ACCESS to Leisure

Production 6

Toolkit for local informal supporters

ACCESS to Leisure

Adult education Courses on Capacity-building for the Engagement and Support of Self-advocates in the field of Leisure
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Content

INTRODUCTION

Objective of the training manual

The content of the **practical toolkit & guide** includes **valuable features that are important to consider** when cooperating with PwLD as well as elements that help PwLD participate in local community programs: disability-specific information, terms used with PwLD, equal rights, disability sensitivity elements.

Informal local community members who are open to be part of the members of the informal network of the PwLD and are active within the local community (e.g. neighbors, former classmates, friends, acquaintances, co-workers, mates from groups). This toolkit can be downloaded and accessed by anyone interested in cooperating with PwLD in leisure activities. It is not dependent on the training manual, so it can be used on its own and provides practical knowledge. So it is also useful for people who do not want to become leisure co-facilitators.

The toolkit & guide include methods to help members of the local community become natural supporters in terms of the leisure of PwLD. This toolkit is useful on its own, independently of the training material, as it summarizes the relevant advice in a practical way.

About the target group: informal local supporters

Informal local community members are **members who are part of the informal network** (with user-level IT skills). We are looking for locals who will contribute to the natural support of PwLD in spending their free time.

Disability specific information

Explanation of words

What is a disability?

Disability is not an easily identifiable attribute like gender, age, etc. rather, it is **a complex and dynamic interaction** between a person's health status and the physical/social environment, which has proven to be very difficult to measure.

According to the WHO, disability is an umbrella term that includes **impairments and activity limitations.**

An **impairment** is a problem in the function or structure of the body;

- **activity limitation** is a problem that an individual encounters when performing a task or action;

- **the limitation of participation** is a problem that an individual experiences while engaging in various life situations.

For this reason, disability is not only a medical problem, but a complex phenomenon that is reflected in the **interaction between the characteristics of the human body and the characteristics of the society in which he lives.**

According to the CRPD, disabled persons are defined as **"those persons with long-term physical, intellectual or sensory impairments which, in interaction with various barriers, may impede their full and effective participation in society in the same way as the rest of society. "**

This definition is very important because it shifts the focus from **"disability" to the functional strain** experienced by disabled people due to the barriers they face in their environment.

The IFC defines disability as:

- functioning in many areas of life,

- just seeing, walking, bathing, working,

- attending school, accessing social services and many such areas that are included in this definition.
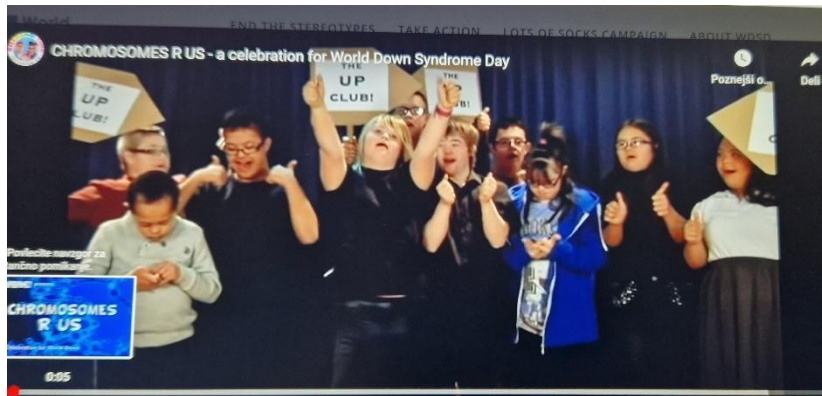
For example, individuals may be asked about impairments, which may include vision loss, hearing loss, mental impairment, speech disorder and stuttering, paralysis, etc. These estimates have been widely used in the past.

Functional limitation assessments **focus on limitations in certain body functions** such as:

- sight,
- walking,
- hearing,
- speech,
- climbing stairs,
- lifting or holding weights

regardless of whether the individual has an injury or not.

In conclusion, activity limitation assessments focus **on limitations in the performance of activities of daily living**, such as washing or dressing.

Activity restrictions may also include **restrictions on participation** in major life activities, e.g. going out, going to work or doing housework (elderly) and going to school or playing with children.

