

# Training of "shadows" for children with SEN in pre-primary and primary education



Empowering pre-primary schools  
to integrate "shadows" for children  
with special educational needs

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# INTRODUCTION

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## General information about the training

**Name of the training:** Training of "shadows" for children with special educational needs in pre-primary and primary education to facilitate full collaboration with class teachers

**Type of the training:** training for "shadows"

**Target groups:** shadows (teachers or not) working with children with special educational needs in pre-primary and primary education

### 1. The need for training the "shadows" for children with SEN

Data collected within our project from almost 800 specialists in education (mostly pre-primary teachers and primary teachers, but also school counsellors, psychologists, social workers, pedagogues etc.) in four countries (Romania, Spain, Italy and Turkey) emphasizes on a very positive attitude towards having shadows for children with SEN in the classroom.

There is a general positive attitude towards shadows usefulness in the classrooms, as shadows for children with SEN are perceived as being useful especially for those children (with 83% of the respondents agreeing with that), but also for class teachers (60%) and the rest of the pupils in the class (50%); less than 2% of the respondents considered that shadows in the classrooms integrating children with SEN are not useful at all.

This positive attitude is present in all analysed countries, the only difference being that in Spain, Italy and Turkey utility of shadows is more linked to the class teacher compared with the rest of the pupils, while in Romania the utility of shadows is more linked to the rest of the pupils compared with the rest of the class. Still, in all countries, at least two thirds of the respondents consider the shadow as being useful for the children with SEN, this being the main perceived use of having shadows in the classroom.

The usefulness of shadows for the pupils without SEN (the rest of the class) is more obvious for the pre-primary teachers compared with primary teachers, suggesting that in kindergartens is harder for the teachers to manage the rest of the class while giving attention to the children with SEN and teachers feel a stronger need for a shadow to assist them with this aspect.

While the usefulness of shadows for the children with SEN is equally visible for the less experienced specialists and the more experienced ones, the usefulness of shadows for the class teachers and rest of the pupils is more obvious for the experienced specialists, suggesting that experience in education makes the important role of shadow more visible for the specialists.

The positive attitude regarding the shadows is visible in the evaluations made regarding the necessary number of shadows in the classroom integrating more children with SEN, with more than 98% of our respondents considering that at least one shadow is necessary in those classrooms. There is a predilection on considering that one shadow is necessary for each child with SEN, but the percentage of respondents considering that only one shadow in a classroom would suffice is high enough to make us consider that further analysis is needed on this topic for a clear answer.

The necessary number of shadows in a classroom is clearly influenced by culture, as in Romania and Spain the tendency is towards considering necessary to have one shadow for each child with SEN, while in Italy and especially Turkey the tendency is to consider that one shadow for all children with SEN in a classroom will suffice.

Pre-primary teachers have a strong tendency to consider that they should be assisted by a shadow for each child with SEN, while primary teachers tend to agree that one shadow in a classroom would suffice; other specialists are undecided, with similar percentages of them choosing each option.

The less experienced specialists focus more on the usefulness of having a shadow for each child with SEN in a classroom (their limited expertise making them more receptive to asking for help and assistance), while the experienced specialists are more or less undecided, choosing both options.

In the educational activities, shadows are perceived as cooperating with both the class teacher and the children with SEN, so they need to have developed skills to cooperate with both mentioned educational actors; still, according to our respondents, the skills of cooperating with the class teachers are slightly more important.

Again, we observed a relevant impact of culture on evaluating this aspect: while the skills of collaborating with the class teachers are less important in Romania, the skills of collaborating with children with SEN are less important in Italy and Turkey compared with Romania and Spain.

Status and experience have no significant influence on this evaluation.

The main shadow's role in a classroom is to assist the class teacher in implementing the selected educational activities for the children with SEN; still, all 5 analysed roles are selected by at least

half of our respondents, supporting, once more, the important role that shadows should have in the classroom.

While the evaluation of the importance of the potential roles of shadows is significantly influenced by culture (except the shadows role in evaluation, that is similarly evaluated in all countries), the cross-country analysis shows a different focus in each country: in Romania the main role of the shadows is to facilitate the collaboration of children with SEN with the rest of the class, in Spain the focus is on establishing the educational objectives for children with SEN, in Italy and Turkey the main role of shadows is to implement the selected educational activities.

The shadows' role in selecting the educational activities and facilitating the collaboration between children with SEN and rest of the class are more important for the pre-primary teachers compared with the primary teachers, while experience has no significant impact on this evaluation.

The important role attributed by our respondents to the shadows is confirmed by considering that shadows need to be involved in the decision-making process, with almost 90% of our respondents considering that shadows should collaborate with teachers to make the decisions together or at least be responsible for adapting the decisions for the children with SEN (almost two thirds of our respondents valuing the collaboration for common decisions).

The most positive attitude towards involving shadows in decision-making process is in Romania and Italy, where four out of five specialists plead for the full collaboration in making decisions. A more reserved, but still positive attitude in in Spain, where most of the respondents agree to collaboration, but one third of respondents consider that the proper role for shadows is to adapt the decisions to the children with SEN, shadows being less involved in taking those decisions. Turkish attitude towards involving shadows in decision is neutral: while a third of respondents plead to collaboration in decisions, a quarter of them considers that the only ones that could make decisions are the teachers, while shadows only assist. Still, what is common in all countries is that more specialists plead for at least some involvement of shadows in making decisions than the ones considering that only teachers should decide.

Pre-primary teachers are more receptive to involving shadows in the decisions compared with the primary teachers (this option can be linked with pre-primary teachers asking for shadows for each child with SEN and considering shadows impact on children without SEN as being more important), but experience doesn't influence the perception of necessity of involving shadows in decisions.

The profile of a shadow that is able to fully cooperate with class teachers is clearly centred on its personal skills, the most important ones being teamwork abilities, empathy, patience and self-control, respect for the differences, emotional intelligence and stress management skills, supportive attitude. Still, there are some professional skills asked: adaptability and interest for feed-back from children, but also from class teachers and flexibility to unpredictable situations involving the children with SEN.

Culture has a very strong impact on identifying this profile, the importance of all skills being differently evaluated in each country. The Spanish respondents have the highest requests from shadows, the Romanian and Italian ones are more moderated, while the Turkish participants have a general tendency of under-evaluation.

Therefore, the authors emphasized that a **training that aims to develop shadows' skills** to fully cooperate with teachers should focus on 8 modules:

❑ **3 mandatory modules:** collaboration and communication skills, teamwork abilities; empathy and respect for others needs and opinions; patience and self-control

❑ **5 optional modules:** adaptability and interest for feedback from children and teachers; valuing diversity and respect the differences; emotional intelligence and stress management skills; flexibility and adaptability to unpredictable situations or reactions from children, especially those with SEN; ability to be supportive, helpful and trustworthy, to encourage children to share their problems.

Once again, the strong impact that culture has on evaluating the skills necessary for shadows makes adapting of such a training relevant and needed, and trainers could adapt it either by selecting the relevant modules or introducing other themes and modules to reflect the national and local training needs.

Even more, **the training of shadows need to be adapted according to the professional background of shadows in each country;** for instance, at least in Romania or any other country where shadows can be adults without a professional qualification, the training activities need to be further adapted to their learning potential, as opposite of Italy for instance where shadows are highly trained teachers.

## 2. Training design

### 2.1. Allocated number of hours

Considering that shadows cannot be involved in long trainings (unlike teachers that are used with those trainings), the training for shadows is designed to have 12 hours in total:

❑ 6 hours for the mandatory modules (3 modules of 2 hours each, including training and evaluation activities);

❑ 4,5 hours for the optional modules (3 modules of 1,5 hours each, including the training and evaluation activities);

❑ 1,5 hours for final evaluation, feed-back and conclusions.

The structure of the training can be adapted according to the rules in the country it will be implemented, or according to the professional background of beneficiaries; the most important adaptation is related to the selection of the optional modules: we proposed 5 modules, but recommended that training institutions select the most relevant 3 according to their criteria, in order to keep the training to a reasonable duration therefore facilitating the learning.

## 2.2. Main objectives

The main objective of the training is to develop attending shadows' abilities to collaborate with class teachers in the benefit of the children with special educational needs, based on the assumption that most specialists agree with the fact that teachers and "shadows" should collaborate into deciding the best educational approach (activities, pedagogical tools etc.) and into adapting it for children with special educational needs, while still remaining effective for the rest of the class.

## 2.3. Operational objectives

- to develop shadows' personal skills needed to fully collaborate with teachers and pupils, with special focus on collaboration skills & teamwork abilities; empathy and respect for others needs and opinions; patience and self-control;
- to develop some of the shadows' professional skills needed to fully collaborate with teachers and pupils, with special focus on adaptability, flexibility, emotional intelligence, respect for the differences and ability to be supportive, helpful and trustworthy;
- to encourage shadows to collaborate with teachers in the educational activities in inclusive classrooms, to enhance their receptiveness to ideas and solutions from teachers and even from pupils, to make shadows more flexible to get involved in all phases of the educational process: planification, implementation, evaluation.

## 2.4. Competencies to be developed

- personal competencies: collaboration skills & teamwork abilities; empathy and respect for others needs and opinions; patience and self-control;
- professional competencies - depending on the selected modules, this might reflect in: adaptability and interest for feedback from children and teachers; valuing diversity and respect the differences; emotional intelligence and stress management skills; flexibility and adaptability to unpredictable situations or reactions from children, especially those with SEN; ability to be supportive, helpful and trustworthy, to encourage children to share their problems.

