to introduce their work, and others to give an impression of it, but not an assessment. Suggest to spectators to tell the authors what this image looks like, what kind of character it seems to have, how does it seem to express the creator and so on. Tell that any form of praise is welcome.
7. Suggest authors to give name of the work and may be even to tell the story about the image or character, better playfully.

Activity 2 - Weaving wreath of natural materials



1. The activity is also carried out outdoors, - in a place in nature, so the introduction phase is the same as for *Activity 1*.
2. You should choose a place where there are benches and tables for work. Collect all participants at the site and show them the methods of weaving wreath of wild flowers and herbs. Tell them what kind of flowers and herbs are available, and what are features of weaving them into wreath.
3. Show the weaving technique. Weave a small wreath for example.
4. Offer first to collect individually flowers and herbs in sufficient quantities, and then weave from collected material. Suggest options for how you they can diversify the wreath by weaving in or attaching this or that natural material, for example cones, fruits, ears. Tell to participants how much time exactly is given to collect the material. Name the place of collection.
5. When participants are back with collected flowers, herbs and other material, evaluate the collected material, if necessary, help add or diversify it.
6. Give out the necessary tools for weaving and design - wire, scissors, etc. and motivate to create their own piece of art.
7. To increase motivation, suggest thinking for whom, or for what reason this wreath will be woven. For example, if there is a birthday person in the group, then he can be presented with a wreath.
8. Everyone can weave as many wreaths as they want and how much material there is.
9. If the participants cannot finish weaving and join the ends of the wreath, be sure to help them get the wreath ready.
10. Invite participants to share whom they were weaving the wreath for, or for what reason. What thoughts, wishes they have "woven" into it, what can symbolize individual parts of the wreath

Activity 3 - Decoration by rose petals

1. The activity is carried out indoors. It's supposed that flower petals are collected by participants before the time, necessary for getting them dry or provided ready by activity organizers.
2. Collect participants at the place and go through the Introduction and welcoming stage.
3. Give out the materials and accessories to each participant or couple of them if they work together.




	<ol style="list-style-type: none">4. Invite participants to prepare the materials: fill the appropriate containers with glue; place the jar so, that it is convenient to apply the mass to it.5. Instruct to put the rose petals into the glue for some 5 min and mix well.6. Participants apply glue and petal mass on the bottle or jar with a hand, press the petals tightly together. If necessary, they use rubber gloves for it.7. Give the participants a hairdryers for drying the jar coating. Carefully monitor the drying process, take breaks to avoid overheating. Help to determine the degree of drying and when you need to finish the process.8. Participants take golden acrylic paints and brushes, paint the decorative coating in gold color. Other color can be applied as well.9. The decoration is ready, invite to demonstrate it and to tell how do they feel about the process and result. What the process means for them? How will they use the vase?10. Ask if they need you to write down the instructions by steps, including the process of preparing the petals, in order to be able to repeat the action by themselves.11. Ask participants to fill the evaluation questionnaires. <p>Sincerely thank them for participating in the action, offer tea and snacks.</p>
How to end workshop	<ul style="list-style-type: none">• Suggest taking as many photos, as possible during the work and demonstrating the result. At the <i>Activity 2</i>, at the end of the class, suggest taking a general photo in wreaths.• End Activities 1 and 2 with a small picnic, everyone has food supplies and tea with them. Activity 3 can be finished with some tea.• Make sure that when you leave the place, you have not left behind garbage and items that litter the environment.



3. Workshops for adult Asperger (EUROPOLE)

Workshop No.1: "Team building"

<p>Title, short description and methods</p>	<p>"TEAM BUILDING"</p> <p>HOW TO CREATE A STORY – THE IDEA (CREATIVE WRITING 6.1)</p>  <p><i>Photo credit: European Pole of Knowledge</i></p> <p>In this first workshop the Asperger participants, as members of the group, will begin to get to know each other (if they did not already know each other before) and to establish a two-way line of communication with the trainer.</p> <p>In this phase, it is important to achieve mutual recognition and cooperation through empathy and dialogue.</p> <p>Furthermore, the trainer should get an idea of the different abilities of the group members in order to respect the specific paths of each one.</p> <p>The methods listed above are described in more detail in the "Manual for adult trainers on Creativity&Art therapy for disabled". Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<ul style="list-style-type: none"> • Obtain the group's interest and participation in the creative writing course. • Facilitate self-expression.



<i>Achieved competences</i>	At the end of the meeting the workshop participants should feel comfortable with each other and with the trainer, they should agree on the objectives and activities to be carried out in the workshop.
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.



	<ul style="list-style-type: none"> • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>First of all, the trainer must ensure that:</p> <ul style="list-style-type: none"> • the workplace is clean, tidy and quiet, bright and spacious enough for everyone to feel comfortable • that computer equipment and projectors are working (if necessary during the workshop) • that the participants have all the necessary equipment and materials available for the course. <p>The trainer must also bear in mind that participants in the target group may have different levels of ability, so all instructions and exercises will have to be adapted to the different levels, also with the support of</p> <ul style="list-style-type: none"> - specific computer technologies and software - whiteboards for image-based communication - blackboards with chalk or markers - possible devices for speaking. <p>Equipment:</p> <ul style="list-style-type: none"> • Chairs • Tables • Computers • Projector • Speakers • Whiteboards • Any specific devices <p>Materials:</p> <ul style="list-style-type: none"> • Paper, notebooks • Pens and pencils



	<ul style="list-style-type: none"> • Colours (pencils, crayons, markers, etc.) • Laptop (optional) • Other specific media (optional).
Group size	The ideal size is about 8-12 people, but it also depends on the degree of difficulty of each participant
Pedagogical tips for the trainer	<ul style="list-style-type: none"> • The trainer must be sensitive to the specific characteristics of participants and develop correct values and principles as well as combat harmful prejudices and stereotypes. • Participants may be very different from each other. It is necessary to understand what each participant can and cannot do. In particular, understand which expressive channel is preferred (drawing, writing, music, body representation). • Pay close attention and listen. • The trainer should gently guide discussions, tolerate digressions, answer even the most bizarre questions in a serious and comprehensive manner. Always give recognition to a statement or task performed. • During the activity it is important to smile and use humour (no joking about the participant's expressions unless they are obviously intended to make people smile). • Do not rush things and work in a creative and warm atmosphere. • If participants show interest in a specific part of the topic, or in an activity, this should be followed, taking care to bring attention back to the main topic afterwards.
Time needed	<p>No longer than 1 hour.</p> <p>If participants show fatigue or loss of concentration, introduce breaks or lightening activities.</p>
Course introduction and welcoming the learners	<ul style="list-style-type: none"> • First, the trainer greets everyone, welcomes them and introduces himself/herself. • Then he asks each participant to introduce himself, without forcing anyone who does not want to do so. In particular, he asks each participant what he likes to do, what he likes and how he likes to express himself. • Since the topic is writing, he asks what each participant likes to read or write or watch (films, cartoons or other). Here empathy often arises from finding similar tastes.




	<ul style="list-style-type: none"> • He briefly introduces the topic of the workshop and its duration (e.g. "Today we will talk about.../We will learn to.... We have 1 hour. We will finish at'). • If the workshop takes place in a room or in a place the participants are unfamiliar with, it is important that the trainer warns the participants where the toilets are located, including those for the disabled. • Only when a comfortable atmosphere has been created for all participants can the practical workshops begin.
Steps in the implementation	<ol style="list-style-type: none"> 1. The first meeting is always a time for getting to know each other. 2. As specified above, the trainer introduces himself and asks the participants to do the same. 3. At this point, several situations may occur: <ul style="list-style-type: none"> - Someone goes silent - Someone talks too much - Someone talks about things completely out of context. - Someone struggles to express themselves. <p>In any case, the trainer has to be patient and take an encouraging and unforced attitude.</p> 4. As the workshop deals with artistic expression (writing, but also other things) the trainer has to establish a shared basis for discussion. He/she will then ask the participants a series of questions related to the creative aspect, such as: <ul style="list-style-type: none"> - "Do you like to read? What do you like?" (he may also go into detail about the various genres, e.g. "Do you like fantasy?"). - "Do you like watching TV or going to the cinema? What kind of shows do you like?" (This is because watching a film is the closest thing to reading if a participant does not like to read or has difficulties. And from it one can derive: <ol style="list-style-type: none"> a. a plot b. characters. 5. It will be seen that at this stage ideas for sharing and dialogue arise, which should be allowed to continue in order to facilitate group bonding and empathy with the trainer. 6. Only after having established a solid basis of common understanding, do we talk about the course, how it will unfold and what the objectives are. If stories and characters have been discussed, it will be quite easy to involve in the creation of new stories with new (even existing) characters. 7. Participants are then invited to write one or more ideas that answer the questions: <ul style="list-style-type: none"> - "What story would you like to tell?"



	<ul style="list-style-type: none"> - "What would you like to tell a story about?" <p>8. This is followed by a discussion, or rather brain storming, through which shared themes and common threads can be identified that could bind the stories of each participant.</p> <p>9. Participants are asked to write down their idea (or draw it).</p> <p>10. Since very often participants write with difficulty, do not write or do so very slowly, it is necessary to:</p> <ul style="list-style-type: none"> a) take notes for them or record their utterances and then write them down b) invite them to create something at home, where they are very often assisted by family members or professionals.
<i>How to end workshop</i>	<ul style="list-style-type: none"> • If someone has come up with an idea, it can be shared with the group for feedback. <p>This is discussed and always ends with a round of applause for the person who has written or produced a drawing or spoken about their idea.</p> <ul style="list-style-type: none"> • If they have not yet finished the idea, invite them to finish it at home with the help of family members or caregivers. • The important thing is to finish with: <ul style="list-style-type: none"> a) a greater team spirit b) a desire to collaborate c) a validation of everyone's efforts d) an intention to continue
<i>Sources / further reading / resources</i>	<ul style="list-style-type: none"> • https://youtu.be/sGrmX_0fSmg • https://www.aipc.net.au/articles/creative-therapies-and-intellectual-disability/ • https://centerstagemusiccenter.com/how-can-the-arts-benefit-children-with-disabilities/ • https://www.verywellfamily.com/what-are-learning-disabilities-in-writing-2162443



Workshop No. 2: “Writing and creativity out of the flock “

<p>Title, short description and methods</p>	<p>“WRITING AND CREATIVITY OUT OF THE FLOCK”</p> <p>HOW TO CREATE A STORY – THE PLOT (CREATIVE WRITING 6.2) + HOW TO CREATE A STORY – THE CHARACTERS (CREATIVE WRITING 6.3)</p>  <p>Photo credit: European Pole of Knowledge (Bianca Corradi – I Fantastici 15 Onlus)</p> <p>The workshop is developed in several meetings during which participants will learn how to develop a story. The meetings are divided by topic; the development time of each one will strictly depend on the participants' specific times:</p> <ol style="list-style-type: none"> The character The plot Reading and analysing <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<ul style="list-style-type: none"> • Provide participants with the basis for producing a story. • Facilitate self-expression. • Promote social inclusion.
<p>Achieved competences</p>	<p>Acquisition of basic training in writing.</p>



Guidelines for the implementation of workshops in mixed classes

- When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.
- We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely.
- Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants.
- Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...)

Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.

Guidelines for implementation of online workshops

- In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.
- Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that



	<p>a special trainer be appointed for remote participants, whose task is only to guide these participants.</p> <ul style="list-style-type: none"> • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<p>The work space must be:</p> <ul style="list-style-type: none"> • Clean • Orderly • Quiet • Sufficiently bright • Sufficiently spacious <p>Equipment:</p> <ul style="list-style-type: none"> • Chairs • Tables • Computers • Projector • Speakers <p>Materials:</p> <ul style="list-style-type: none"> • Notebook or white sheets • Pen • Colours • Laptop
Group size	<p>The ideal size is about 8-12 people, but it also depends on the degree of difficulty of each participant</p>
Pedagogical tips for the trainer	<ul style="list-style-type: none"> • Set a goal for each meeting but remain flexible with regard to each subject's externalities and sensitivities. • Lead discussions with kindness, tolerate digressions, answer even the most bizarre questions seriously and comprehensively. Always give recognition to a statement or task performed.



	<ul style="list-style-type: none"> During the activity it is important to smile and use humour (no joking about the participant's expressions unless they are clearly intended to make people smile). Do not rush things and work in a creative and warm atmosphere. If participants show interest in a specific part of the topic, or in an activity, this should be followed, taking care to bring attention back to the main topic afterwards.
Time needed	<p>3 meetings of 1 hour.</p> <p>Beyond this duration it can be difficult to maintain attention and concentration.</p>
Course introduction and welcoming the learners	<ul style="list-style-type: none"> The trainer greets the participants and reminds them of the topic of the previous meeting: finding the starting idea for a story with the aim of writing together. He asks the participants if they had any ideas. He asks "Has anyone written or drawn anything?" If yes, they read or observe and comment. Asks "Do you have anything to ask or say before starting today's topic?" answering each question.
Steps in the implementation	<p>Meeting 1 – The character</p> <ol style="list-style-type: none"> Participants are asked to recall a character from a book or a film or a cartoon, etc. They are then asked to tell about it by listing its characteristics. They are then asked to tell the participants about it, listing its characteristics. Questions can be asked to extend the description, e.g. "What did you like most about this character?" An attempt is made to derive directly from the participants the idea that a character has characteristics (physical, behavioural, character, positive or negative) At this point the trainer can approach the compilation of a <u>character sheet</u>. Which will consist of the following fields: <ul style="list-style-type: none"> - Character name - Physical characteristics - Psychological characteristics - Strengths - Flaws - Things that make the character unique. <p><u>Exercise to be done in presence:</u></p>



"Tell and describe a person you know through the above characteristics".