A disabled person is any person who has long-term physical, mental, intellectual or sensory impairments, which, in interaction with various obstacles, may **prevent them from participating equally** in society. Today, there are around 700 million disabled people in the world, so this is the "most numerous minority in the world", which is particularly affected by the increasing unemployment.

We want to bring the concept of disabled people closer, because although it is widely used, it is rarely fully understood.

Key words:
- disability,
- disabled people.

Disability is a physical or mental deficiency that limits a person in **one or more life activities**.

According to the World Health Organization (WHO), disability can **cause problems** related to:
- mobility,
- communication,
- acquiring knowledge and learning,
- self-care,
- sociability, etc.

Disability requires professional medical care. Around 1960, campaigns for greater aid for the disabled began in the United States and spread throughout the world. In many countries today, there are cooperatives that help make life easier for disabled people and integrate them into society as much as possible. They strive to introduce aids for a better quality and easier life.

The most famous are wheelchairs, which have been around since the 17th century, as well as **specially adapted cars**, telephones, computers and other objects in everyday use. Some disabled people also play sports, and the best participate in the Paralympic Games.

It is difficult to determine how many disabled people there are in the world. The estimate is about **700 million people**, mostly in developing countries.

https://www.youtube.com/watch?v=FN2UNmLzai8

An estimated 6 million of the British population have **some form of disability**, including paraplegics, blind and partially blind people, people with cerebral palsy, deaf

and/or mute people, autistic people, those with diabetes, multiple sclerosis or a birth defect.

Disability is reflected in many **emotional, physical or mental problems**:
- 5% use a wheelchair,
- 55% are PwLD,
- 20% of sensory impaired,
- 20% of them are mobile or physically disabled.
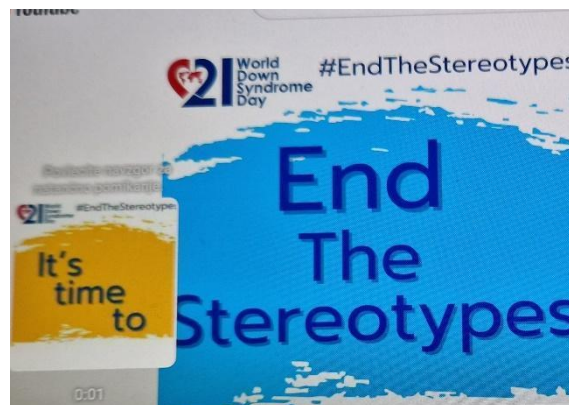
Some **were born** with defects, others **acquired** them at different stages of life, for some the condition is only **temporary**, for others it is **permanent**.

Terms used in PwLD

UN Convention on the Rights of Persons with Disabilities

For the EU, the convention entered into force on 22 January 2011. All EU Member States have signed and ratified the convention. 22 EU countries have also signed and ratified its optional protocol in January 2019.

This means that every EU country must protect the rights of persons with disabilities. 22 EU countries have also signed and ratified its optional protocol, which establishes an individual complaints mechanism for the Convention. The European Commission coordinates the implementation of the Convention at EU level.

The EU's Strategy for the Rights of Persons with Disabilities 2021-2030 covers all areas of the UN Convention.
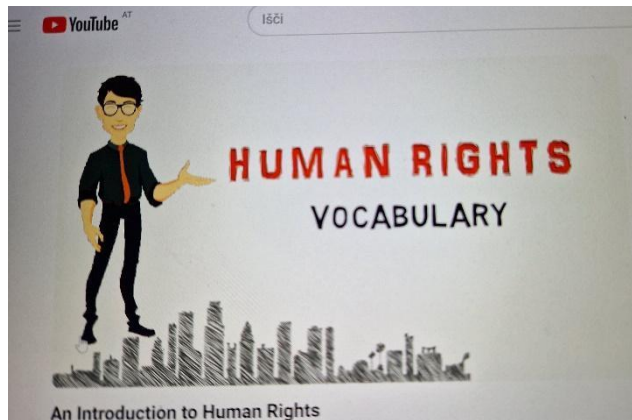
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It is the youngest human rights document **adopted by the United Nations** in the new millennium, specifically **in 2006.** Later, the convention was **signed and ratified** by individual countries.