## 2.5. Detailed agenda of the training

### Module 1. Collaboration and communication skills, teamwork abilities

time interval	session	activities
09 <sup>00</sup> – 10 <sup>00</sup>	session 1	Activity 1. Stand-in
10 <sup>00</sup> – 10 <sup>20</sup>	coffee break	
10 <sup>20</sup> – 11 <sup>00</sup>	session 2	Activity 2. The tower
11 <sup>00</sup> – 11 <sup>20</sup>	coffee break	
11 <sup>20</sup> – 11 <sup>40</sup>	session 3	Review and evaluation. Teamwork vs. individual



## Module 2. Empathy and respect for others' needs and opinion

time interval	session	activities
09.00 – 10.00	session 1	Activity 1. Empathy and respect
10.00 – 10.20	coffee break	
10.20 – 11.00	session 2	Activity 2. How do I feel?
11.00 – 11.20	coffee break	
11.20 – 11.40	session 3	Review and evaluation. What did I learn?

## Module 3. Patience and self-control

time interval	session	activities
09.00 – 10.00	session 1	Activity 1. Carousel
10.00 – 10.20	coffee break	
10.20 – 11.00	session 2	Activity 2. Self-control improvement
11.00 – 11.20	coffee break	
11.20 – 11.40	session 3	Review and evaluation. How we can act

## Module 4. Adaptability and interest for feedback from children and teachers

time interval	session	activities
09.00 – 09.40	session 1	Activity 1. Power of adaptability
09.40 – 10.00	coffee break	
10.00 – 10.40	session 2	Activity 2. The impact of feed-back
10.40 – 10.50	coffee break	
10.50 – 11.00	session 3	Review and evaluation. Question ball

## Module 5. Valuing diversity and respect the differences

time interval	session	activities
09.00 – 09.40	session 1	Activity 1. #Hastag for inclusion
09.40 – 10.00	coffee break	
10.00 – 10.40	session 2	Activity 2. We are all experts
10.40 – 10.50	coffee break	
10.50 – 11.00	session 3	Review and evaluation. SCAMPER

## Module 6. Emotional intelligence and stress management skills

time interval	session	activities
09.00 – 09.40	session 1	Activity 1. I can manage stress
09.40 – 10.00	coffee break	
10.00 – 10.40	session 2	Activity 2. To exchange the shadows
10.40 – 10.50	coffee break	
10.50 – 11.00	session 3	Review and evaluation.

## Module 7. Flexibility and adaptability to unpredictable situations or reactions from children, especially those with SEN

time interval	session	activities
09.00 – 09.40	session 1	Activity 1. Shall we plan a Treasure Hunt?
09.40 – 10.00	coffee break	
10.00 – 10.40	session 2	Activity 2. Let's play Treasure Hunt
10.40 – 10.50	coffee break	
10.50 – 11.00	session 3	Review and evaluation. Comparing the groups

## Module 8. Ability to be supportive, helpful and trustworthy, to encourage children to share their problems

time interval	session	activities
09.00 – 09.40	session 1	Activity 1. What emotions?
09.40 – 10.00	coffee break	
10.00 – 10.40	session 2	Activity 2. The ending to be invented
10.40 – 10.50	coffee break	
10.50 – 11.00	session 3	Review and evaluation. What to do in the classroom?

### 2.6. Evaluation strategies and tools

The evaluation of the training consists in periodic evaluation, final feedback and final evaluation.

**A. Periodic evaluation** will be organized in each module, in the last session, according to the methodology established for the implementation of each module.

**B. Final feed-back** will be asked from the participants in the 1,5 hours for final evaluation, feedback and conclusions.

This activity will include group discussions to better understand the perceived effectiveness of the training, the evaluation of the training methodology and reaching the objectives etc.

This activity can also include a short questionnaire for the participants, asking the same data as in the discussions but in a more quantitative manner that will allow the training organization to make relevant decisions regarding the updates in the training to enhance the results.

The data collected with this questionnaire can be analysed with the trainees during the group discussion, but without making personal remarks and always keeping the answers anonymous; usually, only information related to the whole group are presented to the trainees (e.g. “most of you mentioned that ...” or “your groups average answer for this question was ...”).

An example of such questionnaire could be (adapted from Brebulet, S.D. (2019). Remigrant children in European schools. Methodology for teachers training. Odobeşti: Alternative Educaţionale).

An example of feed-back questionnaire		Totally disagree ↓		Neither agree or disagree ↓		Totally agree ↓
1	The training activities achieved their objectives.	1	2	3	4	5
2	I now better understand the concepts that were presented.	1	2	3	4	5
3	I have developed my training skills that were targeted by the training activities.	1	2	3	4	5
4	I am now better prepared to collaborate with shadows for children with SEN.	1	2	3	4	5
5	I now understand better my role in working with the shadows for children with SEN in mainstream education.	1	2	3	4	5
6	I can now better respond to the psychological and educational needs of the children with SEN by collaborating with their shadows.	1	2	3	4	5
7	I am motivated to participate to other training activities on this topic.	1	2	3	4	5
8	The training sessions answered my specific needs for professional development.	1	2	3	4	5
				Totally unsatisfactory ↓		Totally satisfactory ↓
9	General evaluation of the training sessions	1	2	3	4	5

If you have any other comments, please let us know how to improve our future trainings

**C. Final evaluation** will be organized in the last 1,5 hours for final evaluation, feed-back and conclusions and will consist in presenting in front of the group the personal achievements and the personal plan to integrate the newly developed skills in the activities to support the children with special educational needs in their efforts to integrate in the educational and social activities at school, including personal examples of future activities that shadows can implement for achieving this goal. Each activity will be discussed with the other shadows and potential ways of optimizing the activity will be identified; this way, the evaluation serves not only as a measure of the developed skills during the training, but also as an opportunity to further develop the shadows' skills.

Depending on the country the training will be implemented, other ways of evaluating the developed skills can be used, according to the legislation and methodology in that country.

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# MODULE 1

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**Collaboration and communication skills,  
teamwork abilities**

**Activity 1. Stand-in**

**Activity 2. The tower**

**Review and evaluation. Teamwork vs. individual**

## Activity 1

### Stand-in

### Overview

This activity uses group interaction to assist “shadows” into developing their communication and collaboration skills.

This activity enables “shadows” to get involved in educational activities that need and develop the teamwork abilities.

### Objectives

- ✓ to develop shadows’ skills of collaboration and communication
- ✓ to develop shadows’ receptivity to teamwork

### Materials & resources

- |  |   |
|--|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets  |   |
| <input checked="" type="checkbox"/> specific resources: chair                      |   |

### Time

60 minutes

### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants into groups of 4/5, depending on the total number of participants. In the small groups, each participant speaks about himself for minutes, sharing whatever they feel it's appropriate and what they want to share; the other members of the group only listen without interfering and they are not allowed to ask questions. Then the next participant speaks about himself and so on.

After 8/10 minutes, the activity continues in the small groups, where one participant, called the protagonist, sits in front of the group and is asked different questions; he doesn't answer the questions, but someone else from the group stands in and answers for him saying "I am ...name of the protagonist and my answer is...". If none of the rest of the participants know the correct answer, they will create an answer for the protagonist. All this time, the protagonist listens without having the possibility to intervene. After 5 minutes of questions, the protagonist has 1-2 minutes to go over the incorrect answers and to give their answer. Then the protagonist changes one by one until all members of the group were the protagonist.

After the activity in each smaller group is finished and all participants were the protagonist, the activity continues in the large group, where the trainer starts a group discussion regarding the goal of this activity and what the participants learned from this activity, focusing especially on the communication and getting to know each other.

### General instructions for trainers coordinating the activity

- ✓ be aware of involving all participants in responding the questions for the protagonist
- ✓ pay particular attention to time keeping and respecting allocated time for each activity, as well to the rules regarding who is allow to speak in all phases of the activity

### Debriefing and evaluation

The trainer encourages the "shadows" to share their personal experience in specific communication in different workgroups and moderates the discussions in order to facilitate feed-back from all participants

### Suggestions for follow-up activities

The trainer asks the participating "shadows" to reflect on the results of the previous activity and the specific ways they can use the results in their collaboration with class teachers, so they are prepared to share at least an example in one of the next activities.



## Activity 2

### The tower

#### Overview

This activity uses a simple activity to assist “shadows” into developing their teamwork abilities and their receptivity to collaboration and communication in different teams.

#### Objectives

- ✓ to develop shadows’ skills of collaboration and communication
- ✓ to develop shadows’ receptivity to teamwork

#### Materials & resources

- |   |   |
|---|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)          | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)    | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input checked="" type="checkbox"/> specific resources: plasticine and plastic straws |   |

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in groups of 5/6, depending on the total number of participants. Each group is given a set of specific resources (3 strips of plasticine and 15 plastic straws) and they are asked to work together in order to create the highest tower possible. The tower is considered finished if its standing without any assistance. Each group has 10 minutes to finish their tower.