Homework exercise:

"Create a character sheet for your story, or draw it".

Meeting 2 – The plot

1. At the opening of the meeting remember what has been done the previous time.
2. Story ideas are recalled and the question is asked: "Have you prepared your character sheet?"
3. Invite the participants to take turns describing their character. Much will depend on each person's ability: there will be those who have sketched out a character, those who have only drawn it, those who have written something more complete.
4. Try to integrate any missing parts by asking simple questions, e.g. "Where does your character live?".
"Does he have a means of getting around?"
"Is it good?"
5. Validate the work done in each case, perhaps with a round of applause.
6. At this point explain that it is time to think of a plot, i.e. "What happens in the story?".
7. Give numerous examples of plots from well-known books or films or cartoons.

List the points of the outline for the design of a simple plot one at a time:

1. *Initial situation* (characters and setting are introduced)
2. *Conflict/problem or change* (turning point that alters the initial situation. Conflict sets the action in motion, moves the plot forward)
3. *Complication* (actions or events that modify the condition of the characters, e.g. conflict/problem changes for the worse, things get complicated)
4. *Confrontation/Climax* (The 'mother-scene'. Culminating moment of the story, emotions grow and more narrative tension builds up. We are at the showdown! We are approaching the finale)
5. *Resolution* (concluding turn in the story)
6. *Finale/Conclusion* (the new equilibrium)
 - a. Give numerous examples of the application of this outline, also taking cues from famous films or books.



Exercise to be done in presence:

"Let's build a plot together".

1. The trainer provides an initial situation with a character, e.g. "There is a boy who lives in the country and takes the bus to school every morning".
2. The participants are then invited to continue the story in turn in the order established by the outline, each referring to a point.
For example. "But one fine day... what happens? (point 2 of the outline)".
The respondent might say "The bus breaks down" while someone else might add or suggest: "He falls asleep and wakes up late"... and so on.
3. One proceeds until the simple structure of the described plot is understood as far as possible.

Homework exercise:

"Write the plot of your story".

Note: *the development of the meeting may be slowed down. Difficulties may arise or, on the other hand, the topic may arouse so much interest that everyone wants to express their opinion (in this case, never shush or interrupt).*

If this happens, an extra meeting will be scheduled to finish.

Meeting 3 – Let's read and analyse

1. At the opening of the meeting remember what was done in the previous meetings.
2. Story ideas, characters, plots created in the group should be recalled and asked: "Have you prepared your plot?".
3. Invite participants to take it in turns to present their plot. Much will depend on each person's ability: there will be those who have sketched out a plot, those who have only sketched, those who have written something more complete.
4. Try to supplement any missing parts with questions.
5. Then ask the group: "What do you think of this plot? Good, isn't it?".
6. Listen to the comments and take note of all suggestions.
7. At the end, always give validation for the work done, maybe with applause.
8. Finally, recommend that each participant finish writing the story by developing each point in the outline.



	<p>Note: The work can be quite lengthy. The aim is for each participant to have his or her own plot that he or she agrees on and is happy to write.</p> <p>Homework exercise: "Starting from your plot, write your story".</p>
How to end workshop	<ul style="list-style-type: none"> • Every time you close a meeting summarise what has been done and try to convey enthusiasm. For example: "Hey, we did really well in creating (a character, a plot, etc.) how about it? Let's have a round of applause!". "Please finish your work, next time we will enjoy reading what you wrote/drew". • The important thing is to finish with: <ul style="list-style-type: none"> a) a greater team spirit b) a desire to collaborate c) a validation of everyone's efforts d) an intention to continue
Sources / further reading / resources	<ul style="list-style-type: none"> • Lezione 2 – la trama https://youtu.be/ivlhyKNyiAA • Lezione 3 – i personaggi https://youtu.be/6L9R70eHt2k

Workshop No. 3: "Our stories"

Title, short description and methods	<p>"OUR STORIES"</p>  <p><i>Photo credit: European Pole of Knowledge</i></p> <p>In this last workshop, the participants will publicly present their work, depending on their talents, expressive skills and communicativeness, the most appropriate presentation channel will be chosen.</p>
---	--



Aims	<ul style="list-style-type: none"> • Present the participants' stories and make each of them feel proud of having produced a text and willing to continue. • Promote self expression. • Facilitate social inclusion. • Foster self-entrepreneurial skills.
Achieved competences	Increased self-esteem and propensity to communicate.
Guidelines for the implementation of workshops in mixed classes	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Guidelines for implementation of online workshops	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself.



	<p>If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>The place of presentation must be:</p> <ul style="list-style-type: none"> • Clean • Orderly • Quiet • Sufficiently bright • Sufficiently spacious <p>Equipment:</p> <ul style="list-style-type: none"> • Chairs for the audience in attendance • Chairs for the moderator and Asperger authors • Presentation table at an adequate distance from the audience • Computer • Projector to show any drawings • Microphone and speakers <p>Materials:</p> <ul style="list-style-type: none"> • The text or drawings produced by each participant • Pen and paper for any notes



Group size	The ideal size is about 8-12 people, but it also depends on the degree of difficulty of each participant
Pedagogical tips for the trainer	Create a moment of validation and recognition very similar to a book presentation.
Time needed	1 hour.
Course introduction and welcoming the learners	At the opening of the presentation, the group is greeted, welcomed and asked how it is going. The steps taken and the work done are recalled.
Steps in the implementation	<ol style="list-style-type: none"> 1. The stories and drawings prepared by the participants should be corrected by the trainer before the meeting and placed in a suitable form or format for presentation. 2. If possible, collect all the works in a booklet to be distributed to those present (even simple stapled photocopies). 3. Then organise a presentation of the entries. 4. After the introduction, in which the work is recalled (each participant can comment on it), start reading the first story (all or part of it if too long). Ideally, a professional actor, who can give the right emphasis to the text, should be called in (the effect of a professional voice is incredible). 5. Once the story has been read, applause always follows. 6. The author is then invited to stand up and walk to the presentation table. Questions are put to him/her so that the author can express his/her thoughts. For example: "How did you get the idea?" 7. "Did you enjoy writing this story?" 8. "What did you want to convey?" 9. Always paying attention to the specific abilities of the participant. 10. The next story is then presented, and so on to the end.
How to end workshop	<ul style="list-style-type: none"> • At the end, lines are gathered and the various participants are asked to comment on the experience. • Finally, we say goodbye, encouraging participants to continue writing and putting into practice what they have learned.




Sources / further reading / resources	<ul style="list-style-type: none">• https://www.lifegate.it/la-scrittura-come-atto-terapeutico• https://www.superando.it/2021/03/17/scrivere-per-esistere-un-progetto-all'insegna-della-scrittura-creativa/• https://news.syr.edu/blog/2021/08/08/creative-writing-workshop-for-teens-with-disabilities-a-new-national-model/• https://specialresource.com/creative-writing-activities
--	---



4. Workshops for people with intellectual disability (URI)

Workshop No. 1: "This is me"

Title, description and methods	short and
	<p data-bbox="507 483 678 517">"THIS IS ME"</p> <p data-bbox="507 562 1372 712">ONE-LINE DRAWING WITH CHARCOAL (CREATIVITY TRAINING 5.1) + WRITING ON ART AND COLORS (CREATIVE WRITING METHODS 6.12) + METHODS OF RELAXATION TECHNIQUES - DEEP OR DIAPHRAGMATIC BREATHING (RELAXATION TECHNIQUES 2.1)</p> <div data-bbox="624 752 1259 1135">  </div> <p data-bbox="708 1137 1174 1167">Photo credit: URI Soča, CPR Murska Sobota</p> <p data-bbox="507 1211 1372 1283"><i>The workshop instructions are adapted for working with people with intellectual disabilities.</i></p> <p data-bbox="507 1328 1372 1713">The purpose of the workshop is to present your vision of yourself through the one-line drawing technique. To present your vision of yourself, you don't need to be an artist. Participants have to find a way to incorporate mistakes into the drawing, which makes the final portrait even more interesting. In the portrait they capture their emotions and main facial characteristics. The participants will learn how to recognize the emotions behind the portrait, speak about feelings that individual colors evoked in them and be encourage to share their thoughts. The workshop will end with deep or diaphragmatic breathing.</p> <p data-bbox="507 1749 1372 1921">The methods listed above are described in more detail in the "Manual for adult trainers on Creativity&Art therapy for disabled". Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>



<i>Aims</i>	<p>The main goal is to draw the portrait with one, singular line, without lifting charcoal before it is finished and without erasing (even if we think we made a mistake in drawing). By doing so, participants will have to view and solve problems more openly and with innovation. They will get a chance for self-expression and to show the world how they see themselves. At the same time, they will have to be able to empathize with and recognize the emotions of others, and to verbalize these emotions.</p>
<i>Achieved competences</i>	<p>At the workshop, participants will learn to solve problems faster and more creatively. They will learn how to think outside the box. Participants will improve their ability to concentrate, they will learn how to observe and how to extract the essence of what was observed. With all this, they will increase their confidence and their perception of the world.</p>
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none">• When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge.• We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely.• Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants.• Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...)



	<p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Guidelines for implementation of online workshops</p>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>Materials necessary for the implementation of the workshop:</p> <ul style="list-style-type: none"> • A4 (white), A3 (white and coloured) format paper - cardboard, hard printing paper • pencil • charcoal • acrylic paints • hardening spray • pen <p>Equipment:</p>



	<ul style="list-style-type: none"> • <i>tables</i> • <i>chairs</i> • <i>tape</i> • <i>brushes – thick and thin brush</i> • <i>cotton wipes for cleaning brushes</i> • <i>base for mixing colours</i> • <i>a cup for water</i> • <i>enough aprons for all participants to protect their clothes</i> • <i>computer</i> • <i>projector</i> • <i>speakers</i> • <i>TV</i> <p>The workspace must be large enough for all participants to have sufficient space for working; we must provide enough chairs, tables etc. Materials and work tools must be within easy reach.</p> <p>We make sure everything is well prepared; that all the necessary equipment is available and that we provide enough materials and work tools for all participants. We check beforehand that the technical devices work as they should. It will be best to prepare a video showing the performance first activity before the arrival of the group, so that when they arrive and set, we can just click on play and we will not needlessly waste time searching for and setting up the recording. We also prepare some famous portraits, on which we will show the participants how to describe them or what they should pay attention to when describing them.</p>
Group size	<p>The size of the group partly depends on the classroom where the workshop will take place; all participants must have enough space to be comfortable, relaxed, without entering each other's personal space. There must also be enough space for trainers to circulate among the participants and help them if needed. Ideal for this workshop is between 8 and 10 participants. The size of the group largely depends on the type of cognitive impairment that the participants have. If the group is too large, participants with moderate or severe intellectual disability may find it difficult to take part in the activities.</p>
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> • Do your best to create a welcoming and warm environment for all participants so that they feel safe and accepted. • As a trainer, you must be able to stimulate the creativity of each participant. Before the workshop itself, learn about the specifics of working with different types of cognitive



	<p>impairment, what to pay attention to, where to expect the most problems etc.</p> <ul style="list-style-type: none"> ● To carry out a workshop with people with intellectual disabilities, we must prepare sufficiently understandable and structured instructions with pictures. It's even better if we show them a video of how their work will go at the beginning of the workshop. ● When giving instructions for work, speak in clear short sentences, avoiding words or terms that are complicated, technical, and difficult to understand. ● Break longer tasks into small steps. Demonstrate the steps. Have the student do the steps, one at a time. Provide assistance, as necessary. Give the student multiple opportunities to practice each individual step by itself and all the steps together. ● Don't raise your voice. Sometimes when people are making a special effort to ensure that the other person in a conversation understands what they are saying, they tend to speak louder. ● After giving instructions, ask participants if they have any questions. Questioning is an effective way to monitor comprehension. ● Allow the individual plenty of time to formulate a question in his mind before verbalizing it. You may need for him to repeat the question or ask him to clarify what he is asking. When participant ask you a question, ask him to repeat back the information you have given him just to make sure he understands you correctly. Be patient. You want to make sure that the person understands you, and that you understand him in return. ● During the implementation of the activity, pay attention to whether any of the participants has problems with the implementation and needs help. Encourage participants to ask questions and to not be afraid to ask for help. ● Despite the limited time of the workshop, try not to rush things and to allow everyone to do things at their own pace.
<i>Time needed</i>	<p>The total duration of the workshop is 3 hours. Within the workshop itself, we stick to the time frames for individual activities:</p> <ul style="list-style-type: none"> ● 15 min course introduction and welcoming the learners ● 1h 15 min for "One-line drawing with charcoal" ● 15min break ● 1h 10min for "Writing on art and colours" ● 5min break



	<ul style="list-style-type: none"> • 10 min for Methods of relaxation techniques - deep or diaphragmatic breathing • 15 minutes for evaluation questionnaires
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • To create a relaxed atmosphere, let's introduce ourselves (who are and why we will hold the workshop). • "Hello and warmly welcome to today's workshop!" • "My name is..." • "I'm very happy that you all are here." (It is important that everyone feels welcome). • (Introduce the topic and length of the workshop): "Today we have a One-line drawing with charcoal workshop. The workshop will last for 3 hours, with intermediate break. We finish at x. Break for coffee will be at x, and will last 15minutes." • Ask participants if they have arranged a way home. If not, you can suggest that they inform the parents/guardians of when the workshops end after the course introduction. • Inform participants about the location of the bathroom. "Toilets are located down the corridor to the right. Disability toilet available...?" (One of the trainers can accompany the participant to the toilet to show where it is.) • Let's create a comfortable working environment and start talking about the workflow. We try to stimulate the imagination of the participants in order to get as many ideas as possible and be as creative as possible. Nothing is wrong, nor ugly! • Before the workshop, the trainer gives the participants an attendance sheet and consent for taking photos at the workshop to be signed. Warn them that photography will take place during the workshop and that they should mark with (yes/no) whether they allow the publication of pictures. • Only when we create a comfortable place for all participants, we can start the workshops.
<i>Steps in the implementation</i>	<ol style="list-style-type: none"> 1. Despite the fact that each individual draws his own drawing individually, the activity also includes a lot of group work. As a group, they connect with ideas and the topic of drawing, and at the end, the entire group also participates in the discussion. 2. At the beginning of the workshop, we briefly introduce to participants what one-line drawing is and how it works. We propose some ideas and show some finished products that



we brought with us for this purpose. With a demonstration, we show how to draw continuously with a pencil on A4 paper.