The governments of the countries are of the opinion that the convention is a powerful document in **the realization and guarantee of the human rights of the disabled**, and at the same time a strong incentive for the government, as well as for society as a whole, to enable as soon as possible with concrete measures in accordance with its economic possibilities:

- education of disabled people equally and together with other citizens,
- employment,
- opportunities to exercise the right to live independently in the community,
- that they have access to health, cultural and all other content, to name just a few of the most important.

Evropski parlament

Inclusion of disabled people

Those who have **long-term** physical, mental, intellectual or sensory impairments that, in interaction with various barriers, may **prevent them** from fully and equally participating in society. (Convention on the Rights of Persons with Disabilities).

In other words, **it is society that** creates disability with its maladjustment, but it can **also remove** it with
- technical adjustments of the room,
- providing accessories,
- other forms of support.

WHAT IS AN
INCLUSIVE WORKPLACE?

A work environment that makes
every employee feel included and valued,
while also acknowledging their differences.

Often the term disabled is used only for people with physical and sensory impairments.

The Convention clearly states that persons with intellectual disabilities and persons with mental or psychosocial disabilities (persons with mental disorders, mental illnesses or mental health problems) are considered disabled.

Before the adoption of the Convention on the Rights of Persons with Disabilities, the general term for persons with intellectual disabilities was a person with mental retardation, which is still used in scientific and professional literature today. Since the word retarded has a distinctly pejorative, derogatory meaning in everyday conversation, there are more and more demands to replace this term with a term that people themselves have accepted as **non-stigmatizing** (e.g., in October 2010, the US Senate passed a law that stipulates that in in all federal laws, the term mental retardation and its derivatives are replaced by the term intellectual disability).

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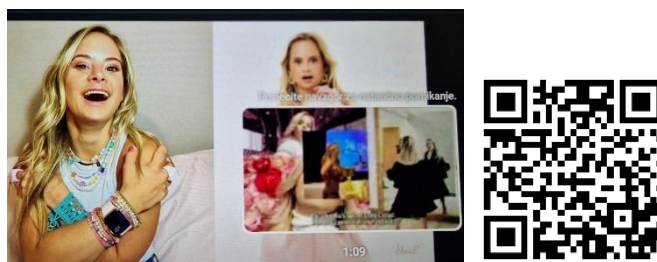
Terminology, nomenclature

Appropriate addressing of people with disabilities **is constantly changing**.
After a certain time, negative connotations begin to be attached to a certain term. At the same time, the consciousness of society is changing and developing, which is why this is reflected in the way people with disabilities are addressed.

In some countries, **disabled people** have adopted the term **disability, a person with a disability**, because they do not stigmatize, do not have a negative connotation, but have a neutral meaning.
The terms persons with special needs, disabled persons, handicapped persons are **still present** in many countries media space. Some believe that **disabled people overemphasize** the correct expression, given that the socially acceptable and neutral way of addressing them changes so often. However, it is obvious that our **attitude towards a certain group of people is already reflected in the name with which we address them.**

https://www.youtube.com/watch?v=BKrI4PO52xl

According to this understanding, unequal treatment or discrimination begins **already in the name with** which, perhaps unintentionally, we initially labeled a person with a disability, i.e. less valuable, handicapped, who lacks something, thereby reducing him to a lack, instead of experiencing him as a **person who has some problems, but at the same time has abilities,** desires and needs like all of us. Because of all this, the

term disabled is accepted, and for children, children with developmental problems.

In addition to the above, it is recommended to use the following terms: a person who moves with the help of a wheelchair, a physically challenged person chained to a wheelchair instead of a disabled person, a visually impaired person, a person with a hearing impairment. , a person with muscular dystrophy, a person with multiple sclerosis, people with intellectual disabilities (instead of a mentally retarded person or a mentally retarded person, as the term retarded has acquired an extremely derogatory meaning in colloquial speech), people with psycho-social disabilities instead of psychiatric patients, mental/mental patients, mental patients.

A reasonable adjustment

It means **necessary and appropriate** adaptation and adaptations that do not represent a disproportionate or inappropriate burden to ensure, in individual cases where necessary, the **equal enjoyment or use** of all human rights and fundamental freedoms on the same basis as others (Convention on the Rights of Persons with Disabilities).