After congratulating all teams for their towers, the trainer starts a discussion in the big group by asking, for instance:

- the design was an individual idea or a result of teamwork?
- did all members of the team participate? Was someone left outside or reluctant to participate? Why?
- did all groups had a leader? If not, how did the groups without a leader coordinate?
- was communication effective in the group during the activity?
- can some findings from this simple task be applied in the more complex educational tasks?

### General instructions for trainers coordinating the activity

- ✓ be aware of your very limited role during the building of towers; don't give advice, don't encourage all to participate, don't share ideas etc.
- ✓ pay particular attention to observing different roles that participants assume and use this information in the debriefing.

### Debriefing and evaluation

The trainer asks the "shadows" to reflect to their involvement in the group work and comment on that, starting a discussion about different roles that members of the team have and the importance of having a role that suits you in the educational activities.

### Suggestions for follow-up activities

The trainer recommends the participating "shadows" to read about the 9 team member roles that Belbin defined (<https://www.belbin.com/about/belbin-team-roles>) and to reflect on the role that they consider they usually have within their teams.

### Activity 3 – reviewing at the end of the module

Teamwork vs. individual

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- |  |   |
|--|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets  |   |
| <input type="checkbox"/> specific resources:                                       |   |

#### Time

20 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### **Description of the training activity - methodology**

The trainer asks the “shadows” to reflect on their work in teams in the previous activities and to individually reflect on the following aspects:

- the involvement of all team member in solving the specific tasks;
- the individual adaptation of each member to the needs of the team;
- the specific ways the team harnessed each members skills and knowledge;
- the needed time and the ways that the team managed the available time for each task;
- the ways that the team accepted (or not) the suggestions and opinions of each member;
- the general factors that influenced the team efficacy.

Then the trainer starts a short group discussion by asking if it's more effective to work alone or in small teams, slowly conducting the discussion towards the importance of teamwork in educational activities for children with special educational needs.

### **General instructions for trainers coordinating the activity**

- ✓ be aware of encouraging all participants to speak, even if their opinions are not necessarily valuing the importance of teamwork
- ✓ pay particular attention to the strong emotions some participants might experience

### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your communication and collaboration skills in organizing, managing and delivering your trainings?*

## MODULE 2

---

### **Empathy and respect for others' needs and opinion**

**Activity 1. Empathy and respect**

**Activity 2. How do I feel?**

**Review and evaluation. What did I learn?**

## Activity 1

### Empathy and respect

#### Overview

This activity uses other people's reactions to specific situations to assist "shadows" into developing their empathy skills. This activity enables "shadows" to see, understand, internalize and show empathy for others' opinions and feelings.

#### Objectives

- ✓ to develop shadows' empathy and respect for others' needs and opinion
- ✓ to develop shadows' awareness and receptivity about the existence of different opinions and emotions.

#### Materials & resources

- individual writing tools (paper, pencils, pen etc.)
- digital individual devices (smartphone, tablet, laptop etc.)
- group writing tools (flipchart, markers, blackboard etc.)
- digital group devices (computer & projector, speakers etc.)
- worksheets
- specific resources:

#### Time

60 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in group of 5 people each and asks them to reflect, in each group, on the difficulties and issues they have to face in their activity as shadows and to decide on the most important aspect they want to discuss with the rest of the participants. Their task in this phase is to write this most important issues on a piece of paper in maximum 3 sentences.

After 5 minutes, when all groups finished this simple task, the trainer asks the groups to exchange the paper among the groups so that each group has a different paper than the one they wrote.

Each group is given 3 minutes to read what is written on the paper they now have and fully understand the described issue. Their next task is to design a roleplay to emphasize on the described difficulty / issue and a potential way to overcome that difficulty. They are allowed for 5-10 minutes to design the roleplay and after that each group acts they small scenario, having 3-4 minutes for this.

After each group plays their scene, the trainer asks the following questions:

- What do you think the main character is feeling and how did you understand that?
- What could you do or say if you were a friend of the main character?

After all the groups finish their presentations, the trainer continues the group discussion by asking, for instance, “Why is it important to know and respect others’ opinions and emotions?” and he motivates all participants to answer this question.

### General instructions for trainers coordinating the activity

- ✓ be aware of providing a comfortable environment for all participants to feel secure and willing to share their ideas and emotions
- ✓ pay particular attention to motivating all the participants to fully engage in the activities and to provide positive feedback for everybody



### **Debriefing and evaluation**

The trainer asks the “shadows” to reflect on the activity and starts a discussion by asking the following questions:

- What did you think about this activity?
- How did you feel while doing this activity?
- Has this activity changed your perspective about others’ emotions and opinions?
- Do you think this activity contributed to your empathy skills in any way?

The trainer encourages the “shadows” to share their personal experience in the topic of the activity and moderates the discussions in order to facilitate feed-back from all participants.

### **Suggestions for follow-up activities**

The trainer asks the participating “shadows” to reflect on the results of the previous activity and the specific ways they can use the results in their collaboration with class teachers.

One additional resource that might help the participants to understand better this topic is <https://www.youtube.com/watch?v=9oNRCvuCQXk>, and the trainer encourages participants to view it and reflect on the ideas presented there.

## Activity 2

How do I feel?

### Overview

This activity uses various emotion impressions to assist “shadows” into developing their reading and understanding other people. This activity enables “shadows” to build empathy, to develop their social skills and active listening skills, to identify emotions.

### Objectives

- ✓ to develop shadows’ empathy and respect for others’ needs and opinion
- ✓ to develop shadows’ awareness about other people’s feelings and opinions through their physical reactions

### Materials & resources

- individual writing tools (paper, pencils, pen etc.)
- group writing tools (flipchart, markers, blackboard etc.)
- worksheets in Appendix 1
- specific resources:
- digital individual devices (smartphone, tablet, laptop etc.)
- digital group devices (computer & projector, speakers etc.)

### Time

40 minutes

### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer informs the participants that they will have to extract a card from a deck of cards with emotions (cards are presented in appendix 1), without letting anyone else see their card and without telling what is written on their card to other participants. Their only task in this phase is to reflect on that emotions and to think about a specific situation when they felt like that.

Then the trainer announces the group that each participant needs to act that emotion or mimic it, without words, while others try to identify and name the emotion; one by one, each participant acts its role and the other try to guess the emotion. A short discussion is moderated by the trainer after each participant acted its emotion, started by asking if it's difficult to identify the emotions.

In the last phase of this activity, the trainer asks one participant to volunteer and to remind the group about the emotion he acted; the trainer asks the other participants to think about specific situations in school when they could experience that emotion and share it with the group. The group task is to identify the reasons that someone could feel that emotion, and the volunteer makes a list of those reasons on the board / flipchart.

The trainer assists the volunteer into starting a group discussion by going over the list of reasons associated with an emotion and asking the group, what are the physical clues to identify an emotion and, if we manage to correctly identify the emotion, how can we determine the reason for that emotion...

### General instructions for trainers coordinating the activity

- ✓ be aware of encouraging everybody to actively participant and to motivate them
- ✓ pay particular attention to the strong emotions some of the participants might experience and to encourage active listening and respect from all the participants for each other's feelings
- ✓ pay particular attention to your feedback for each participant, as you are an example for the rest of participants and any negative reaction from you could lead to all group disrespecting some participants or their opinions and emotions

### **Debriefing and evaluation**

The trainer asks the “shadows” to reflect on the activity and starts a discussion by asking the following questions:

- What did you think about this activity?
- How did you feel while doing this activity?
- Has this activity changed your perspective about others’ emotions and opinions?
- Do you think this activity contributed to your empathy skills in any way?
- What do you think about the importance of reading physical traits in terms of empathy?
- How did you feel when there is an opposite opinion?

### **Suggestions for follow-up activities**

The trainer asks the participating “shadows” to reflect on the results of the previous activity and the specific ways they can use the results in their collaboration with teachers, using, for instance, a video resource to further enhance their understanding of this topic: <https://www.vetset2go.edu.au/modules/vetset2go/content/empathy-respect.pdf>.

Appendix 1 – cards with emotions

<b>HAPPY</b>	<b>UPSET</b>	<b>ANGRY</b>
<b>DETERMINED</b>	<b>IRRITATED</b>	<b>DISGUSTED</b>
<b>OPTIMISTIC</b>	<b>PESSIMISTIC</b>	<b>UNCERTAIN</b>
<b>STRESSED</b>	<b>DEPRESSED</b>	<b>EMBARRASED</b>
<b>MOTIVATED</b>	<b>LOVING</b>	<b>FOCUSED</b>

### Activity 3 – reviewing at the end of the module

What did I learn?

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheet in Appendix 1  |   |
| <input type="checkbox"/> specific resources:  |   |

#### Time

20 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer asks the participants to fill in a short questionnaire (appendix 1) and gives enough time to reflect on the questions.

The responses will be used by the trainer in two different ways:

On the one hand, the trainer asks the participants to individually reflect on their answers and starts a discussion about the previous activities by asking, for instance, questions such as:

- What activity did you like most? For what purpose do you think we have done that activity?
- Do you think those activities are beneficial? If you think so, in which way?
- Do you think the activities can change anything about your perception on empathy and respect for others' opinions? And how?

The trainer encourages the "shadows" to share their personal experience in the topic of the activities and moderate the discussions in order to facilitate feed-back from all shadows.

On the other hand, the trainer can analyze the responses after the activity finishes to see if the activities have reached their purposes.