3. We also show the process in the video, while reminding the participants that the pencil must be on the paper at all times, that individual lines can overlap, that they should focus on the details they want to capture in the picture, that they should plan in advance...
4. After the presentation, each participant returns to their place where the trainers will distribute them tools for their work: pencil, paint brush, charcoal, paper (A4 and A3 format), 2 acrylic paints.
5. At first, they will draw the pattern on A4 format. This way they will also test their skills and get introduced to one-line drawing technique. With drawing the same portrait several times on A4 format, they will see where the most important points of the face are, and how much detail is required to make portrait look like a person they want to draw. The only rule is that the pencil never leaves the paper until the drawing is finished. At the end of the first test draw, we have a team discussion on how we could improve their product, what we would add, take away, change...

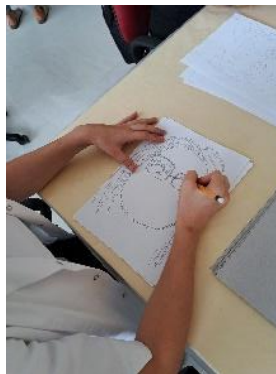


Photo credit: URI Soča, CPR Murska Sobota

6. When they are satisfied with their test-drawing, they are ready to draw with charcoal on A3 format. Before drawing with charcoal, participants are taught how to hold the charcoal correctly. Let's remind them that charcoal is a material that breaks quickly under greater pressure, so when drawing they should also pay attention to the pressure of the charcoal on the surface itself. Experimental strokes with charcoal can be made on A4 format. Participants should be warned not to smear the lines while drawing over them. Charcoal is a material that smears quickly.



7. Participant attach the A3 paper to the table with tape. They put tape on the back page. Otherwise, it may happen that the paper slips while drawing with charcoal.
8. Continuous charcoal drawing on A3 paper. Trainers should ensure that the portrait is drawn large enough to fill the entire paper. In the workshops we have held so far, it has become apparent that some users have problems with adjusting the image size to a different paper format.



Photo credit: URI Soča, CPR Murska Sobota

9. When the charcoal drawing is complete, parts of the portrait are painted with acrylic paints and a brush. They should pick two colours. It should be noted that the paint should not be applied directly to the charcoal, as it can smear it.



Photo credit: URI Soča, CPR Murska Sobota

10. When the lesson has 20 min left, we say: "We have 20 minutes left. Now we have to slowly finish with our work." Remind them again when it's 5min and 1 min left.
11. After the painting is finished, it is ready to be hardened with a hardening spray so that the charcoal does not smear.
12. They finish the unique picture with their legible signature at the bottom right. With their signature, the product is ready for photography and exhibition.
13. Encourage participants to help clean up the working surface and equipment. If necessary, show them how to wash brushes and other equipment.
14. When users are done with portraits and cleaning the working surface, they can go on short break.




15. In the meantime, we evaluate their work. We pay most attention to whether the portrait was truly drawn with a single stroke. We further evaluate the originality of the product, whether the participant managed to follow all the trainers' instructions, creativity, sense of art and expression and manual skills.
16. Once everyone has finished and cleaned the work place, it is time for a well- deserved coffee break.
17. After the break, we present the “writing on art and colours” to the participants. We look into some famous portraits and analyse together which emotions were expressed.
18. Participants exchange their portraits with each other. Each individual writes what he thinks the person in the portrait is experiencing, which emotions does he feel while looking at the portrait, what feelings the colours evoke in him, etc.
19. We ask the author of the picture how he felt while drawing? Does the drawing represent something specific to them (their emotions, current mood, ...)? Then the writer of the description is asked to read his description, what emotions he sees in portrait, what he feels when looking into portrait. We analyse the differences and talk about why we see what we see, with which colour we associate which emotion...
20. We ask participants if it's difficult for them to keep up without breaking the line of drawing? How did they feel while drawing? Do they find the task interesting and will they try it again at home?
21. As the final part of the workshop, we present Methods of relaxation techniques - deep or diaphragmatic breathing to the participants. We explain why we will use this technique and how we will implement it. Deep breathing techniques involve not only the lungs but also the stomach, abdominal muscles and diaphragm during breathing. To make it easier for them to understand we show them a video:
<https://www.youtube.com/watch?v=K353fkHYMPs>
22. We guide the participants in a calm and slow voice and tell them when to slowly inhale and when to exhale. If we want to increase the effect, we ask the participants to relax before starting the technique.
23. Breathing process:
 - Sit on the edge of the chair, legs hip-width apart, spine as straight as possible. We start by having them sit comfortably on a chair, close their eyes and follow the trainer's voice instructions. If more comfortable you can also stand.



	<ul style="list-style-type: none"> - Have them repeat the word in their mind, for example "peace", "silence", etc. They must focus on the chosen word and thus on the inhalations and exhalations. - One hand is placed on the chest, the other on the lower part of the abdomen (at the level of the navel). - They breathe calmly, relaxed, inhaling and exhaling through the nose. - We observe the movement of the hands (the one that rises more visibly indicates the breathing). <p>24. Explain how to install and use the mobile application Kardia, that guides us through the process of deep or diaphragmatic breathing. The application shows us the length of inhalation and exhalation with a light mark. It's called Kardia and you can find detailed instructions on how to use it here: https://www.youtube.com/watch?v=7j2vXz0l8p8&t=4s</p>
How to end workshop	<ul style="list-style-type: none"> ● After finishing the last activity, we end the workshop with the fulfilment of the satisfaction questionnaires. If any participant has any difficulty in filling in the questionnaires, we will help him/her in this task. ● We end the workshop by saying a few words of recognition and appreciation. We compliment their work and the collaboration between all the participants.
Sources / further reading / resources	<ul style="list-style-type: none"> ● https://artsie858436220.wordpress.com/2018/01/14/risa-nje-z-ogljem/ ● Gorjup, T. (1999). Likovne zakonitosti in aktivnosti delovne terapije. Ljubljana: Državna založba Slovenije. ● Herzog, J. (2009). Dejavniki likovne ustvarjalnosti in likovnopedagoško delo. ● https://cooldrawingidea.com/one-line-drawings-easy-tutorial-step-by-step-for-beginners/ ● https://etchrstudio.com/blogs/blog/one-line-drawings ● https://solabovec.si/sites/default/files/osbovec-likovna-umetnost-2286.pdf ● https://thevirtualinstructor.com/continuous-line-drawing.html ● https://personal.utdallas.edu/~melacy/pages/Drawing/AS03-S11_ContinuousLine/AS03.html



Workshop No. 2: "Finding solutions"

<p>Title, description methods</p>	<p>short and</p> <p>„FINDING SOLUTIONS“</p> <p>LAND ART (OUTDOOR ACTIVITIES 3.3) + INCOMPLETE FIGURES TASK (CREATIVITY TRAINING 5.2) + METHODS OF RELAXATION TECHNIQUES - DEEP OR DIAPHRAGMATIC BREATHING (RELAXATION TECHNIQUES 2.1)</p>  <p><i>Photo credit: URI Soča, CPR Murska Sobota</i></p> <p><i>The workshop instructions are adapted for working with people with intellectual disabilities.</i></p> <p>Common thread of this workshop is about finding meaning in seemingly unrelated matters, finding solutions in the shortest possible time and in the most inventive way possible. Through group activities in nature participants will develop common/shared ideas and solutions. To find those ideas/characters/shapes/patterns is not always easy and requires a lot of imagination and creativity. When faced with a problem, we can use breathing exercises that help us to calm down and gain a clear view of the whole situation.</p> <p>The methods listed above are described in more detail in the "Manual for adult trainers on Creativity&Art therapy for disabled". Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<p>The main goal of the workshop is problem solving. Another goal is to encourage a healthy lifestyle with the help of the presented</p>



	<p>methods and to provide the user with opportunities to express themselves in a creative and innovative way. During the workshop, the participants will be encouraged to cooperate and socialize with each other.</p>
<i>Achieved competences</i>	<p>At the workshop, participants will learn how to solve problems more creatively - as a group and individuals. Participants will improve their ability to concentrate, they will learn to observe and extract the essence of what is seen and observed. Deep breathing techniques will help them when they are under stress and want to calm down. With these techniques, they can shift part of their attention to breathing and distract their mind from thinking negative thoughts.</p>
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>



<p>Guidelines for implementation of online workshops</p>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>“Land art” activity takes place in nature, so we need to take the necessary equipment. All materials necessary for the implementation of this part of the workshop must be of natural origin (leaves, cones, branches, stones, sand, bird feathers, snail houses, seeds, dried flowers...). We will find those materials during the implementation of the workshop.</p> <p>Equipment:</p> <ul style="list-style-type: none"> • A bag, basket or backpack to store things in. • First aid kit. • Scissors, pliers • Gardening gloves, if needed <p>“Incomplete figures task” and “Methods of relaxation techniques - deep or diaphragmatic breathing” activities will take place inside the classroom. The work space (workshop, classroom) must be</p>



	<p>large enough so that all participants have enough space to work; we must provide enough chairs, tables, etc. Materials and tools must be within reach.</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Pre-prepared A4 format paper with the lines on it</i> ● <i>plain A4,</i> ● <i>black or colored marker pen.</i> <p>Equipment:</p> <ul style="list-style-type: none"> ● <i>tables</i> ● <i>chairs, mats</i> ● <i>computer</i> ● <i>projector</i> ● <i>speakers</i> ● <i>TV/projection screen</i> <p>We make sure that everything is well prepared for implementation in the workshop; that all the necessary equipment is available and that we provide enough material and work aids for all participants. We also check whether the technical devices work as they should. We will also prepare and present some physical examples which we will also demonstrate.</p>
Group size	<p>The size of the group partly depends on the classroom where the workshop will take place; all participants must have enough space to feel comfortable, relaxed, without invading each other's personal space. There must be enough space for trainers who will circulate among the participants and help them if necessary. The size of the group also largely depends on the type of cognitive impairment and disability. If the group is too large, participants with moderate intellectual disabilities may find it difficult to participate. Ideal for this workshop is between 8 and 10 participants. Because of the unpredictable situations that can happen in nature/outside of the classroom, working with a smaller group is safer and more manageable.</p>
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> ● Do your best to create a welcoming and warm environment for all participants so that they feel safe and accepted. ● As a trainer, you must be able to stimulate the creativity of each participant. Before the workshop itself, learn about the specifics of working with different types of cognitive impairment. ● To carry out a workshop with people with intellectual disabilities, we must prepare understandable and well-



	<p>structured instructions with pictures. It's even better if we show them a video of every individual step of the workshop.</p> <ul style="list-style-type: none">● When giving instructions for work, speak in clear short sentences, avoiding words or terms that are complicated, technical, and difficult to understand.● Demonstrate the steps. Have the participants do the steps, one at a time. Provide assistance, if necessary. Give the participants multiple opportunities to practice each individual step by itself and all the steps together.● Don't raise your voice. Sometimes when people are making a special effort to ensure that the other person in a conversation understands what they are saying, they tend to speak louder.● After giving instructions, ask participants if they have any questions. Asking questions is an effective way to monitor understanding.● Allow the individual plenty of time to formulate a question in his mind before verbalizing it. You may need for them to repeat the question or ask him to clarify what he is asking. When a participant asks you a question, ask them to repeat back the information you have given them just to make sure he/she understands you correctly. Be patient. You want to make sure that the person understands you, and that you understand him in return.● During the implementation of the activity, pay attention to whether any of the participants needs help. Encourage participants to ask questions and to not be afraid to ask for help.● Despite the limited time of the workshop, try not to rush things and to allow everyone to do things at their own pace.● Before heading outside/in the nature, make sure that the participants are properly dressed, that they have everything they need. Encourage them to go the bathroom before leaving the workshop/classroom. Going to the bathroom in nature will not be possible.
<i>Time needed</i>	<p>The total duration of the workshop is 3 hours and 30 min. Within the workshop itself, we stick to the time frames of individual activities:</p> <ul style="list-style-type: none">● 15 min course introduction and welcoming the learners● 1 hour 45 minutes for creative creation in nature● 15 min break● 5 min to prepare the line completion method (Incomplete figure task)



	<ul style="list-style-type: none"> • 30 min performance of the "Task of incomplete figures" method. • 10 min break • 15 min for Methods of relaxation techniques - deep or diaphragmatic breathing • 15-20 minutes for evaluation questionnaires • If necessary, we will allow the participants to take additional breaks.
Course introduction and welcoming the learners	<ul style="list-style-type: none"> • Let's introduce ourselves (who we are and why we will hold the workshop). We try our best to make the atmosphere as relaxed as possible. • "Hello and welcome to today's workshop!" • "My name is..." • "I'm so glad you're all here." (It is important that everyone feels welcome). • Present the content and duration of the workshop: "The first part of the workshop will take place in nature and the second and third part will take place in the workshop. The workshop will last 3 and a half hours with short breaks in between (1x in nature and 1x in the workshop). We finish at x. If necessary, we will allow the participants to take additional breaks. • Ask participants if they have arranged transportation home. If they don't have one, suggest that they call home after the introduction and inform their parents/guardians when to pick them up. • Inform the participants about the location of the bathroom. If needed one of the trainers can accompany the participant to the toilet to show where it is. • Before the workshop, the trainer hands the participants a participation and consent form for taking photos. Warn them that photography will take place during the workshop and that they should mark with (yes/no) whether they allow the publication of photos. • Create a comfortable working environment and start our workshop.
Steps in the implementation	<ol style="list-style-type: none"> 1. In the beginning of the workshop – Land art (Outdoor activities), we will go to the nearest park. In a structured and comprehensible way, we will give instructions to the participants on what we will do in nature and what our goal is: we want to create pictures, characters, images out of natural materials. We recommend bringing a bag, basket or backpack to store materials we found in nature.