### General instructions for trainers coordinating the activity

- ✓ be aware of the fact that some feedback might be not as positive as you expect, but be ready to accept feedback from all participants
- ✓ pay particular attention to encourage all the participants to express their opinions and feelings about the activities and the topic

## Appendix 1 – questionnaire

		Totally disagree ↓	Rather disagree ↓	Neither agree or disagree ↓	Rather agree ↓	Totally agree ↓
1.	I think the activities are useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I think my empathy skills have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I can empathize with other people's problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I am more aware about different opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I can identify other people's emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I judge people when they make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I can understand the reasons of other people's reactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I can understand other people's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I do not care what other people think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Other people's facial expressions or body language change my mode.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I can empathize with teacher during the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I can empathize with students during the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I can understand changes of emotions during the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I can understand teacher's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I can listen other people actively and attentively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your empathy and respect for others in organizing, managing and delivering your trainings?*

# MODULE 3

---

## Patience and self-control

**Activity 1. Carousel**

**Activity 2. Self-control improvement**

**Review and evaluation. How we can act**

## Activity 1

### Carousel

## Overview

This activity uses self-reflection and self-awareness to assist “shadows” into developing their abilities to self-analyze the specific way they manifest patience in the current professional activities and their abilities to plan and act to enhance their patience in collaborating with teachers and children with special educational needs.

## Objectives

- ✓ to develop shadows’ skills to behave patiently in their specific interventions for children with special educational needs
- ✓ to develop shadows’ receptivity to self-reflect on their patience and self-control in their collaboration with teachers and children with special educational needs

## Materials & resources

- |   |   |
|---|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)        | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)  | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input checked="" type="checkbox"/> specific resources: chairs for all participants |   |

## Time

60 minutes

## Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in two equal groups; if the total number of participants is odd, the trainer includes itself among the participants.

The trainer organizes the chairs in two concentric circles facing each-other; one group of participants is asked to sit in the inner circle, facing outward, and the other group is asked to sit on the outer circle, facing inwards, so the participants face each other.

The trainer asks specific questions and each pair of participants discuss the issue, with 2 minutes for each participant to share its thoughts. After 4 minutes (time might vary according to the number of participants and total number of questions), the trainers stop the participants and ask the outer circle to rotate one space to the right so new pairs are formed. The exercise continues until the participants from the outer circle return to their initial position (therefore, the trainer should have prepared a total number of questions equal to half of the number of participants).

Some questions that the trainer might ask:

- what are the most important ways you prove patience in working with children with SEN?
- what are the most important ways you prove patience in collaborating with teachers?
- what are the most important ways you prove patience in collaborating with parents of children with SEN?
- how do you self-evaluate your level of patience in the educational activities?
- are there some specific actions you take to improve your self-control in the educational activities? Can you share?
- can you remember a specific educational situation where your patience and self-control had positive consequences on your educational relationships?
- is there anything you would recommend to your colleagues to improve their patience?

After this exercise, the trainer summarizes by asking the participants on sharing the most important ideas they found from other participants and / or some specific thoughts they had during the activity, focusing on self-reflection and the importance of being aware of your level of patience and self-control.

### General instructions for trainers coordinating the activity

- ✓ be aware of encouraging the participant to communicate and share their experiences
- ✓ pay particular attention to positive feed-back and solution seeking

### Debriefing and evaluation

The trainer asks the “shadows” to reflect to the situation bellow and comment on that, starting a discussion about it.

“My son’s shadow teacher made specific goals for him. For example, during the first week, my son had to learn everyone’s names in the class. She also rotated his place in the classroom. She taught him the right way to ask for things in class and how to follow protocol when asking a question.

Apart from this, she made sure that the child had enough movement and a sensory diet at school. My son is a visual learner, so she would make him write down his key words when in school and ask questions only towards the end of the class.

Shadow teachers are not always special educators. They are trained on a case per case basis. But they should know the basics – why sensory breaks are important for their child and other important things.

Most importantly, shadow teachers should wean the child off her support, socially and emotionally and the primary goal for a parent is to make sure that the child is able to work in class independently.”

<https://buzzingbubs.com/bangalore/understanding-how-shadow-teacher-works>

### Suggestions for follow-up activities

The trainer asks for the participating “shadows” to reflect on a good practice example from their professional experience when patience in communicating with children with SEN or their teachers had a significant impact on enhancing the quality of communication or the quality of results of the educational activity.

## Activity 2

### Self-control improvement

#### Overview

This activity uses self-reflection and self-awareness to assist “shadows” into developing their abilities to self-analyze the specific way they manifest patience in the current professional activities and their abilities to plan and act to enhance their patience in collaborating with teachers and children with special educational needs.

#### Objectives

- ✓ to develop shadows’ skills to behave patiently in their specific interventions for children with special educational needs
- ✓ to develop shadows’ receptivity to self-reflect on their patience and self-control in their collaboration with teachers and children with special educational needs

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input type="checkbox"/> specific resources:  |   |

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in three groups, for instance by making them choose between three colours; each group will have a specific topic to discuss and reflect:

- group 1 is asked to identify specific ways to improve shadows' self-control in working with children with special educational needs;
- group 2 is asked to identify specific ways to improve shadows' self-control in collaborating with the class teachers;
- group 3 is asked to identify specific ways to improve shadows' self-control in collaborating with parents of children with SEN.

Each group decides on the most important 2-3 ideas and share them with the rest of the participants.

The trainer conducts the discussion by asking the participants if they could apply or adapt those ideas in their usual work and underlying the importance of common reflection of teachers and shadows on their level of patience and self-control.

### General instructions for trainers coordinating the activity

- ✓ be aware of encouraging the participant to communicate and share their experiences, especially the least experienced ones
- ✓ pay particular attention to positive feed-back and solution seeking

### Debriefing and evaluation

/ The trainer encourages the "shadows" to share their personal experience or plans in the topic of the activity and moderates the discussions in order to facilitate feed-back from all participants.

### Suggestions for follow-up activities

The trainer recommends the participating "shadows" to reflect on how can he / she initiate a discussion with the teachers on improving the level of patience manifested by teachers, pupils and shadows in the educational activities.

### Activity 3 – reviewing at the end of the module

#### How we can act

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input type="checkbox"/> specific resources:  |   |

#### Time

20 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)



### **Description of the training activity - methodology**

The trainer asks the “shadows” to reflect on the activities and to answer some simple questions:

- What information about patience and self-control I already had before these activities?
- What did I learn about patience and self-control through these activities?
- What else do I still want to find out about this topic?

### **General instructions for trainers coordinating the activity**

- ✓ be aware of your personal example during the activities, manifest patience and self-control in working with the participants
- ✓ pay particular attention to encouraging all participants to share their experiences, even the less experienced ones that might be reluctant to sharing their expertise, but might have important ideas to share with the group.

### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your patience and self-control while organizing, managing and delivering your trainings?*

# MODULE 4

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## **Adaptability and interest for feedback from children and teachers**

**Activity 1. Power of adaptability**

**Activity 2. The impact of feed-back**

**Review and evaluation. Question ball**

## Activity 1

### Power of adaptability

### Overview

This activity enables “shadows” to reflect and analyze their specific ways to adapt their activities in the benefit of children with special educational needs, as well as their tools to identify potential solution to enhance the impact of their activities.

### Objectives

- ✓ to develop shadows’ skills to be more adaptable to the specific needs of children with SEN
- ✓ to develop shadows’ awareness for self-reflection as first step of adaptation

### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input type="checkbox"/> specific resources:  |   |

### Time

40 minutes

### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in four groups, for instance by making them choose colored cards.

The task for all groups is to discuss and analyze specific situations when the members of the group successfully adapted their activity to the needs of their beneficiaries; each member shares their experiences by presenting what went well, what worked less than expected, what could be improved in their example.

Each group decides on one example they will share with the rest of the participants.

The trainer encourages active participation from all the participants and active listening when each group present their example.

After all presentations, the trainer starts a short debate by asking, for instance:

- who is responsible for adapting the activities for children with SEN?
- who is involved in adapting the activities?
- who provides shadows with the best feed-back on the activities / actions they need to adapt for better results?
- what are the factors that influence the adaptability of shadows and their activities?

The trainer slowly focuses the discussion on underlying the importance of shadows adapting their activities and having the right information in order to adapt themselves and their actions.

### General instructions for trainers coordinating the activity

- ✓ be aware of your personal example; you need to be supportive and listen actively in order to ask the same attitude from the rest of the participants
- ✓ pay particular attention to each member of the small groups sharing a personal example

### Debriefing and evaluation

The trainer asks the “shadows” to reflect on a specific situation when they changed their activities / behavior dramatically in order to better adapt to the needs of their beneficiaries and to be ready to share this experience on further meetings.

### Suggestions for follow-up activities

The trainer recommends a specific resource (<https://ggie.berkeley.edu/adapting-practices-for-students-with-special-needs/>) and asks the participants to reflect on that.

## Activity 2

### The impact of feed-back

#### Overview

This activity uses simple role-playing to assist “shadows” into developing their interest for feed-back from children and teachers, as well as their abilities in decoding the non-verbal feed-back.

#### Objectives

- ✓ to develop shadows’ skills to be more adaptable to the specific needs of children with SEN
- ✓ to develop shadows’ receptivity to feed-back from teachers and children

#### Materials & resources

- individual writing tools (paper, pencils, pen etc.)
- group writing tools (flipchart, markers, blackboard etc.)
- worksheets
- specific resources:
- digital individual devices (smartphone, tablet, laptop etc.)
- digital group devices (computer & projector, speakers etc.)