2. We can always find material and inspiration for creating in nature, we just have to see it; leaves, flowers, cones, branches, stones, seeds, fruits, grass, bird feathers and more. We try to stimulate the imagination of the participants in order to get as many ideas as possible and be as creative as possible.
3. After we create images from nature (characters, patterns), we photograph them and discuss what we created and the meaning behind our work.



Photo credit: URI Soča, CPR Murska Sobota

4. After we return to a classroom, we have a short break. After the break, we will start with the next method: INCOMPLETE FIGURES TASK. We provide participants with structured and comprehensibly given instructions. To make the task easier to understand, we show them a physical example of the solved task. The example shown must be different from the tasks that the participants will receive.
5. The activity Incomplete figures task consists of 3 exercises. While performing the exercises, each participant must concentrate on the lines and come up with different ideas and solutions in a certain time frame. The goal is to draw a meaningful character, picture or object. The lines are completed with a colored felt-tip pen for clearer visibility of the lines. Despite the fact that each participant draws his own drawing individually, the activity also includes a lot of group work. As a group, participants develop different ideas, and at the end, the whole group also participates in a discussion.
6. Participants pair up. Each of the participants gets his pre-prepared sheets on A4 paper with 18 different unfinished lines (9 on each side), which he tries to complete and solve in a certain time frame. They solve each side separately. While we hand out the sheets, we make sure that each couple of participants get the opposite side of the pre-prepared sheet. For each side they have 3 minutes for

consideration about possible solutions, and 5 minutes to complete the task.

7. After completing the first page (about 8 minutes), participants will turn the paper over and begin working on the remaining 9 unfinished rows.

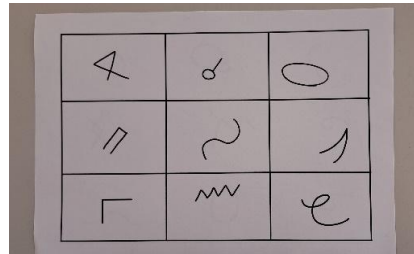


Photo credit: URI Soča, CPR Murska Sobota

8. After finishing both sides of the sheets, each pair compares the solutions they came up with.
9. In the next step of this method, we work in pairs. Each of the participants draws 3 squares on a blank sheet of paper with a black felt-tip pen. In each square, they draw the beginning or the shortest possible line (stroke) of their idea. Participants must never reveal what they were imagining at the beginning of their incomplete figures task. Participants have 5 minutes to prepare their incomplete figures task.

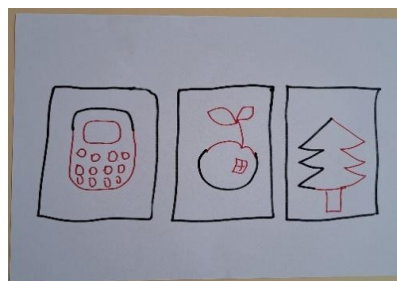


Photo credit: URI Soča, CPR Murska Sobota

10. When finished, they give their incomplete figures task to their partners and vice versa. They have 5 minutes to come up with solutions. The lines are completed with a colored felt-tip pen for better transparency.
11. After completing both tasks, they reevaluate the diversity of ideas and the speed of all solutions together. Everyone in the group shows the results of the solutions and the diversity of ideas.
12. We encourage discussion with questions as: How do they feel about this type of problem solving? How did they come up with the idea? Was the task too difficult for them? Do they think the task is suitable for activating the acquisition of ideas and thus solutions?



	<p>13. After we finish discussing, we encourage participants to help clean up the working surface and equipment. Then they have 10min break.</p> <p>14. As the final part of the workshop, we present Methods of relaxation techniques - deep or diaphragmatic breathing to the participants. Let's explain why we will use this technique and how we will implement it. Deep breathing techniques involve not only the lungs but also the stomach, abdominal muscles and diaphragm during breathing. For easier understanding, we show them a video: https://www.youtube.com/watch?v=K353fkHYMPs</p> <p>15. We guide the participants in a calm and slow voice and tell them when to slowly inhale and when to exhale. If we want to increase the effect, we ask the participants to relax before starting the technique.</p> <p>16. Breathing process:</p> <ul style="list-style-type: none"> - Sit on the edge of the chair, legs hip-width apart, spine as straight as possible. We start by having them sit comfortably on a chair, close their eyes and follow the trainer's voice instructions. If more comfortable you can also stand. - Explain how to install and use the mobile application Kardia, that guides us through the process of deep or diaphragmatic breathing. The application shows us the length of inhalation and exhalation with a light mark. It's called Kardia and you can find detailed instructions on how to use it here: https://www.youtube.com/watch?v=7j2vXz0l8p8&t=4s - Have them repeat the word in their mind, for example "peace", "silence", etc. They must focus on the chosen word and thus on the inhalations and exhalations. - One hand is placed on the chest, the other on the lower part of the abdomen (at the level of the navel). - They breathe calmly, relaxed, inhaling and exhaling through the nose. - We observe the movement of the hands (the one that rises more visibly indicates the breathing).
<p>How to end workshop</p>	<ul style="list-style-type: none"> ● After finishing the last activity, we end the workshop with the fulfilment of the evaluation questionnaires. If any participant has any difficulty in filling in the questionnaires, we will help them in this task. ● We end the workshop by saying a few words of recognition and appreciation. We compliment their work and the collaboration between all the participants.



**Sources / further
reading / resources**

- <https://www.widewalls.ch/magazine/land-art>
- https://en.wikipedia.org/wiki/Land_art
- <https://no.pinterest.com/wreathideas/natural-material-wreaths/>
- <https://opusgrows.com/blogs/journal/10-minimalist-natural-wreath-ideas>
- Birdi, K. (2016). Creativity Training. In H. Shipton, P. Budhwar, P. Sparrow and A. Brown (Eds.)
- Human Resource Management, Innovation and Performance, London: Palgrave Macmillan.
- <https://learntechasia.com/sir-ken-robinson-education-creativity/>
- <https://siol.net/trendi/nevrosoba/kako-ujeti-izmuzljivo-muzo-dobrih-idej-451656>
- <https://learntechasia.com/sir-ken-robinson-education-creativity/>
- <https://www.svetloba.si/dihanje/ze-znate-dihati-s-trebuhom>
- <https://my.clevelandclinic.org/health/articles/9445-diaphragmatic-breathing>

Workshop No. 3: “My path of dreams”

Title, description methods	short and
	<p>“MY PATH OF DREAMS”</p> <p>GUIDED VISUALIZATION (RELAXATION TECHNIQUES 2.2) + A MAP OF MY THOUGHTS (ART THERAPY METHODS 1.2) + SOCIAL MEETUP BY THE CAMPFIRE (OUTDOOR ACTIVITIES 3.5)</p> <div data-bbox="639 1464 1241 1736" data-label="Image"> </div> <p><i>Photo credit: URI Soča, CPR Murska Sobota</i></p> <p><i>The workshop instructions are adapted for working with people with intellectual disabilities.</i></p> <p>Everything is possible in dreams, and as such, dreams can be the first step to creating our reality. With the help of guided visualization, participants will think about what they want their</p>



	<p>future to look like and what they want to achieve in life. In their dream future, they can imagine an ideal profession, they can imagine a family, a dream house, they can imagine what means the most to them in life. After visualizing the idea of their ideal future, they start flipping through magazines, choosing textile material, everything that comes in handy in depicting this future. At the end, around the campfire, they discuss their maps, what they represent and how they can achieve them.</p> <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<i>Aims</i>	<p>The main goal of the workshop is for the participants to learn what they want from the future. In doing so, they learn the difference between dreams and reality and talk about what can be achieved and what steps they need to take to get there. They will get a chance for self-expression and to show the world how they see themselves in the future, what they want to achieve in their lives. During the workshop, the participants will socialize with each other and encourage each other to fulfil their dreams. By thinking about what would be ideal for them in the future, they force themselves to think about what is realistic, what is achievable and how to achieve it. This encourages entrepreneurial thinking.</p>
<i>Achieved competences</i>	<p>They will get the capacity and action to grow one's self-awareness, abilities, talents, and skills in order to improve their life and achieve what they want. They will learn how to think outside the box and how to separate dreams from reality. They will learn how to plan and how important it is to achieve your goals. With all this, they will increase their confidence and their perception of the world.</p>
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the



	<p>participants with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p><i>Guidelines for implementation of online workshops</i></p>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...)



	<p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
Materials and equipment	<p>The workspace must be large enough for all participants to have sufficient space for working; we must provide enough chairs, etc. Materials and work tools must be within easy reach.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● <i>A3 (white) format paper - cardboard, harder paper.....</i> ● <i>Newspapers, magazines, advertising flyers...</i> ● <i>Crayons, markers, pencils...</i> ● <i>Textile: ribbons, lace, ...</i> ● <i>Other available materials</i> <p>Equipment:</p> <ul style="list-style-type: none"> ● <i>Table with protective tablecloth</i> ● <i>Chairs, mats</i> ● <i>tape, glue</i> ● <i>enough aprons for all participants to protect their clothes</i> ● <i>safety scissors, ruler, erasers....</i> ● <i>Audio system or laptop (for playing relaxing music)</i> ● <i>preprepared fake camping fire (papier mâché).</i> <p>We make sure everything is well prepared; that all the necessary equipment is available and that we provide enough materials and work tools for all participants. We also check that the technical devices work as they should. We try to create a safe and peaceful atmosphere with relaxing music, playing in the background. We also prepare some examples of thought maps, that will help participants with their own working process.</p>
Group size	<p>The size of the group partly depends on the classroom where the workshop will take place; all participants must have enough space to be comfortable, relaxed, without entering each other's personal space. There must also be enough space for trainers to circulate among the participants and help them if needed.</p> <p>We have to make sure, that we have enough diverse quality material for everyone. We also recommend that there are more trainers available, which can provide enough individual help to each participant.</p> <p>The size of the group, of course, also largely depends on type of cognitive impairment. If the group is too large, participants with</p>




	<p>moderate intellectual disability may find it difficult to take part. This could be because of a fear to speak out in a crowd or because of cognitive impairments and distractions from other group members. Ideal for this workshop is between 8 and 10 participants.</p>
<i>Pedagogical tips for the Trainers</i>	<ul style="list-style-type: none">● Do your best to create a welcoming and warm environment for all participants so that they feel safe and accepted.● As a trainer, you must be able to stimulate the creativity of each participant. Before the workshop itself, learn about the specifics of working with different types of cognitive impairment, what to pay attention to, where to expect the most problems etc.● To carry out a workshop with people with intellectual disabilities, we must prepare sufficiently understandable and structured instructions with pictures. It's even better if we show them a video of how their work will go at the beginning of the workshop.● When giving instructions for work, speak in clear short sentences, avoiding words or terms that are complicated, technical, and difficult to understand.● Break longer tasks into small steps. Demonstrate the steps. Have the student do the steps, one at a time. Provide assistance, as necessary. Give the student multiple opportunities to practice each individual step by itself and all the steps together.● Don't raise your voice. Sometimes when people are making a special effort to ensure that the other person in a conversation understands what they are saying, they tend to speak louder.● After giving instructions, ask participants if they have any questions. Questioning is an effective way to monitor comprehension.● Allow the individual plenty of time to formulate a question in his mind before verbalizing it. You may need for him to repeat the question or ask him to clarify what he is asking. When participant ask you a question, ask him to repeat back the information you have given him just to make sure he understands you correctly. Be patient. You want to make sure that the person understands you, and that you understand him in return.● During the implementation of the activity, pay attention to whether any of the participants has problems with the implementation and needs help. Encourage participants to ask questions and to not be afraid to ask for help.



	<ul style="list-style-type: none"> • Despite the limited time of the workshop, try not to rush things and to allow everyone to do things at their own pace. • Make sure that there is enough diverse material for every participant. We recommend that you have some material in reserve.
<i>Time needed</i>	<p>The total duration of the workshop is 3 hours. Within the workshop itself, we stick to the time frames for individual activities:</p> <ul style="list-style-type: none"> • 10 min, Introduction of the workshop • 10 min, Guided visualization • 1h 45 min including one 10 min break, A map of my thoughts • 15 min for cleaning and coffee break • 1h, Social meetup by the campfire • 5min break • 15-20min for evaluation questionnaires
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • To create a relaxed atmosphere, let's introduce ourselves (who are and why we will hold the workshop). • "Hello and warmly welcome to today's workshop!" • "My name is..." • "I'm very happy that you all are here." (It is important that everyone feels welcome). • (Introduce the topic and length of the workshop): "Today we will learn about the importance of dreaming and at the same time having goals that are realistic and achievable. The workshop will last for 3 hours and 45 min, with intermediate break. We finish at x. Break for coffee will be at x, and will last 15minutes." • Ask participants if they have arranged a way home. If not, you can suggest that they inform the parents/guardians of when the workshops end after the course introduction. • Inform participants about the location of the bathroom. "Toilets are located down the corridor to the right. Disability toilet available...?" (One of the trainers can accompany the participant to the toilet to show where it is.) • Let's create a comfortable working environment with relaxing music. • Before the workshop, the trainer gives the participants an attendance sheet and consent for taking photos at the workshop to be signed. Warn them that photography will take place during the workshop and that they should mark with (yes/no) whether they allow the publication of pictures.



	<ul style="list-style-type: none"> Only when we create a comfortable place for all participants, we can start the workshop.
Steps in the implementation	<ol style="list-style-type: none"> At the beginning of the workshop, we explain to the participants what map of thoughts is and show them some finished products that we brought with us for this purpose. After the presentation, we inform them that they should carefully follow the instructions given by the trainer. We let them decide if they want to sit or lie down during the guided visualisation. We emphasize the importance of them being comfortable during the visualization. Once they are all comfortably situated (lying down or sitting in a chair) ask them to close their eyes and take a deep breath. After this, start with the story or description of images. The narration of the story needs to be done with a very slow rhythm, with easy vocabulary and calm voice. Small pauses can be made during the narration to let the participant imagine the scene. With the help of visualization, we lead them into the future as they have imagined it.  <p><i>Photo credit: URI Soča, CPR Murska Sobota</i></p> <ol style="list-style-type: none"> After 10 min, we ask each of the participants if they have a clear picture in their mind of their ideal future. Only when all of them have clear idea, we begin with the next step of the workshop. We ask them briefly to describe what they have thought about and if they could name it. If not, we ask them to explain their thought process through their work. In next step we invite them to take magazines/newspaper/other available materials and go through them, looking for anything that they can use in creating their product. When they find a suitable image/text/material, they cut it out and put it aside. After they have collected all the images, they create a sample of how the final product could




	<p>look. In this stage they can still take something out or add something into the final map. Only when they are satisfied with it, they start the actual gluing. They can also draw and write on the map, anything they want.</p> <ol style="list-style-type: none"> 8. Sometime in between this process we take a 10min bathroom break. 9. As this methodological option lasts a little longer, participants are warned a few minutes before the end to start finishing the product. 10. They finish the unique map with their legible signature at the bottom right. With their signature, the product is ready for photography and exhibition. 11. When participants are done with portraits and cleaning the working surface, they can go on coffee break. In the meantime, trainers prepare everything necessary for next activity. We place the chairs in the circle and put fake “camp fire” in the middle. 12. When everyone is seated next to the campfire, we encourage participants to describe their maps, to describe their dream future and how they think they could achieve those dreams. We encourage group discussion as much as possible. 13. After the discussion, we have a short break, during which participants prepare for solving questionnaires.
How to end workshop	<ul style="list-style-type: none"> ● When the “A map of my thoughts” activity has 20 min left, we say: “We have 20 minutes left. Now we have to slowly finish with our work.” Remind them again when it’s 5min and 1 min left. ● Everyone signs their map. ● After finishing the last activity, we end the workshop with the fulfilment of the evaluation questionnaires. If any participant has any difficulty in filling in the questionnaires, we will help him/her in this task. ● We end the workshop by saying a few words of recognition and appreciation. We compliment their work and the collaboration between all the participants.
Sources / further reading / resources	<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=X_R72xZ8g9Q ● https://www.riseart.com/guide/2371/a-guide-to-collage ● https://www.junige.com/collage-art-explained



5. Workshops for people with cerebral palsy (DEFOIN)

Workshop No. 1: "A dream place"

<p>Title, short description and methods</p>	<p>"A DREAM PLACE"</p> <p>HOW TO CREATE A STORY – WHERE? (CREATIVE WRITING 6.4) + COLLAGE "A MAP OF MY THOUGHTS" (ART-THERAPY 1.2) + GUIDED VISUALIZATION (RELAXATION TECHNIQUES 2.2)</p>  <p><i>Photo credit: Workshop carried out by DEFOIN in collaboration with the Numen Foundation</i></p> <p><i>The workshop instructions are adapted to work with people with cerebral palsy, bearing in mind that certain variations may be needed depending on the level of impairment of each participant.</i></p> <p>Create an "ideal" scenario with elements chosen by the participants that can later be used in future relaxation exercises such as guided visualisation.</p> <p>The methods listed above are described in more detail in the "Manual for adult trainers on Creativity&Art therapy for disabled". Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<p>The main objective is to create what would be the "ideal scenario for relaxation" for all participants, choosing the elements of this scenario from magazines, cut-outs, drawings, and other artistic elements. In this way, art therapy, the search for creative elements and the artistic expression of the participants will be encouraged to design this scenario. On the other hand, group work will be encouraged as the scenario will be created together with their peers.</p>



	Finally, the materials developed will be used in a relaxation exercise that will end the session.
<i>Achieved competences</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Be imaginative in creating a scenario in which to set their own story. - Be creative when creating a story. - Express themselves with others through different elements of the environment in which the activity takes place. <p>Skills:</p> <ul style="list-style-type: none"> - Increase their group work skills. - Increase their relaxation skills. <p>Attitudes:</p> <ul style="list-style-type: none"> - Will be able to work in a team. - Will be able to communicate and express themselves. - Will be able to relax.
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as</p>



	computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<i>Materials and equipment</i>	<p>The working space should be large enough so that all participants have enough space to work. Sufficient chairs, tables, paints, paper, etc. should be provided. Working materials and tools should be within easy reach.</p> <p><i>Materials needed:</i></p> <ul style="list-style-type: none"> • Examples of scenarios (e.g., famous paintings, film scenes, etc.) • Magazines, drawings, pictures to cut out. • Scissors • Glue • Large cardboard or paper • Optional: Materials of different textures (cotton, fabrics, cardboard...) <p><i>Equipment:</i></p>



	<ul style="list-style-type: none"> • Tables • Chairs • Projector to present scenarios (can also be presented in printed form and/or orally if no projectors are available) • Music player / Speakers / Computer / Other devices (in case you want to accompany the activities with music) <p>It is necessary to ensure that all materials and equipment are well prepared; that everything necessary is available and that we provide enough materials and working tools for all participants. It is also important to check that the technical devices to be used are working properly.</p> <p>It is also necessary to ensure that the workspace is clean and tidy. Educators should consider the different levels of disability within the same group and try to adapt each material and tool as much as possible.</p> <p>Finally, as this activity is planned to take place outdoors, educators should make sure that the space is accessible to people with different degrees of disability or mobility problems (e.g. that there are no stairs or other obstacles preventing easy access).</p>
Group size	<p>For this workshop there is no limitation on the size of the group. However, some considerations are: 1. The space available for the workshop, 2. The availability of materials, 3. The number of professionals who can implement the workshop and 4.</p> <p>All participants should have enough space to carry out the activities comfortably and with sufficient space.</p> <p>It is necessary to consider the materials available as all participants must have equal access to them. In other words, if there is only enough material for 5 people, the workshop can only be carried out with that number of participants.</p> <p>It is also necessary to consider how many professionals are available to deliver the workshop. The more professionals available to help, the larger the working group can be.</p> <p>Finally, it is important to take into account the level (or levels) of disability within a group as this will largely depend on the above points.</p>
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> • As a trainer, do your best to create a friendly and warm environment for all participants, so that they feel safe and accepted. • Cerebral palsy is very different. Before the workshop, inform yourself about the different types of cerebral palsy that the participants have so that you can prevent certain behaviours



	<p>and/or problems and know how to always act in the most appropriate way.</p> <ul style="list-style-type: none"> • Do not infantilise their behaviour, treat them as adults. Do not assume that because they have cerebral palsy, they will not be able to do certain activities. Value their autonomy and let them make their own decisions. • Speak to them normally: address them directly and not their companion (if they are accompanied), do not try to imitate their way of speaking, listen, and give them time to respond, ask them if you have not understood them correctly, do not anticipate their answers, etc. • It is also advisable to talk to them face to face, at the same height (for example, sitting on a chair if necessary), using simple and close language. • Adapt as much as possible to their way of communicating (which may not always be verbal). Be aware of non-verbal language manifestations. • Do not assume that they need help, ask them how they want to be helped and give them time to try to deal with situations individually at first. • Do not assume that a motor impairment implies a mental impairment. • Don't try to mobilise a person with cerebral palsy unless you are a professional. <p>Most importantly, forget about labels and prejudices! Treat them with dignity, without showing pity or negative feelings towards them, respecting their opinions, their personal space, and their abilities.</p>
<i>Time needed</i>	<p>The total duration of the workshop is estimated at 3 hours. Within the workshop itself, the following times are estimated for each activity:</p> <ul style="list-style-type: none"> • 50 min for “How to create a story – Where?” • 10 min break • 60 min for “Collage “a map of my thoughts” • 10 min break • 20 min for “Guided visualization” • 10 min break • 20 min for evaluation questionnaires
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • Before starting the workshop activities, try to create a relaxed and comfortable atmosphere for the participants. To do this, start the session with phrases such as: "Good



	<p>afternoon, I am glad you all could come today" "My name is Maria, it is a pleasure to welcome you to this workshop" "I hope you enjoy the workshop!" It is important that all participants in the workshop feel welcome.</p> <ul style="list-style-type: none"> • Introduce yourself as the trainer. Describe who you are and why you came to the centre/space to run the workshop. In case there is more than one trainer, leave space for them to introduce themselves as well. • Introduce the theme of the workshop and how long it will take: "Today's workshop is called "A Dream Place" and will last about 3 hours". Briefly describe the activities of the workshop and where they will take place (if there is a need to change location, if they will all take place in the same space, etc.). Also point out that there will be several breaks in between the activities: "In between the activities we will have several breaks to rest". Finally, indicate the approximate end time of the workshop: "We are expected to finish at 15:00". • If the workshop is taking place in a new space or centre for the participants, take a few minutes to explain the logistics of the centre: indicate where the activities will take place, where the toilets are, etc. • Remind participants that the workshop is designed to have fun and enjoy the time and activities. No answer will be treated as incorrect and at any time they can count on the support of the trainers and also of their peers. • Promote collaboration among participants. Use phrases such as: "We need your collaboration!" "We are here to have fun!" • Before starting the workshop activities, distribute the attendance sheets and the consent form for taking photos during the session. Remind participants that the latter (the consent form) is not compulsory and that they can refuse to appear if they wish. • If necessary, allow time for participants to present and explain their way of communicating in case they do not use oral language but alternative communication systems. • Finally, ask if they wish to make any comments or have any doubts about what has been explained previously. <p>Start the workshop activities only when the atmosphere is appropriate, that is, when all participants are clear about their rights, their role in the activities, have no doubts and want to start.</p>
<p>Steps in the implementation</p>	<p>The workshop combines both individual and group work. The following is a step-by-step description of how to run the workshop:</p>



1. Start the workshop by carrying out the activity **How to create a story - where** (*Creative Writing*). To do this, start by reminding the participants of the five senses (Sight, Hearing, Touch, Smell and Taste).
2. Then explain how an environment can be described from the five senses by asking questions such as: 1. Sight: what can you see? what does the environment look like? 2. Hearing: what noises can you hear? 3. Touch: what does it feel like to touch? 4. Smell: what smells do you perceive; 5. Taste: what flavour can you experience?
3. As an activity to exemplify this to the participants, show some scenarios and try to answer these questions together with the participants.
4. Finally, ask the participants to individually close their eyes and imagine a "nice" and "relaxing" scenario for them. You can use other positive adjectives to describe this scenario.
5. Next, ask participants to describe this scenario according to what was discussed earlier (sight, hearing, touch, smell and taste). Collect the answers on a piece of paper as these ideas will form the basis of the Guided Visualisation story that will be practised at the end of the workshop.
6. Once this activity is finished, propose a 10-minute break. Use this break to put the collected ideas together to form the story.
7. After the 10-minute break, start the second activity of the workshop: **"Collage "a map of my thoughts"** (*Art therapy*).
8. First explain to the participants what a collage is ("a pictorial and graphic technique in which pieces of paper, cloth or other material are glued to a substrate and drawn or painted") and that the next activity of the workshop will consist of creating a collage that represents the scenario they had previously imagined. Then explain how to make a collage (e.g., by cutting out pictures from magazines and gluing them on a piece of cardboard). It is also a good idea to show some examples of collages.
9. Once you have explained how to make a collage and clarified any doubts, distribute the materials to the participants (magazines, scissors, glue, etc.). Ask them to choose, cut out and glue on a common piece of cardboard those images that they think describe the imagined scenario. If participants have difficulties with this step (e.g., difficulty with scissors), help them as much as possible. In the most extreme cases, carry out the cutting and gluing activities yourself, involving the users only in the choice (of the images, where they want them to be placed in the collage...). All this to ensure the safety of the participants.