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer invites 3 participants in an outer space and gives them their simple task: to present to the other participants a specific situation when their interaction with children with SEN was beneficial for both parties, focusing on their specific role in this interaction; those three participants remain in the outer space to prepare their presentations for some minutes.

The trainer returns to the training room and gives the task for the group:

- for the first presentation, the group listen carefully and provides non-verbal positive feed-back to the speaker;
- for the second presentation, the group listen, but doing other things in the same time (using their phones, reading etc.), in silence, without looking at the speaker;
- for the third presentation, the listeners make their lack of interest obvious by talking with each other, making noise etc.

The trainer asks the 3 volunteers to come into the training room and take turn speaking.

After the 3 presentations, the trainer starts a discussion by asking the volunteers if they managed to observe the group reaction and how did they feel, what were they thinking during the presentations.

A general discussion is then conducted by the trainer, for instance by asking:

- how do the children with SEN feel when they receive positive / negative feed-back?
- how important is for the shadow to pay attention to children's feed-back?
- how can shadows develop children's skills of providing relevant feed-back?
- how important is for the shadow to provide relevant feed-back for children, but also for the class-teachers?
- do the shadows usually pay attention to collecting feed-back from teachers? But from the children?

At the end of the activity, save enough time to carefully explain to the volunteers that this activity was just a role play and all the participants behaved in a specific way they were instructed to behave, without any connection with the presentations done by the volunteers.

### **General instructions for trainers coordinating the activity**

- ✓ be aware of your role as a model; provide positive feed-back to encourage the participation of all shadows in the activity
- ✓ pay particular attention to explaining to the three volunteers, at the end of the role playing, that it was just a role from the group and this was just an exercise to make them all reflect on the importance of feed-back; if possible and you already know the group, select more experienced shadows with more thrust in their abilities as volunteers;

### **Debriefing and evaluation**

The trainer encourages the “shadows” to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate feed-back from all participants. The trainer can share a personal experience from their activity when their receptiveness for feed-back improved the quality of results of its work.

### **Suggestions for follow-up activities**

The trainer recommends the participating “shadows” to read a specific resource (for instance, <https://www.time4learning.com/blog/special-needs-gifted/benefits-of-homeschooling-for-kids-with-special-needs-providing-feedback/>) and to reflect on that.



### Activity 3 – reviewing at the end of the module

#### Question ball

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- |  |   |
|--|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets  |   |
| <input checked="" type="checkbox"/> specific resources: small ball                 |   |

#### Time

10 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### **Description of the training activity - methodology**

The trainer asks the “shadows” to stay in the circle and announce them that they will throw a ball at each other in order to establish the participant that will answer a specific question from the trainer. Then the trainer throws the ball to one participant, designating him to answer the first question (each time, the ball is thrown before the question is asked).

The trainer prepares a set of questions for this activity, such as:

- What did we discuss today?
- What new things did you find out?
- What other things would interest you about adaptability?
- what other things would interest you about receiving feed-back?
- what sources of information could you access on this topic?
- how can you improve your adaptability?
- how could you improve your interest in feed-back? Or receptivity to feed-back?

### **General instructions for trainers coordinating the activity**

- ✓ be aware of encouraging all participants to get involved in the activity; if necessary, repeat some of the questions in order to allow all participants to present their feed-back
- ✓ pay particular attention to positive feed-back from you and from the rest of the participants

### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your adaptability and interest for feedback in organizing, managing and delivering your trainings?*

## MODULE 5

---

### Valuing diversity and respect the differences

**Activity 1. #Hastag for inclusion**

**Activity 2. We are all experts**

**Review and evaluation. SCAMPER**

## Activity 1

#Hastag for inclusion

### Overview

This activity uses creativity to assist “shadows” into developing their positive attitudes towards diversity and respect for the differences.

### Objectives

- ✓ to develop shadows’ skills for creating a work environment based on dignity and respect for all people, free of discrimination, harassment or intolerance
- ✓ to develop shadows’ awareness of the importance of providing equal learning opportunities for all children

### Materials & resources

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input checked="" type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |  |
| <input type="checkbox"/> specific resources:  |  |

### Time

40 minutes

### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer starts by dividing the participants in three groups, for instance by asking them to count 1 to 3. Each smaller group has a first similar task: to reflect on the specific issues related with the educational inclusion and to decide on one aspect they want to further discuss.

The second task is different for each group: based on the issue they chosen, they need to create:

- a very simple, but catchy chorus;
- a phrase or a slogan that is easy to remember and repeat;
- a meme / image / Tik Talk that is representative for the issue they chosen, but even more representative for the solution.

At this point, the trainer gives the participants the opportunity to change groups if they feel that their skills might be more useful for another group (for instance, a participant with good digital skills might move from group 1 or 2 to the group 3 etc.).

The trainer explicitly mentions that creating a catchy slogan or refrain is not easy, but that is the idea of this exercise. The trainer will leave some time to work in groups and make several proposals, and then there will be a round of presentations.

In this round, the rest of the teams have to vote on which chorus or slogan other than their own they liked the most. It may be necessary to do two rounds so that everyone remembers the slogan or chorus of the others, and the groups that are not clear, can present several ideas and not just one, because deciding many times will not be easy.

In the second part of the activity, to continue beyond this dynamic, the trainer will propose to the participants to make their campaign even more intense and to create a #Hashtag that will be recognized as belonging their group (or their school, if they come from the same school), and that will make it possible to make a viral work in social networks for the promotion of the proposals that have come out in the previous work. This activity is done with the whole group.

At the end of the activity, the trainer explicitly mentions the reasons for doing this activity, emphasizing on the role of creative tasks in analyzing specific subjects and reflecting on their importance for a better understanding.

### **General instructions for trainers coordinating the activity**

- ✓ be aware of involving all participants in the activity, even the ones that might try to avoid being involved due to their claimed “lack of artistic skills”
- ✓ pay particular attention to explaining to the participants that esthetic value of their results is not as important as the reflection process

### **Debriefing and evaluation**

The trainer asks the participants to answer the next questions and moderate the discussion

- What problems have we identified? What ideas have we come up with that might solve them?
- Was it difficult to come up with a refrain or slogan to express our ideas?
- Are there any refrains or slogans that really surprised you?
- Do we think it is possible to create a campaign from our group/association that reaches everyone? Why?

### **Suggestions for follow-up activities**

The trainer asks for the participating “shadows” to reflect on the potential benefits of creative tasks in working with children with SEN and to be prepared to share their thoughts on the next meeting.

## Activity 2

### We are all experts

#### Overview

This activity enables “shadows” to reflect on their strong points and to further understand that all people have a potential, that everyone always has a lot to contribute, regardless of their appearance or abilities.

#### Objectives

- ✓ to develop shadows’ skills for creating a work environment based on dignity and respect for all people, free of discrimination, harassment or intolerance
- ✓ to develop shadows’ receptivity to each persons’ potential

#### Materials & resources

- individual writing tools (paper, pencils, pen etc.)
- digital individual devices (smartphone, tablet, laptop etc.)
- group writing tools (flipchart, markers, blackboard etc.)
- digital group devices (computer & projector, speakers etc.)
- worksheets
- specific resources:

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)



### Description of the training activity - methodology

The trainer gives all participants a post-it and asks them to write their names and the one thing that they are expert at (in case there are more than one thing to mention, the participant will fill in more post-its).

The trainer starts by making his answer public, just to set an example and to make it obvious for the participants that they all can find an answer, even if it's "I'm a world expert on making pizza" or "I'm a world expert in taking care of my dog".

The trainer explicitly mentions to the participants that only positive answers are taken into consideration (for instance, no "I'm a world expert in being late") and that serious answers are expected, based on adequate self-reflection.

Each participant has some minutes to reflect and mention its "expertise", and after that the trainer collects all the answers and sticks them on a wall (or on the blackboard).

The trainer and the participants now have the task of linking together the post-its that are similar or complementary by drawing a line between them, creating a network of people and their skills; the trainer needs now to make sure that no post-it remains unlinked with the rest.

The discussion with the participants during this grouping has the objective of making some things obvious for the participants:

- everyone always has something to contribute to society and to a group, but that there are people who are shyer or people who find it difficult to identify their potential;
- many times, we do not give space to people with disabilities to contribute, many times we didn't even think that they could contribute with something
- teams could harness the potential of diversity by joining people with different strong points and therefore allowing everyone to contribute and share their expertise;
- the best part of harnessing the potential of diversity is that some people might be part of different teams, using different skills and contributing in each team.

### General instructions for trainers coordinating the activity

- ✓ be aware of encouraging all participants to share some strong point, don't leave anyone outside the activity as the main objective is to show that everyone can be integrated; give them examples, help them to find something positive to say about themselves;
- ✓ pay particular attention to encouraging all participants to take this activity seriously and avoid the "funny" answers

### **Debriefing and evaluation**

The trainer asks the participants to answer the next questions and moderate the discussion

- What things could we like to learn from the people in the class?
- Do you assess people's abilities right away? Are there hidden talents that we miss in other people?
- Is it important to take the time to get to know others.
- What skills or expertise stood out the most to you, and did everyone have positive things to say?