Photo credit: Workshop carried out by DEFOIN in collaboration with the Numen Foundation

10. It is important that, during this activity, you positively reinforce the choices and actions of the participants (e.g.: how nice! how well cut out! those colours are very relaxing! it looks beautiful!).



Photo credit: Workshop carried out by DEFOIN in collaboration with the Numen Foundation

11. Once the time for making the collage is over, propose another 10-minute break. During this break it is recommended to continue elaborating the story that you will use during the Guided Visualisation, this time including elements of the collage.
12. After the 10 minutes break, start with the third activity of the workshop: "**Guided visualisation**" (*Relaxation techniques*).
13. To begin the guided visualisation exercise, ask the participants to place themselves comfortably around the space where the workshop is taking place. Although this technique is done individually following the instructions given by the trainer, it can be done in the company of others.
14. Once all participants are settled, ask them to close their eyes and try to relax. After 1 minute, start guiding the relaxation by telling a story based on the imagined scenario created by



	<p>the participants through the two previous activities. The narration of the story should be done in a very slow pace, with easy vocabulary and a calm voice. It is advisable to make short pauses during the narration to let the participant imagine the scene. Don't forget to mention the sensations they can feel (the "five senses") and the colours of the landscapes (which you can see in the collage). Also, while narrating, focus on the sensations of the body and integrate some reference to this in the script: "feel how your body relaxes", "you feel calm", "feel how relaxed you are", etc. This activity can also be accompanied by instrumental music.</p> <p>15. Once the narration is finished, tell the participants that they can gradually open their eyes. Then ask them how they felt, whether they were able to relax and what they thought of this relaxation.</p> <p>16. After the Guided Imagery is finished, give a final 10-minute break. During this break you can discuss with the participants the workshop activities and their satisfaction with them.</p>
How to end workshop	<ul style="list-style-type: none"> • After the 10 minutes of the last break, the last activity of the workshop will begin: the fulfilment of the satisfaction questionnaires. If any participant has any difficulty in filling in the questionnaires, we will help him/her in this task. • Once all activities have been completed, including the fulfilment of the satisfaction questionnaires, encourage participants to help clean up the workspace and equipment whenever possible. • Finally, end the workshop by saying a few words of recognition and appreciation. Praise the work done and the collaboration between all the participants. Thank the participants for their participation and, if appropriate, also allow for words of appreciation from the participants to their colleagues.
Sources / further reading / resources	<ul style="list-style-type: none"> • Power of Creativity project. <i>Manual for adult trainers on Creativity&Art therapy for disabled – English version</i>. Available at: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled-english-version/ • Federación ASpace Castellano Leonesa (Consulted on 21 February 2023). <i>Consejos para relacionarse con una persona con parálisis cerebral</i>. Available at:



	<p>https://federacionaspacecyl.org/publicaciones/consejos-para-relacionarse-con-una-persona-con-paralisis-cerebral/</p> <ul style="list-style-type: none"> • Comité de Entidades Representantes de Personas con Discapacidad en la Comunidad de Madrid (ERMI Comunidad de Madrid). (Consulted on 21 February 2023). <i>Cómo dirigirse adecuadamente a las personas con discapacidad</i>. Available at: http://www.cermimadrid.org/publicaciones/documentacion • Asociación Granadina de Atención a Personas con Parálisis Cerebral (ASPACE Granada). (Consulted on 20 February 2023). <i>Soy paralítico cerebral. Libro-guía</i>. Available at: https://aspacegranada.org/transparencia-calidad-aspacer/
--	---

Workshop No. 2: “Street art”

Title, short description and methods	<p>“STREET ART”</p> <p>MUSIC, EMOTIONS AND PAINTING (RELAXATION TECHNIQUES 2.5) + STREET ART (OUTDOOR ACTIVITIES 3.1) + DEEP OR DIAPHRAGM BREATHING (RELAXATION TECHNIQUES 2.1)</p> <p><i>The workshop instructions are adapted to work with people with cerebral palsy, bearing in mind that certain variations may be needed depending on the level of impairment of each participant.</i></p> <p>Encourage creativity, expression and social inclusion of people with cerebral palsy through activities such as outdoor painting</p> <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
Aims	<p>The main objective is that through music and art, participants explore new forms of expression and creativity. These activities are designed to take place outside the classroom, in an open space. The aim is also to promote the inclusion of people with cerebral palsy in society. Thus, through street art, everyone outside the participating group will be able to appreciate the work done and the artworks</p>



	<p>created, as well as the expressive and working abilities of people with disabilities. On the other hand, participants will be able to experience how outdoor activities contribute to people's well-being.</p>
<i>Achieved competences</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Expressing oneself through various elements such as music and painting. <p>Skills:</p> <ul style="list-style-type: none"> - Increase creativity and self-expression. - Increase individual and teamwork skills. <p>Attitudes:</p> <ul style="list-style-type: none"> - Will learn the importance of outdoor activities. - - Will learn the importance of relaxation for people's well-being.
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>



<p>Guidelines for implementation of online workshops</p>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>The working space should be large enough so that all participants have enough space to work. Sufficient chairs, tables, paints, paper, etc. should be provided. Working materials and tools should be within easy reach.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Paper • Paints and pencils • Paints to paint on a wall or mural • Choice of 4 songs (from "very energetic" to "very not energetic") <p>Equipment:</p> <ul style="list-style-type: none"> • Tables • Chairs • Wall or mural • Music player / Speakers / Computer / Other music playing devices.



	<p>It is necessary to ensure that all materials and equipment are well prepared; that everything necessary is available and that we provide enough materials and working tools for all participants. It is also important to check that the technical devices to be used are working properly.</p> <p>It is also necessary to ensure that the workspace is clean and tidy.</p> <p>Finally, educators should consider the different levels of disability within the same group and try to adapt each material and tool as much as possible.</p>
Group size	<p>For this workshop there is no limitation on the size of the group. However, some considerations are: 1. The space available for the workshop, 2. The availability of materials, 3. The number of professionals who can implement the workshop and 4.</p> <p>All participants should have enough space to carry out the activities comfortably and with sufficient space.</p> <p>It is necessary to consider the materials available as all participants must have equal access to them. In other words, if there is only enough material for 5 people, the workshop can only be carried out with that number of participants.</p> <p>It is also necessary to consider how many professionals are available to deliver the workshop. The more professionals available to help, the larger the working group can be.</p> <p>Finally, it is important to consider the level (or levels) of disability within a group as this will largely depend on the above points.</p>
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> • As a trainer, do your best to create a friendly and warm environment for all participants, so that they feel safe and accepted. • Cerebral palsy is very different. Before the workshop, inform yourself about the different types of cerebral palsy that the participants have so that you can prevent certain behaviours and/or problems and know how to always act in the most appropriate way. • Do not infantilise their behaviour, treat them as adults. Do not assume that because they have cerebral palsy, they will not be able to do certain activities. Value their autonomy and let them make their own decisions. • Speak to them normally: address them directly and not their companion (if they are accompanied), do not try to imitate their way of speaking, listen, and give them time to respond, ask them if you have not understood them correctly, do not anticipate their answers, etc.



	<ul style="list-style-type: none"> • It is also advisable to talk to them face to face, at the same height (for example, sitting on a chair if necessary), using simple and close language. • Adapt as much as possible to their way of communicating (which may not always be verbal). Be aware of non-verbal language manifestations. • Do not assume that they need help, ask them how they want to be helped and give them time to try to deal with situations individually at first. • Do not assume that a motor impairment implies a mental impairment. • Don't try to mobilise a person with cerebral palsy unless you are a professional. <p>Most importantly, forget about labels and prejudices! Treat them with dignity, without showing pity or negative feelings towards them, respecting their opinions, their personal space and their abilities.</p>
<i>Time needed</i>	<p>The total duration of the workshop is estimated at 3 hours. Within the workshop itself, the following times are estimated for each activity:</p> <ul style="list-style-type: none"> • 50 min for "Music, emotions and painting" • 10 min break • 60 min for "Street Art" • 10 min break • 20 min for "Deep or diaphragm breathing" • 10 min break • 20 min for evaluation questionnaires
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • Before starting the workshop activities, try to create a relaxed and comfortable atmosphere for the participants. To do this, start the session with phrases such as: "Good afternoon, I am glad you all could come today" "My name is Maria, it is a pleasure to welcome you to this workshop" "I hope you enjoy the workshop!" It is important that all participants in the workshop feel welcome. • Introduce yourself as the trainer. Describe who you are and why you came to the centre/space to run the workshop. In case there is more than one trainer, leave space for them to introduce themselves as well. • Introduce the theme of the workshop and how long it will take: "Today's workshop is called "Street art" and will last about 3 hours". Briefly describe the activities of the workshop



	<p>and where they will take place (if there is a need to change location, if they will all take place in the same space, etc.). Also point out that there will be several breaks in between the activities: "In between the activities we will have several breaks to rest". Finally, indicate the approximate end time of the workshop: "We are expected to finish at 15:00".</p> <ul style="list-style-type: none"> • If the workshop is taking place in a new space or centre for the participants, take a few minutes to explain the logistics of the centre: indicate where the activities will take place, where the toilets are, etc. • Remind participants that the workshop is designed to have fun and enjoy the time and activities. No answer will be treated as incorrect and at any time they can count on the support of the trainers and of their peers. • Promote collaboration among participants. Use phrases such as: "We need your collaboration!" "We are here to have fun!" • Before starting the workshop activities, distribute the attendance sheets and the consent form for taking photos during the session. Remind participants that the latter (the consent form) is not compulsory and that they can refuse to appear if they wish. • If necessary, allow time for participants to present and explain their way of communicating in case they do not use oral language but alternative communication systems. • Finally, ask if they wish to make any comments or have any doubts about what has been explained previously. <p>Start the workshop activities only when the atmosphere is appropriate, that is, when all participants are clear about their rights, their role in the activities, have no doubts and want to start.</p>
<p><i>Steps in the implementation</i></p>	<p>The workshop combines both individual and group work. The following is a step-by-step description of how to run the workshop:</p> <ol style="list-style-type: none"> 1. Start the workshop by carrying out the activity Music, emotions, and painting (<i>Relaxation techniques</i>). To do this, start by introducing the activity and explaining how music can be used to express ourselves. Explain that during the activity they will listen to 4 songs (starting with the most energetic and ending with the least energetic), and that they will have to draw a picture of what each song evokes in them, using the colours that they think are appropriate and that best represent their mood during the song. Remind them that between songs there will be a short break to change the sheets of paper. This activity can be done indoors or outdoors. If it is done indoors, be aware of the time needed to move participants outside for the second and third



	<p>activities. If it is done outside, consider the availability of all materials (chairs, tables or place to paint) in this environment.</p> <ol style="list-style-type: none">2. Distribute four sheets of paper to each participant, indicating that each of them should be used in different songs to paint their emotions.3. When everyone has the first sheet of paper ready, start playing the first song. Remember that this song must be the most energetic of the songs chosen.4. When the song is finished, ask them to switch to another sheet of paper (short pause) and get ready to do the same as before with the next song.5. When everyone has the second sheet of paper ready, start playing the second song.6. When the second song is finished, ask them to change the sheet of paper (short pause) and get ready to do the same as before with the next song.7. When everyone has the third sheet of paper ready, start playing the third song.8. When the third song is finished, ask them to change the folio (short pause) and get ready to do the same as before with the next song.9. When everyone has the fourth sheet ready, start playing the fourth song. Remember that this song has to be the least energetic of the songs chosen.10. When this is finished, ask the participants to save all their drawings as these will be used as sketches for the second activity of the workshop: Street art.11. After playing the 4 songs and drawing the pictures, you can introduce a short reflection activity by asking questions such as: How did your thoughts change throughout the songs? What do your pictures represent? How do you feel?12. Once you have finished this activity, propose a 10-minute break. Use this break to prepare for the next activity, which will take place outdoors on a wall or mural.13. After the 10-minute break, start the second activity of the workshop: "Street art" (<i>Outdoor activities</i>).14. First, explain the activity to the participants. Explain that the drawings made on the paper should now be painted on the wall or mural in a corresponding (larger) size.15. Divide the space of the mural/wall among the participants and point out to each one where they must paint.16. Distribute the outdoor paint and give the signal for all participants to start taking their ideas "from paper to wall". Offer to help whenever necessary.
--	---



	<ol style="list-style-type: none">17. After a while, let participants know how much time they have left to finish painting. You can remind them of the time when there are 20 minutes, 10 minutes and 2 minutes left to finish the activity.18. Once this activity is over, propose another 10-minute break. Use this break as an opportunity for participants to admire the artwork they have created.19. After the 10-minute break, start with the third activity of the workshop: "Deep or diaphragmatic breathing" (<i>relaxation techniques</i>). This technique is done individually, so all participants must follow the instructions given by the trainer individually. However, although the work is individual, it can be done in the company of other people.20. Explain what deep or diaphragmatic breathing is and its benefits.21. Ask the students to position themselves comfortably throughout the workshop space. They can sit or lie down, whichever way they feel most comfortable. Also ask them to close their eyes so that they can better feel the movements. You can also accompany the activity with relaxing instrumental music.22. Once they are in position, instruct them to breathe in through the nose, bringing the breath down towards the stomach, which will rise while the chest remains down. Then instruct them to exhale. The belly will go down, while the chest will stay down.23. Repeat this procedure (deep breathing) for a few minutes. Guide the students with a calm, slow voice, telling them when to inhale and when to exhale in a slow rhythm.24. Conduct a short evaluation of the activity by asking them if they felt relaxed and what they noticed while doing the exercise.25. Once the deep breathing is finished, take a final 10-minute break. During this break you can discuss with the participants the workshop activities and their satisfaction with them.
How to end workshop	<ul style="list-style-type: none">• After the 10 minutes of the last break, the last activity of the workshop will begin: the fulfilment of the satisfaction questionnaires. If any participant has any difficulty in filling in the questionnaires, we will help him/her in this task.• Once all activities have been completed, including the fulfilment of the satisfaction questionnaires, encourage participants to help clean up the workspace and equipment whenever possible.



	<ul style="list-style-type: none"> Finally, end the workshop by saying a few words of recognition and appreciation. Praise the work done and the collaboration between all the participants. Thank the participants for their participation and, if appropriate, also allow for words of appreciation from the participants to their colleagues.
Sources / further reading / resources	<ul style="list-style-type: none"> Power of Creativity project. <i>Manual for adult trainers on Creativity&Art therapy for disabled – English version</i>. Available at: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled-english-version/ Federación ASpace Castellano Leonesa (Consulted on 21 February 2023). <i>Consejos para relacionarse con una persona con parálisis cerebral</i>. Available at: https://federacionaspacecyl.org/publicaciones/consejos-para-relacionarse-con-una-persona-con-paralisis-cerebral/ Comité de Entidades Representantes de Personas con Discapacidad en la Comunidad de Madrid (ERMI Comunidad de Madrid). (Consulted on 21 February 2023). <i>Cómo dirigirse adecuadamente a las personas con discapacidad</i>. Available at: http://www.cermimadrid.org/publicaciones/documentacion Asociación Granadina de Atención a Personas con Parálisis Cerebral (ASpace Granada). (Consulted on 20 February 2023). <i>Soy parálítico cerebral. Libro-guía</i>. Available at: https://aspacegranada.org/transparencia-calidad-aspace/

Workshop No. 3: "Dreams in the open air"

Title, short description and methods	<p>"DREAMS IN THE OPEN AIR"</p> <p>SOCIAL MEETUP BY THE CAMPFIRE (OUTDOOR ACTIVITIES 3.5) + CREATIVE WRITING ABOUT DREAMS AND THE FUTURE - IMAGINATION AND REALITY TO BUILD (CREATIVE WRITING 6.11) + DEEP OR DIAPHRAGMATIC BREATHING (RELAXATION TECHNIQUES 2.1)</p>
---	--



Photo credit: Workshop carried out by DEFOIN in collaboration with the Masnatur Foundation

The workshop instructions are adapted to work with people with cerebral palsy, bearing in mind that certain variations may be needed depending on the level of impairment of each participant.

To highlight the value and the important role played by people with disabilities, specifically those with cerebral palsy, in society. To this end, reflection on dreams, the future and the role of each person in society will be encouraged.

The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from:
https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250

Aims

The main objective is that through reflection and dialogue the participants of the workshop value their role in society and continue to pursue their dreams and goals. This workshop is designed to encourage conversation among participants, exchange positive thoughts and emotions and reflect on the role of people with disabilities in society. It seeks to promote inclusion and improve people's self-esteem.

Achieved competences

Knowledge:

- Able to express their feelings, concerns and dreams in a relaxed way with people who will understand and support them.
- Participate in an exchange of experiences that can help them in their personal growth.

Skills:



	<ul style="list-style-type: none"> - They will increase skills such as active listening. <p>Attitudes:</p> <ul style="list-style-type: none"> - Learn the importance of respect. - They will learn the importance of listening.
<i>Guidelines for the implementation of workshops in mixed classes</i>	<ul style="list-style-type: none"> • When inviting to workshops, we inform potential participants that they have the option of participating in the workshop remotely. If they want to take advantage of this option, they must register in time via the email address of the workshop organizer. In this case, they receive instructions for implementation of the workshop and for the tools and materials they need to carry out the workshop and must provide them themselves before the start of the workshop. We can also send a link to the video call and the online facilitation platform and help the participants with the settings, so that they do not need any technical knowledge. • We have to be careful that in all steps of the workshop we also include the participants who take part in the workshop remotely. • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary, also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<i>Guidelines for implementation of online workshops</i>	<ul style="list-style-type: none"> • In the invitation, we clearly state that the workshops are only implemented remotely. At the same time, we add the email address of the workshop organizer, where participants can register and get more information about the workshop itself. If they choose to participate, they receive instructions for implementing the workshop and for the tools and materials they need to implement the workshop and must provide themselves before the start of the workshop. We can also send a link to the video call and the online facilitation



	<p>platform and help the participants with the settings, so that they do not need any technical knowledge.</p> <ul style="list-style-type: none"> • Before the workshop, we must provide all the necessary technological equipment (powerful computer, camera, microphone, if necessary also other). It is recommended that a special trainer be appointed for remote participants, whose task is only to guide these participants. • Today, there are many tools available in videoconferencing systems that enable both workshop participants and the trainers themselves to work easier and better: screen sharing and presentation of slides, whiteboard, drawing tools, chat, emoticons, polls, break-out rooms for group work ...) <p>Depending on the type of workshop and the execution itself, the workshop organizer decides which communication aids such as computer technologies/software, picture-based communication boards, whiteboards/pens and speaking devices are needed.</p>
<p>Materials and equipment</p>	<p>The working space should be large enough so that all participants have enough space to work. Sufficient chairs, tables, paints, paper, etc. should be provided. Working materials and tools should be within easy reach.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Paper • Paints and pencils • Papier mâché of various colours (in case you need to create a "fake bonfire") • Wooden logs (in case you need to create a "fake bonfire") • Stones (in case you need to create a "fake bonfire") • Scissors and glue (in case it is necessary to create a "fake bonfire"). <p>Equipment:</p> <ul style="list-style-type: none"> • Chairs • Projector • Music player / Speakers / Computer / Other music playing devices. <p>It is necessary to ensure that all materials and equipment are well prepared; that everything necessary is available and that we provide enough materials and working tools for all participants. It is also important to check that the technical devices to be used are working properly.</p> <p>It is also necessary to ensure that the workspace is clean and tidy.</p>



	<p>Educators should consider the different levels of disability within the same group and try to adapt each material and tool as much as possible.</p> <p>Finally, as this activity is planned to take place outdoors, educators should make sure that the space is accessible to people with different degrees of disability or mobility problems (e.g. that there are no stairs or other obstacles preventing easy access).</p>
Group size	<p>For this workshop there is no limitation on the size of the group. However, some considerations are: 1. The space available for the workshop, 2. The availability of materials, 3. The number of professionals who can implement the workshop and 4.</p> <p>All participants should have enough space to carry out the activities comfortably and with sufficient space.</p> <p>It is necessary to consider the materials available as all participants must have equal access to them. In other words, if there is only enough material for 5 people, the workshop can only be carried out with that number of participants.</p> <p>It is also necessary to consider how many professionals are available to deliver the workshop. The more professionals available to help, the larger the working group can be.</p> <p>Finally, it is important to consider the level (or levels) of disability within a group as this will largely depend on the above points.</p>
<i>Pedagogical tips for the Trainers</i>	<ul style="list-style-type: none"> • As a trainer, do your best to create a friendly and warm environment for all participants, so that they feel safe and accepted. • Cerebral palsy is very different. Before the workshop, inform yourself about the different types of cerebral palsy that the participants have so that you can prevent certain behaviours and/or problems and know how to always act in the most appropriate way. • Do not infantilise their behaviour, treat them as adults. Do not assume that because they have cerebral palsy, they will not be able to do certain activities. Value their autonomy and let them make their own decisions. • Speak to them normally: address them directly and not their companion (if they are accompanied), do not try to imitate their way of speaking, listen, and give them time to respond, ask them if you have not understood them correctly, do not anticipate their answers, etc. • It is also advisable to talk to them face to face, at the same height (for example, sitting on a chair if necessary), using simple and close language.



	<ul style="list-style-type: none"> • Adapt as much as possible to their way of communicating (which may not always be verbal). Be aware of non-verbal language manifestations. • Do not assume that they need help, ask them how they want to be helped and give them time to try to deal with situations individually at first. • Do not assume that a motor impairment implies a mental impairment. • Don't try to mobilise a person with cerebral palsy unless you are a professional. <p>Most importantly, forget about labels and prejudices! Treat them with dignity, without showing pity or negative feelings towards them, respecting their opinions, their personal space, and their abilities.</p>
<i>Time needed</i>	<p>The total duration of the workshop is estimated at 3 hours. Within the workshop itself, the following times are estimated for each activity:</p> <ul style="list-style-type: none"> • 30 min for "Social meetup at the campfire" (the activity will continue also during the rest of the activities). • 10 min break • 80 min for "Creative writing about dreams and the future - Imagination and reality to build". • 10 min break • 20 min for "Deep or Diaphragmatic Breathing • 10 min break • 20 min for evaluation questionnaires
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • Before starting the workshop activities, try to create a relaxed and comfortable atmosphere for the participants. To do this, start the session with phrases such as: "Good afternoon, I am glad you all could come today" "My name is Maria, it is a pleasure to welcome you to this workshop" "I hope you enjoy the workshop!" It is important that all participants in the workshop feel welcome. • Introduce yourself as the trainer. Describe who you are and why you came to the centre/space to run the workshop. In case there is more than one trainer, leave space for them to introduce themselves as well. • Introduce the theme of the workshop and how long it will take: "Today's workshop is called "Dreams in open air" and will last about 3 hours". Briefly describe the activities of the workshop and where they will take place (if there is a need



	<p>to change location, if they will all take place in the same space, etc.). Also point out that there will be several breaks in between the activities: "In between the activities we will have several breaks to rest". Finally, indicate the approximate end time of the workshop: "We are expected to finish at 15:00".</p> <ul style="list-style-type: none"> • If the workshop is taking place in a new space or centre for the participants, take a few minutes to explain the logistics of the centre: indicate where the activities will take place, where the toilets are, etc. • Remind participants that the workshop is designed to have fun and enjoy the time and activities. No answer will be treated as incorrect and at any time they can count on the support of the trainers and also of their peers. • Promote collaboration among participants. Use phrases such as: "We need your collaboration!" "We are here to have fun!" • Before starting the workshop activities, distribute the attendance sheets and the consent form for taking photos during the session. Remind participants that the latter (the consent form) is not compulsory and that they can refuse to appear if they wish. • If necessary, allow time for participants to present and explain their way of communicating in case they do not use oral language but alternative communication systems. • Finally, ask if they wish to make any comments or have any doubts about what has been explained previously. <p>Start the workshop activities only when the atmosphere is appropriate, that is, when all participants are clear about their rights, their role in the activities, have no doubts and want to start.</p>
<p><i>Steps in the implementation</i></p>	<p>The workshop combines both individual and group work. The following is a step-by-step description of how to run the workshop:</p> <ol style="list-style-type: none"> 1. Start the workshop by carrying out the activity "Social meetup by the campfire" (<i>Outdoor activities</i>). To do this, gather all participants in a circle around a bonfire. In case the activity cannot be done outside or near a bonfire, it can be done indoors by creating a "fake bonfire" beforehand. 2. To create this "fake bonfire", you can use coloured papier-mâché paper (red, orange, yellow...), cutting it out and gluing it so that it looks like the flames of the bonfire. Once done, just place this craft on a couple of branches and some stones and the "fake bonfire" will be ready. To make the activity more realistic, you can give out marshmallows or other snacks to the participants to simulate a social gathering around the bonfire.