### **Suggestions for follow-up activities**

The trainer recommends the participating “shadows” to watch simple video about inclusion (for instance, [https://www.youtube.com/watch?v=Xn\\_t1Ea5wU](https://www.youtube.com/watch?v=Xn_t1Ea5wU)) and to reflect on the possibility of using this kind of tools in their activities with children.

### Activity 3 – reviewing at the end of the module

#### SCAMPER

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- individual writing tools (paper, pencils, pen etc.)
- group writing tools (flipchart, markers, blackboard etc.)
- worksheets in Appendix 1,2,3 etc.
- specific resources:
- digital individual devices (smartphone, tablet, laptop etc.)
- digital group devices (computer & projector, speakers etc.)

#### Time

10 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainers asks the “shadows” to reflect to the results of the activities carried out in the training session and to answer some specific questions that are adapted from the “SCAMPER” method of increasing creativity:

Substitute. What could be changed in your activity in the classroom?

Combine. Could you combine different sections of activities for a better result?

Adapt. Can you adapt some activities we did in your activities in the classroom?

Modify. What should we modify to enhance the results?

Put to another use. Can a training activity be used in working with children?

Eliminate. Is there something that you want to eliminate from your activity now?

Reverse / Reorder. Is there something in our activities today you would have done in a different order?

### General instructions for trainers coordinating the activity

- ✓ be aware of allowing all participants to provide their feed-back, encourage everyone to share their thoughts.
- ✓ pay particular attention to the positive feedback you provide for the participants, to creating a positive work climate that would encourage them to speak.

### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your respect for the differences in organizing, managing and delivering your trainings?*

## MODULE 6

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### **Emotional intelligence and stress management skills**

**Activity 1. I can manage stress**

**Activity 2. To exchange the shadows**

**Review and evaluation.**

## Activity 1

### I can manage stress

#### Overview

This activity aims to help the "shadows" become aware of the situations that cause them to experience stress in the classroom and to produce solutions to these situations.

This activity allows the "shadows" to cope with stress and increase the productivity during the lessons.

#### Objectives

- ✓ to develop shadows' emotional intelligence and tolerance to stress
- ✓ to develop shadows' awareness on the impact of stress and importance of coping strategies

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input checked="" type="checkbox"/> specific resources: paper, scissors                 |   |

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer gives a brief overview about emotional intelligence and stress management (reference 1 and reference 2). And the trainer gives information about the activity which includes creative drama and gives a little information about the benefits of creative drama (reference 3).

The trainer divides the shadows into 3 groups (the number of participants in each group depends on the total size of the group) and announce them their task, and that is to discuss on a problem that makes them stressed in the classroom, during their activity as shadows.

At this stage, the trainer gives each group a pair of scissors and a triangular piece of paper, mentioning that the triangle represents stress, while a round shape symbolizes happiness. Each group first task is to write on each corner of the triangle one issue that makes them stressed in the classroom.

The trainer starts with the first group, holding its paper triangle and the scissors, reading each of the issues mentioned and asking the other groups for solutions to this issue; when the solution mentioned by the other groups is considered reasonable by the participants from the first group, the trainer cuts the corner of the triangle, starting to create a round shape; then the trainer addresses the issue on the second and third corner, in the end creating a round shape out of the initial triangle.

The trainer continues with the other two groups, making it obvious that the stress symbolized by the triangle can be transformed in the happiness symbolized by the circle with the help of others, emphasizing that “you are the solution!”.

### General instructions for trainers coordinating the activity

- ✓ be aware of providing all the materials needed for this activity
- ✓ pay particular attention to providing a comfortable environment for the participants to express their ideas
- ✓ pay particular attention to motivating all participants to get involve in this activity, even the ones that are more reluctant to this methodology, and to explain the effectiveness of this methodology at the end of the activity



### Debriefing and evaluation

The trainer asks the participants to answer the next questions (or other similar ones) and moderates the discussion

- What did you think about this activity?
- How did you feel while doing this activity?
- Has this activity changed your perspective about others' emotions and opinions?
- Do you think this activity contributed to your empathy skills in any way?

The trainer encourages the “shadows” to share their personal experience in the topic of the activity and moderates the discussions in order to facilitate feed-back from all participants.

### Suggestions for follow-up activities

The trainer recommends the participating “shadows” to read some specific resource to reflect on that:

Reference 1: [www.helpguide.org/articles/mental-health/emotional-intelligence-eg.htm](http://www.helpguide.org/articles/mental-health/emotional-intelligence-eg.htm)

Reference 2: [www.berkeleywellbeing.com/stress-management.html](http://www.berkeleywellbeing.com/stress-management.html)

Reference 3: <https://study.com/academy/lesson/creative-drama-definition-example.html>

## Activity 2

To exchange the shadows

### Overview

This activity uses role play to assist “shadows” into developing their stress management skills and to develop their emotional intelligence.

### Objectives

- ✓ to develop shadows’ emotional intelligence and tolerance to stress
- ✓ to develop shadows’ awareness about understanding their own or others' feelings and find solutions to their stressful situations

### Materials & resources

- |  |   |
|--|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets  |   |
| <input checked="" type="checkbox"/> specific resources: puzzle                     |   |

### Time

40 minutes

### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in two equal groups (if the total number of participants is odd, the trainer gets himself in one of the groups). After randomly dividing the participants, the trainer announces that one group will act like shadows and the other will act as children with special educational needs in a small role play activity.

Each pair will do their roles in a simple activity, that is to do a simple puzzle (selected so that it can be done in 3-5 minutes).

After all groups finish their work, the trainer starts a discussion by asking some simple questions, such as:

- what was more stressful, being a shadow or being a child with special educational needs?
- who was happier when task was done, the shadow or the children?

Some questions for the participants playing the child:

- was it difficult to play this role? What was the most difficult part?
- did you feel helped by the shadow?
- what else would you have needed?

Questions for the participants playing the shadows:

- what were the positive and less positive aspects of working with the children your colleague impersonated?
- do you think it would have been harder to play the other role?
- was it easy for you to adapt to the needs of the role your colleague played?

The trainer conducts the discussion to emphasize that one of the most important factors to reduce the stress felt by shadows is to really know and understand the child you are working with.

### General instructions for trainers coordinating the activity

- ✓ be aware of providing all the materials needed for this activity
- ✓ pay particular attention to providing a comfortable environment for the participants to express their ideas
- ✓ pay particular attention to motivating all participants to get involved in this activity, even the ones that are more reluctant to this methodology, and to explain the effectiveness of this methodology at the end of the activity

### **Debriefing and evaluation**

The trainer asks the “shadows” to reflect on the activity and moderate discussion by asking (some of) the following questions:

- What did you think about this event?
- How did you feel while doing this activity?
- Has this activity changed your perspective on the feelings and opinions of others?
- Do you think this activity contributes in any way to your emotional intelligence and stress coping skills?

The trainer encourages the “shadows” to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate feed-back from all participants.

### **Suggestions for follow-up activities**

The trainer asks for the participating “shadows” to reflect on the following sentences and to be prepared to share their thoughts on the next meeting:

- Children should be accepted as they are, they should not be forced for things they cannot do.
- Children should not be blamed.
- Children should be given the ability to say no and to protect themselves from others.

### Activity 3 – reviewing at the end of the module

#### Review and evaluation

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input type="checkbox"/> specific resources:  |   |

#### Time

10 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer asks the “shadows” to reflect to the statements bellow and starts a brain storming activity.

I think different solutions help me think positively/ negatively because .....

Dealing with a different student makes me .....

I think it is more/ less stressful to deal with a different student because .....

These activities made me ..... about stress management because .....

Knowing about emotional intelligence is important because .....

The trainer encourages the “shadows” to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate feed-back from all participants.

### General instructions for trainers coordinating the activity

- ✓ be aware of providing a comfortable environment for shadows to express their ideas
- ✓ pay particular attention to encouraging all participants to provide their feed-back.

### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your emotional intelligence and stress management skills?*

## MODULE 7

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**Flexibility and adaptability to unpredictable situations or reactions from children, especially those with SEN**

**Activity 1. Shall we plan a Treasure Hunt?**

**Activity 2. Let's play Treasure Hunt**

**Review and evaluation. Comparing the groups**



## Activity 1

### Shall we plan a Treasure Hunt?

#### Overview

This activity uses a methodology and cooperative strategies that help “shadows” to develop greater capacity for collaboration and sharing in order to implement inclusive practices.

This activity is important because it allows "shadows" people to experiment different shared operative strategies in order to achieve common goals.

This activity enables "shadows" to compare and distinguish other ways of action, some more favorable towards inclusion and other less.

#### Objectives

- ✓ to develop flexibility and adaptability to unpredictable situations or reactions from children, especially those with SEN
- ✓ to develop shadows’ skills in planning and sharing a focused and common project

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.)           |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input type="checkbox"/> worksheets in Appendix 1,2,3 etc.                              |   |
| <input checked="" type="checkbox"/> specific resources:                                 |   |

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the group of trainees into two subgroups: a first group consisting of up to 4 or 5 members and a second group consisting of more than 5 and within 10 members (if the total number of participants is higher, then there will be two smaller and two larger groups).

The handover given to both groups is to plan and organize a treasure hunt for children in the classes they work as shadows (a treasure hunt is a game in which each player is given a series of clues to direct him to a hidden prize).