3. Once in front of the bonfire (real or fake) start the conversation. You can start the dialogue with general questions: How was your day? How do you feel today? You can even suggest that the participants themselves initiate the conversation: what would you like to talk about, does anyone want to say anything? Keep the dialogue active and make sure that all participants are heard and have a chance to participate in the conversation.
4. After a while of conversation, propose a 10-minute break. Use this break to prepare the next activity.
5. After the 10-minute break, introduce the second activity of the workshop: **“Creative Writing about Dreams and the Future - Imagination and Reality to Build”** (*Creative writing*). There is no need to change location for this activity, it can still be done around the campfire.
6. Start the activity by defining the word "dream". Ask participants how they would define it. From there, create a definition considering the actual meaning of the word and the definitions given by the participants. On the other hand, if participants do not know how to define "dream", try giving the right definition and encourage dialogue based on it.
7. Next, ask participants to write a short text on a piece of paper stating their individual dreams, expectations or wishes. If participants are unable to write, ask them to share them verbally if they wish to do so. In no case should anyone be forced to share their thoughts if they do not feel ready to do so.
8. Encourage reflection on these dreams and expectations. Ensure that the discussion is free, that all participants can participate and that interventions are made with respect and kindness.
9. Then present and discuss examples of famous people, preferably people with cerebral palsy (or in their absence, with some kind of disability), who have succeeded in making their dreams come true.
10. After this, open a discussion among the participants about their opinions and reflections. You can start the discussion by asking whether, now that they are aware of these examples, they feel more motivated to fulfil their own dreams and expectations.
11. After some discussion, propose a 10-minute break. Use this break to prepare for the next activity.
12. After the 10-minute break, start with the third activity of the workshop: **“Deep or diaphragmatic breathing”** (*relaxation techniques*). This technique is done individually, so all participants must follow the instructions given by the trainer



	<p>individually. However, although the work is individual, it can be done in the company of other people.</p> <ol style="list-style-type: none"> 13. Explain what deep or diaphragmatic breathing is and its benefits. 14. Ask the students to position themselves comfortably throughout the workshop space. They can sit or lie down, whichever way they feel most comfortable. Also ask them to close their eyes so that they can better feel the movements. You can also accompany the activity with relaxing instrumental music. 15. Once they are in position, instruct them to breathe in through the nose, bringing the breath down towards the stomach, which will rise while the chest remains down. Then instruct them to exhale. The belly will go down, while the chest will stay down. 16. Repeat this procedure (deep breathing) for a few minutes. Guide the students with a calm, slow voice, telling them when to inhale and when to exhale in a slow rhythm. 17. Conduct a short evaluation of the activity by asking them if they felt relaxed and what they noticed while doing the exercise. 18. Once the deep breathing is finished, take a final 10-minute break. During this break you can discuss with the participants the workshop activities and their satisfaction with them.
How to end workshop	<ul style="list-style-type: none"> • After the 10 minutes of the last break, the last activity of the workshop will begin: the fulfilment of the satisfaction questionnaires. If any participant has any difficulty in filling in the questionnaires, we will help him/her in this task. • Once all activities have been completed, including the fulfilment of the satisfaction questionnaires, encourage participants to help clean up the workspace and equipment whenever possible. • Finally, end the workshop by saying a few words of recognition and appreciation. Praise the work done and the collaboration between all the participants. Thank the participants for their participation and, if appropriate, also allow for words of appreciation from the participants to their colleagues.
Sources / further reading / resources	<ul style="list-style-type: none"> • Power of Creativity project. <i>Manual for adult trainers on Creativity&Art therapy for disabled – English version</i>. Available at: https://disable.altervista.org/manual-for-adult-




	<p>trainers-on-creativityart-therapy-for-disabled-english-version/</p> <ul style="list-style-type: none">• Federación ASpace Castellano Leonesa (Consulted on 21 February 2023). <i>Consejos para relacionarse con una persona con parálisis cerebral</i>. Available at: https://federacionaspacecyl.org/publicaciones/consejos-para-relacionarse-con-una-persona-con-paralisis-cerebral/• Comité de Entidades Representantes de Personas con Discapacidad en la Comunidad de Madrid (ERMI Comunidad de Madrid). (Consulted on 21 February 2023). <i>Cómo dirigirse adecuadamente a las personas con discapacidad</i>. Available at: http://www.cermimadrid.org/publicaciones/documentacion• Asociación Granadina de Atención a Personas con Parálisis Cerebral (ASPACE Granada). (Consulted on 20 February 2023). <i>Soy parálítico cerebral. Libro-guía</i>. Available at: https://aspacegranada.org/transparencia-calidad-aspace/
--	--



6. Workshops for people with mental health disorders (TRISKELION)

Workshop No. 1: "Photo hunt"

<p>Title, short description and methods</p>	<p>"PHOTO HUNT"</p> <p>PHOTO HUNT (OUTDOOR ACTIVITIES 3.9)</p>  <p>Photo credit: Triskelion Norway, AI created</p> <p>This workshop aims to enhance and develop social collaboration skills by using their mobile phone to take pictures of given settings in collaboration with others. Interaction is the key.</p> <p>The methods listed above are described in more detail in the "Manual for adult trainers on Creativity&Art therapy for disabled". Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<p>The aim of this activity is to increase the participant's social functioning / social competence and help them towards a less isolated life in depression and anxiety.</p> <p>The activity greatly encourages and requires communication within the group.</p> <p>So, in short, the aims are communication, cooperation, problem-solving and having fun with other people.</p>
<p>Achieved competences</p>	<p>Increased; communication skills, social skills, cooperation skills, self-confidence</p>



<i>Materials and equipment</i>	<ul style="list-style-type: none">• Pre-formatted task sheet with the exact tasks the group shall solve- (attachment to this description)• Personal mobile phone• One computer and either smart TV or projector to show the photos afterwards• Clothes according to the weather where the activity is undertaken• Tea, coffee, and snacks for the teams• Some prizes for competition
<i>Group size</i>	<p>The activity can be done with many people, but the class or group have to be divided into smaller teams of 3-6 people, depending on the instructor's assessment of suitability and performance.</p> <p>The reason why we do not recommend teams over 6 is that it is easy for someone to hide or withdraw and not fully participate when the group size is too big. Sometimes six is too many, but this has to be assessed in every setting by the trainer/facilitator depending on exactly who we have with us.</p>
<i>Pedagogical tips for the Trainers</i>	<ul style="list-style-type: none">• With mental health disorders there are often anxiety involved, so creating a safe and relaxin environment is very important.• Talk to the participants beforehand individually so the trainer is aware of their individual needs.• Make sure the room or environment you meet in is warm and cozy and remain positive• Organise teams so that it is relatively diverse so we avoid huge performance gaps between teams.• Perhaps show some example of tasks and photos that is not a part of this exercise to let them start the creative process in the mind beforehand.• If the group participants cannot go on their own, consider letting an assistant follow them as a person who can step in and help if needed.• Guide trainers on how to approach an individual who has problems with performing activities.• Remind them that it is important to smile and use humour during the workshop, don't rush things up, to work in warm creative atmosphere.• Consider warming up with an "icebreaker" before the avtivity starts so team members can ralax and get a bit safer in the team.



	<ul style="list-style-type: none"> • If team members have social anxiety direct the activity to areas where there are few people around. • Encourage your teams to be creative with their photo poses by incorporating entertaining poses into each challenge.
<i>Time needed</i>	<p>The designated time for this activity can be half day.</p> <ul style="list-style-type: none"> • Half hour for introduction and presentation • 15 minutes for dividing the teams • 15 minutes for an icebreaker • 2-3 hours for the photo hunt itself depending on the area they are covering • 30 minutes for collecting photos on the computer • 30 minutes for photo assessment • 30 minutes for showing the submitted photos to the group
<i>Course introduction and welcoming the learners</i>	<ul style="list-style-type: none"> • Gather the group in a cozy environment and serve coffee or tea so people have something in their hand to help them feel safe and relaxed • After greeting the participants, trainer briefly introduce the premises, toilets, emergency exits etc and the specific topic of workshop and how long it will last (for example: "Today we have a workshop ... We are on for X number of hours. We finish at X."). Be clear and concise. • Trainer also presents participants with the attendance sheet and warns that he will be taking pictures during the workshop and that the participants should mark whether they allow the taking of photos and also publication of the pictures (if the workshops will not be photographed, this part is not necessary). • When we have created a comfortable place for all participants, we can start the workshops.
<i>Steps in the implementation</i>	<ol style="list-style-type: none"> 1. After introduction and dividing into groups, start the icebreaker that you choose for this particular group. 2. Hand out the pre made "Photo hunt" task sheet to each team member.



Photo credit: Triskelion Norway

3. Assign one person as reporting responsible- perhaps the one with least anxiety or who has a good camera on the phone
4. Explain the task that the team will undertake and how they should think.
5. After potential questions are answered, send the group out on the 2-3 hour "photo hunt"
6. When the team arrives back after the "photo hunt", collect all the photos on the assigned computer so that they can be assessed by the organisers and categorised in folders. The team takes a small break and can have some tea/coffee and snacks. If needed they can email or transfer the photos to the organiser in other ways, and there are so many ways of collecting photos that it will be impossible to describe here. Suggestions can be- Teams folder, Facebook or other social media etc.
7. Show the categorised photos to the whole group and they can vote for best picture, second best and so on in each designed category of the "photo hunt".
8. after voting is finished, the team with the most votes will get a prize.

How to end workshop


- The workshop ends when the photos have been shown and the people have voted for best photos in the different categories.
- After they have finished their work, we kindly encourage them to help clean up the premises.

Sources / further reading / resources

- <https://teambuilding.com/blog/photo-scavenger-hunt>
- <https://www.scavify.com/blog/the-ultimate-photo-scavenger-hunt-guide-40-ideas-and-tips>



Workshop No. 2: “Bean bag tossing”

<p>Title, short description and methods</p>	<p>“BEAN BAG TOSSING”</p> <p>BEAN BAG TOSSING (OUTDOOR ACTIVITIES 3.5)</p>  <p><i>Photo credit: Triskelion Norway, AI created</i></p> <p>This workshop seeks to enhance and develop social collaboration skills by being part of a team and competing against others in an activity everyone can master. Interaction is the key.</p> <p>The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from: https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250</p>
<p>Aims</p>	<p>This activity aims to increase the participant's social functioning / social competence and help them towards a less isolated life in depression and anxiety.</p> <p>The activity greatly encourages and requires communication within the teams.</p> <p>So, in short, the aims are communication, cooperation, competing and having fun with other people.</p>
<p>Achieved competences</p>	<p>Increased communication skills, social skills, cooperation skills, self-confidence</p>
<p>Materials and equipment</p>	<p>A pre-made bean bag tossing target, ten bean bags- per two teams</p>



Group size	2-4 people on each team
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> • Place two bean bag tossing targets opposite each other and adjust distance between the two from 5-10 metres • Reduce the number of people per team to increase activity level • Increase the amount of people per team if you want to focus primarily on the team work, and not on activity • If you don't have access to a proper target you may draw a circle with e.g. chalk on the ground or on a wall and watch closely if they hit directly inside the circle before the rebound • Change teams frequently if you want people to get to know each other better, but don't do it if they need long time to be safe
Time needed	From 30 minutes to 1 hour depending on how you choose to organise it.
Course introduction and welcoming the learners	<ul style="list-style-type: none"> • Gather the group in a cozy environment and serve coffee or tea so people have something in their hand to help them feel safe and relaxed. This can be either indoors or outdoor. • After greeting the participants, trainer briefly introduce the premises, toilets, emergency exits if indoor etc and the specific topic of workshop and how long it will last (for example: "Today we have a workshop ... We are on for X time. We finish at X."). Be clear and concise. • Trainer also presents participants with the attendance sheet and warns that he will be taking pictures during the workshop and that the participants should mark whether they allow the taking of photos and also publication of the pictures (if the workshops will not be photographed, this part is not necessary). <p>When we have created a comfortable place for all participants, we can start the workshops.</p>
Steps in the implementation	<ol style="list-style-type: none"> 1. After introduction and dividing into groups, start the icebreaker that you choose for this particular group. Decide how many rounds they get. 2. Ask the teams to line up behind one bean bag target and hand out 5 bean bags per team



Photo credit: Triskelion Norway, AI created

3. When everyone is ready explain the rules of the game that if your bean bag goes through the hole it gives 5 points, or if many holes the number of points assigned to the hole being hit. Each participant tosses five bean bags, before the opponents tosser throws their five bags. Note down the scores before the next on the team continues the same way.
4. After the agreed number of rounds are finished, the teams change opponent and starts over again.
5. Keep track of scores

**How to end
workshop**

After the agreed amount of rounds are over, a winner team is announced.

**Sources /
further reading /
resources**

How to make the bean bag game:

- <https://thriftdiving.com/diy-backyard-bean-bag-toss-game/>
- <https://flourandfelt.com/cardboard-cornhole/>

Workshop No. 3: "Quick bird feeder"

**Title, short
description and
methods**

"QUICK BIRD FEEDER"

QUICK BIRD FEEDER (OUTDOOR ACTIVITIES 3.8)



Photo credit: Triskelion Norway, AI created

The methods listed above are described in more detail in the “Manual for adult trainers on Creativity&Art therapy for disabled”. Manual can be downloaded from:
https://disable.altervista.org/manual-for-adult-trainers-on-creativityart-therapy-for-disabled/?doing_wp_cron=1690780807.4401249885559082031250

Aims	Contribute to the local bird life's welfare and people feel they have done something meaningful.
Achieved competences	Civic engagement, enhanced understanding of the local flora/fauna, Increased communication skills, social skills, cooperation skills, self-confidence
Materials and equipment	String or yarn, pinecones, peanut butter, a plastic knife, a plate, and bird seeds.
Group size	2 people
Pedagogical tips for the Trainers	<ul style="list-style-type: none"> Let the picking of the pine cones be a part of the activity if pine is accessible near the venue
Time needed	30 minutes to one hour depending on how many you decide to make.



Course introduction and welcoming the learners	<ul style="list-style-type: none"> • Gather the group in a cozy environment and serve coffee or tea so people have something in their hand to help them feel safe and relaxed. This can be either indoors or outdoor. • After greeting the participants, trainer briefly introduce the premises, toilets, emergency exits if indoor etc and the specific topic of workshop and how long it will last (for example: "Today we have a workshop ... We are on for X time. We finish at X."). Be clear and concise.
Steps in the implementation	<ol style="list-style-type: none"> 1. Hand out the necessary equipment to each team, or line all the equipment on a big table for the participants to help themselves as the activity progresses, depending on your pedagogical approach. 2. If the picking is a part of the activity explain where they can find the pinecones first 3. Hand out an instruction sheet if necessary or explain orally: <i>"Clean the pinecone from dirt. Tie the string around the pinecone with a long end to be hung from a branch, spread peanut butter on the cone evenly, and roll the pinecone on a plate of birdseed. Hang the pinecone from a tree branch"</i>. 4. Find suitable locations nearby to hang the bird feeders.
How to end workshop	Ask them to take a picture of the bird feeder when it is hanging from the suitable location
Sources / further reading / resources	https://www.countryhillcottage.com/diy-pinecone-bird-feeder/

Power of Creativity project

strengthening the supporting role the
adult educators working with disabled



<https://www.facebook.com/powerofcreativityproject/>



<https://www.instagram.com/powerofcreativityproject/>



<https://disable.altervista.org/>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union