The first group will be given an additional delivery: it has to work according to the principles of "cooperative learning". Therefore, it will be explained to its members in a precise and very simple manner the fundamentals of the methodology and how they should approach the activity for the achievement of the common goal (positive interdependence, individual and group responsibility, positive face-to-face interaction, social skills, individual and group evaluation; see following literacy).

The second group, on the other hand, will not be given any kind of guidance about how to proceed.

Each group is given 15 to 20 minutes to plan their treasure hunt and then each group presents their ideas to their colleagues.

The trainer starts a discussion by asking, for instance, some of the next questions:

- Do you think that including teachers in the design of this activity could change its result?
- for the smaller group (s): did you structure the activity in a precise and focused way? Did you take charge of fellow students in difficulty? Did everyone cooperate? Were the tasks divided according to each person's peculiarities and attitudes? Did conflicts arise and, if so, how did you come up with?
- for the larger group(s): how did you work together? How did you share the task, i.e., how was your work carried out? Did you manage conflicts through face-to-face discussion and dialogue? Did any of you act as leaders?

### General instructions for trainers coordinating the activity

- ✓ be aware of the principles upon which the working methodology of "cooperative learning" is based so that clear and precise information is provided to the first group about how to work
- ✓ pay particular attention to the instructions to be given to the small and large group.

### **Debriefing and evaluation**

The trainer asks the participants to reflect on the results of the activity, the implemented strategies for the achievement of the task in order to use the comments and opinions for future collaborations.

The large group will investigate what worked in their work and what did not; it will analyze the implemented shared strategies and it will think whether they worked; it will distinguish the achievements through sharing from others where there was no common cooperativeness.

The small group, on the other hand, will reflect on how well the applied methodology allowed a correct and spontaneous structuring of the activity with the collaboration and enhancement of everyone.

Moreover, the trainer emphasizes that the main goals of the activity are:

- to plan an activity;
- to establish roles within groups;
- to promote cooperation and communication among the members of each group.

Discussion takes place within the two groups.

### **Suggestions for follow-up activities**

The trainer asks the “shadows” trainees to reflect on and to be prepared to share their thoughts on the next meeting involving the same realization/implementation of the planned treasure hunt.

The trainer advises the trainees to take note of the arisen critical issues during the discussion and to post them in a padlet, already preset in two sections by the trainer.

The trainer underlines that, at the end of the activity, trainees will have a general template at their disposal that can be modified as needed.

## Activity 2

### Let's play Treasure Hunt

#### Overview

This activity assists “shadows” trainees into developing their ability to put in action what was previously planned according to the different modes of group work (cooperative learning and unstructured group work)

This activity is important because it tests the ability to translate into action a proposal worked out in groups during the planning.

This activity enables trainees to experience the efficacy of the planning by doing.

#### Objectives

✓ to develop flexibility and adaptability to unpredictable situations or reactions from children, especially those with SEN

✓ to develop shadows’ skills: coordination skills; communication skills and tasks handover; implementation in practice of previously developed and planned proposals.

#### Materials & resources

individual writing tools (paper, pencils, pen etc.)

group writing tools (flipchart, markers, blackboard etc.)

Appendix 1

specific resources: the treasure hunt developed previously

digital individual devices (smartphone, tablet, laptop etc.)

digital group devices (computer & projector, speakers etc.)

#### Time

40 minutes

#### Group size

small groups (5-10 members)

medium groups (10-20 members)

large groups (20-30 members)

### Description of the training activity - methodology

This second activity is the acting of the previously planned treasure hunt. The small group will propose the planned treasure hunt to the large group while the large group will propose it to the first group.

The trainer could increase the level of difficulty by inserting an unexpected event that the group has to cope with since we are talking about flexibility and ability to unpredictable situations: assume that someone fails in carrying out the assigned task and reacts inappropriately.

At the end of the activity, the trainer will explain that the two groups worked according to different methodologies and will explain also to the second group the methodological principles on the basis of which the first group worked.

### General instructions for trainers coordinating the activity

- ✓ be aware that a group may not have the necessary flexibility to deal with the unexpected and that it may be therefore essential to provide suggestions to solve the problematic situation
- ✓ pay particular attention to communicative dynamics between the two groups and that each group be faithful to the planning they have been assigned without conditioning.

### Debriefing and evaluation

The trainer asks the trainees to answer the next questions and moderate the discussion:

- What difficulties emerged in playing the game? Was the tasks handover sufficiently clear?
- Was the assignment of roles well defined?
- Did you find room for flexibility in the assigned planning that allowed you to enhance and personalize the activity?

Each group notes on the padlet the difficulties that arose in doing the activity.

### Suggestions for follow-up activities

The trainer asks the trainees to reflect on the results of the previous activity: how can we cooperate in an effective and functional way? How important is the continuous and direct dialogue? The division of tasks and roles? The collaboration and mutual support?

## Appendix 1 – Cooperative learning

Cooperative learning is a teaching/learning methodology that uses small groups through which it is possible to both learn and improve social relationships. The main idea behind the method is that the group is a set of resources, understood as both knowledge and skills, and the pupils/participants are understood as resources to be activated. This methodology makes learning both a process of participation and exchange among all people involved. To structure a class into cooperative groups, it is essential to keep in mind some specific rules. One of the applications most widely applied because of its particular flexibility, particularly in Italian schools, is that one proposed by Johnson, Johnson and collaborators (1989;1996).

It is based on five general principles:

1. Positive interdependence: it occurs when each member of a group perceives and is aware that his or her relationship with others in terms of work can benefit or conversely harm the entire group. Positive interdependence is achieved by providing clearly structured tasks such that they cannot be accomplished except with everyone's effective cooperation;
2. Individual and group responsibility: closely related to the principle of positive interdependence is that one of individual and group responsibility. Each person perceives that he/she is responsible for himself/herself and others;
3. Positive face-to-face interaction: it consists of positive collaboration by encouraging each other, and necessarily implies awareness that every feedback, positive and negative, is aimed at improving individual and thus common work. To foster this type of interaction, it is important the "physical" face-to-face interaction in the group, so it is desirable that groups consist of no more than 4-5 pupils, so that direct exchanges can take place;
4. Social skills: it is necessary for everyone in the group to be able to relate to others effectively, that is, to possess social skills. Group work involves continuous sharing and inevitable conflicts, which must be dealt with constructively. Group members must be able to effectively sustain a leadership role, make decisions, build trust, communicate, and manage conflict;
5. Individual and group evaluation: at the end of the activity/work, the cooperative group must evaluate what worked and what did not work in the process. In fact, for a progressive improvement, it is necessary to carefully analyze the way the collective work was done by identifying critical issues and strengths

### Activity 3 – reviewing at the end of the module

#### Comparing the groups

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers, and in particular the methodology of cooperative learning: the importance of structuring a shared activity; the importance of creating a positive interdependence among members of a group.

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.)           |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input type="checkbox"/> worksheets   |   |
| <input type="checkbox"/> specific resources:  |   |

#### Time

10 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### **Description of the training activity - methodology**

The trainer asks the trainees to make a comparison of the way how the two groups worked. The two groups will view, in a shared way, the opinions and notes are posted on the padlet / on the flipchart and compare the different planning and operational modes.

The two groups will proceed to draft a S.W.O.T. analysis to make explicit the strengths and weaknesses of the two implemented procedures.

The trainer encourages the trainees to reflect on the fact that the implementation of a planning is conditioned by the methodological approach that ensures flexibility and thus the achievement of the goal, even in the presence of unpredictable reactions by students with SEN.

### **General instructions for trainers coordinating the activity**

- ✓ be aware of possible difficulties on the part of participants in identifying the peculiarities of the methodology
- ✓ pay particular attention to a correct and complete understanding of the methodology.



### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your flexibility and adaptability to unpredictable situations in organizing, managing and delivering your trainings?*

# MODULE 8

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**Ability to be supportive, helpful and trustworthy, to encourage children to share their problems**

**Activity 1. What emotions?**

**Activity 2. The ending to be invented**

**Review and evaluation. What to do in the classroom?**

## Activity 1

### What emotions?

### Overview

This activity uses the role-playing method to make the “shadows” understand the influence that emotions have in a relational context, based on the fact that knowing how to manage emotions means promoting a positive atmosphere aimed at enhancing diversity and promoting inclusiveness in education (D. Goleman, Emotional Intelligence, 1998).

### Objectives

- ✓ to develop shadows’ ability to be supportive, helpful and trustworthy, to encourage children to share their problems
- ✓ to develop shadows’ ability to detect emotions through careful observation of situations and to recognize their emotions in reference to the observed situations

### Materials & resources

- |  |   |
|--|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets  |   |
| <input type="checkbox"/> specific resources:                                       |   |

### Time

40 minutes

### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in 4-5 groups of 4-6 participants (depending on the total size of the training group) and asks each group to reflect on a specific situation in the educational activities where strong emotions were involved.

Then each group is asked to create and play a short scene to act the situation and suggest the emotions that were involved; each group has 5 minutes to design their role play and to assign roles for each member of the group.

The role plays are acted and the task of the other groups is to identify the emotions that each player acted.

The trainer initiates and guides the debate through the following questions:

- Were there any differences in the perception of emotions? Which? Because?
- Are there behavioral clues that could lead to opting for one emotion rather than another? What could they be? What helps us to define the correct emotion?

To conclude, the trainer could make a short presentation of Goleman's definition of self-awareness (i.e. the ability to recognize one's emotions and strengths, as well as one's limitations and weaknesses; it also includes the ability to intuit how these personal characteristics are able to influence others) we focus on the recognition of emotions in contexts. Further materials on this can be found on <https://bit.ly/3fnRfAj>.

### General instructions for trainers coordinating the activity

- ✓ be aware of the need for explaining to the participants that it is not easy to interpret the emotions of children, as they often do not know how to name the emotions they feel, especially in case of children with special educational needs
- ✓ pay particular attention to involving all participants in the role-playing and in the following discussions

### Debriefing and evaluation

The trainer asks shadows to reflect on the differences in how people may perceive the same situation differently while still being affected by it.

### Suggestions for follow-up activities

The trainer asks for the participating “shadows” to reflect on a specific question such as “when do you have strong feeling towards your students, irrespective if they are positive or negative?” and to be prepared to share their thoughts on the next meeting

## Activity 2

### The ending to be invented

#### Overview

This activity helps “shadows” to reflect on self-regulation as the ability to manage one's strengths, emotions and weaknesses, adapting them to the different situations that may arise, in order to achieve goals and objectives. The activity concerns the possibility of interpreting the behavior of the other to modify it. It is done with mime, which is a bodily methodology that activates mirror neurons.

#### Objectives

- ✓ to develop shadows’ ability to be supportive, helpful and trustworthy, to encourage children to share their problems
- ✓ to develop shadows’ ability to self-regulate in order to improve communication and interpersonal relationships

#### Materials & resources

- |  |   |
|--|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.)       | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input checked="" type="checkbox"/> Appendix 1                                     |   |
| <input type="checkbox"/> specific resources  |   |

#### Time

40 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)

### Description of the training activity - methodology

The trainer divides the participants in group of 4/5, depending on the total number of participants, and explains that their task is to continue a story that will be presented to them. The activity involves reading a story from the children's book "The lost barrel".

The trainer reads the beginning of the story, but also gives the printed version to each group to be sure they understood the idea of the story (Appendix 1).

After the reading ends, each group discusses and agrees on a possible ending of the story, based on two simple questions:

- What will Gustavo say again?
- What will the two friends do now?

After deciding on the end of the story, each group will act their version of the ending, focusing on the emotions and expensing the emotions.

### General instructions for trainers coordinating the activity

- ✓ be aware that everyone expresses emotions in a different way and recognizing them is the first step in interacting with others, improving communication
- ✓ pay particular attention to the fact that some individuals may not know how to behave when other people show certain emotions, so it is important to emphasize the need to recognize them and know that they lead to consequences on communication

### Debriefing and evaluation

The trainer guides the reflection by explaining that putting themselves in the shoes of children helps to create a positive atmosphere in which they feel comfortable expressing themselves. The focus on a specific emotion compared to another one also guides us towards the correct solution to be implemented.

### Suggestions for follow-up activities

The trainer asks for the participating "shadows" to reflect on the emotions they felt during the activities and to be prepared to share their thoughts on the next meeting

## Appendix 1. Story from the children's book "The lost barrel"

"Scaldino is a nice Maremma shepherd puppy, he is looking for an object, a barrel, which belongs to his uncle Bernardo. The snow does not allow him to find his way home, but favors his meeting with Gustavo, a squirrel, who will remain close to him until the end of that unexpected adventure.

While searching for the way home, Scaldino and Gustavo will come across adventures that will put both of them in difficulty... Bumble in Fiocco, a white rabbit, which is in serious danger: hidden inside his lair under the trunk of a tree, bow is threatened by a fox that wants to eat it. Gustavo and Scaldino hear a voice that comes from far...

- Don't run away! By now you are trapped, you will be my lunch ...

Instinctively the two flatten themselves to the ground. They have not quite understood where those threatening words come from, which certainly do not promise anything good.

- Needless to hide you in there ... This hole is small ... now I will dig a little and ... I will reach you ... MMMMHhhh ... I already feel the taste of your fresh meat under my teeth ... - that evil voice continues.

- It comes from under there - Gustavo whispers in his friend's ear.

- It will not be a fox - replies Scaldino in a faint voice. - Grandfather Fedele says they are very crafty and bad and that it is better to avoid meeting them. We better run away.

Said so, after taking the barrel between his teeth, Scaldino begins to crawl on the snow trying to make as little noise as possible.

Imitating his friend, Gustavo, belly on the ground, begins as well to advance on the soft snow, but soon ends up being covered with it.

-I can't go any further - he says at the end, stopping and standing up.

- Okay, get on the back, so you'll be sheltered from the snow - whispers Scaldino.

- No! No and then no! It is not right to continue - the squirrel replies decisively"

### Activity 3 – reviewing at the end of the module

#### What to do in the classroom?

#### Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the “shadows” can use in their future work of collaborating with class teachers

#### Objectives

- ✓ to make the participants reflect on the training activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future collaboration with class teachers

#### Materials & resources

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)      | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)  |
| <input type="checkbox"/> worksheets   |   |
| <input type="checkbox"/> specific resources:  |   |

#### Time

10 minutes

#### Group size

- small groups (5-10 members)
- medium groups (10-20 members)
- large groups (20-30 members)



### **Description of the training activity - methodology**

The trainers ask shadows to reflect on the work done in the previous activities and guide the reflection on the advantages of promoting correct communication in the classroom, based on empathy and aimed at enhancing differences.

If there is time, the trainer encourages participants to initiate the debate and to share their personal experience and final reflections on the topic of the activities.

Shadow will write on a green post-it the positive aspects of the training course and on a red post-it ideas for improvement.

### **General instructions for trainers coordinating the activity**

- ✓ be aware of how people could struggle in sharing their emotions regarding the activities done in training session
- ✓ pay particular attention to foster and encourage the participation to the final discussion of all participants

### Reflection for trainers

*When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?*

*We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?*

*Keep in mind that your trainees today were “shadows” collaborating with class teachers to enhance education for children with special educational needs. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?*

*And, equally important, please reflect on what you learned today from the shadows attending your course; is there anything from their expertise that you can use or adapt to enhance your ability to be supportive and trustworthy in organizing, managing and delivering your trainings?*

# TOOLS FOR TRAINERS

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**Examples of self-evaluation rubrics for the attending teachers**

**Example of self-evaluation rubric for the trainer**

## Examples of self-evaluation rubrics for the attending teachers

These rubrics can be handed to the participants on the beginning of the training in order for them to self-assess their achievements during the training and to ask for more information / activities on specific topics when needed.

During the training activities, be aware of the new information that the trainer presents and evaluate your achievements for each topic; for the yellow and red ticks, please ask your trainer for additional support:

	I was already familiar with this concept ↓	I fully understood this concept after the activities ↓	I would need more information about this concept ↓	I learned nothing about this concept ↓
collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
feed-back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
emotional intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the training activities, be aware of the new skills that you should develop and evaluate your achievements for each category of skills; for the yellow and red ticks, please ask your trainer for additional support:

	I already had this skill ↓	I fully developed this ability ↓	I would need more activities to develop this skill ↓	I didn't develop this ability at all ↓
collaboration & communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teamwork abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
empathic behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to respect others' needs and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to behave patiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
self-control skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interest for feed-back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to value diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to respect the differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility and adaptability to unpredictable situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to be supportive, helpful and trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
general ability of working with children with SEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Example of self-evaluation rubric for the trainer

During the activities, be aware of your trainees feed-back and evaluate your activity as a trainer; be aware of the yellow and red ticks in order to provide additional support for your trainees and to further adapt your future trainings:

	Level of participants' interest ↓	Level of participation ↓	Level of achieving the objectives (developing the proposed skills) ↓
<b>Module 1. Activity 1.</b> Stand-in	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 1. Activity 2.</b> The tower	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 1. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 2. Activity 1.</b> Empathy and respect	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 2. Activity 2.</b> How do I feel?	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 2. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all

	Level of participants' interest ↓	Level of participation ↓	Level of achieving the objectives (developing the proposed skills) ↓
<b>Module 3. Activity 1.</b> Carousel	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 3. Activity 2.</b> Self-control improvement	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 3. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 4. Activity 1.</b> Power of adaptability	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 4. Activity 2.</b> The impact of feed-back	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 4. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 5. Activity 1.</b> #Hastag for inclusion	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 5. Activity 2.</b> We are all experts	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 5. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all

	Level of participants' interest ↓	Level of participation ↓	Level of achieving the objectives (developing the proposed skills) ↓
<b>Module 6. Activity 1.</b> I can manage stress	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 6. Activity 2.</b> To exchange the shadows	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 6. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 7. Activity 1.</b> Shall we plan a Treasure Hunt?	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 7. Activity 2.</b> Let's play Treasure Hunt	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 7. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 8. Activity 1.</b> What emotions?	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 8. Activity 2.</b> The ending to be invented	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all
<b>Module 8. Activity 3.</b> Review and evaluation	<input type="checkbox"/> full interest <input type="checkbox"/> partial interest <input type="checkbox"/> no interest at all	<input type="checkbox"/> active participation <input type="checkbox"/> partial participation <input type="checkbox"/> no participation at all	<input type="checkbox"/> fully achieved <input type="checkbox"/> partially achieved <input type="checkbox"/> no achievements at all