Examples of reasonable adjustments
- Reasonable accommodation is **an individual measure** adapted to the needs of an individual person.
- Depending on the disability of the person, **adaptations to the environment can be different.**

For **a visually impaired person**, the adaptation of the workplace will include the provision of a screen reader, i.e. a speech unit or the printing of work materials in Braille, as well as the help of an assistant to facilitate orientation in the new space.

Elements of workplace adaptation for **a person who moves with the help of a wheelchair** will include adapted access to the building and premises, adapted toilets, an adapted desk or workplace, a work assistant (depending on the disability) and transport.

Universal design

Universal design refers to designing products, environments, programs, and services so that they can be **used by all people** to the greatest extent possible, without the need for customization or special design. Universal design does **not exclude aids** for certain groups of disabled people in cases where this is necessary. (Convention on the Rights of Persons with Disabilities).

Examples of universal design: low-floor trams, trains and buses; inclined platforms instead of stairs.

Universal design is to design products and environments to be as useful as possible for all people, **without customization or special design.**

The authors, a working group consisting of architects, industrial designers, engineers and environmental designers, collaborated to create the stated principles of universal design, which should serve as **a guide in the design of environments, products and communications.**

The principles of universal design are presented as follows:
- the name of the principal,
- concise and easy to remember the essence of the principle,
- definition of the principle,
- a brief description of the primary instruction,
- and planning guide,
- and a list of key elements to be used in planning and related to a certain principle.

These principles can be applied to:
1. evaluating the existing design,
2. as a guide in the design process,
3. and in educating designers and consumers about the importance of more useful products or environments.

Important: These principles of universal design only apply to generally usable design, while **the design process** involves more than just a concern for usability.

Designers need to incorporate other factors into their design process, such as:
- economic profitability,
- technical characteristics,
- cultural differences and
- gender differences
- and environmental issues.

Universal design principles provide guidance on how to better integrate features that are common to as many users as possible. Not all instructions may be applicable to all model types.

Creating universal products requires additional thought and planning. It's much easier, however, to plan for it early on than to try to retrofit an inaccessible product in order to make it accessible.

Universal Design encourages us to go beyond accessibility, defending a design-for-all approach that aims to meet the needs of people of all abilities, ages, genders, cultural and socioeconomic backgrounds.

In the end, Universal Design is about applying intelligent and innovative design strategies to develop flexible, usable and intuitive products for everyone.

Accessibility

Accessibility is the result of **the use of technical solutions in the planning and construction of facilities** that provide disabled and physically challenged persons with unhindered access, movement, living and work in these facilities on the same level as others. persons. (From the Decree on ensuring the accessibility of facilities for the disabled and persons with limited mobility (Official Gazette No. 78/13).

Forms of accessibility:

- Architectural - physical (doors, toilets, transport, universal design of access to goods and services, environment).
- Communication - document forms, Braille, audio and visual equipment, sign language, translators/interpreters, use of easy-to-read documents.
- Social - raising the level of consciousness, removing stigma, prejudice and stereotypes

Examples of Inclusive Design:
- Automatic doors: Automatic doors are a great example of inclusive design. They are designed to open automatically when someone approaches them, which makes them accessible to people with disabilities who may have difficulty opening doors manually.

- Text-to-speech software: Text-to-speech software is another example of inclusive design. This software converts written text into spoken words, which makes it accessible to people with visual impairments who may have difficulty reading text on a screen.

- Wheelchair ramps: Wheelchair ramps are a classic example of inclusive design. They provide an accessible route for people with mobility impairments, allowing them to access buildings and other spaces that might otherwise be inaccessible.

Exclusive Design:

- Exclusive design, also known as niche or targeted design, is an approach that focuses on creating products or services for a specific group of users or customers. This approach often involves tailoring the design to meet the unique needs and preferences of that group, sometimes at the expense of other users. Exclusive design is commonly used in marketing and advertising, where products are designed to appeal to a particular demographic or market segment.

Examples of Exclusive Design:

- High-end sports cars: High-end sports cars are a good example of exclusive design. These cars are designed to appeal to a particular demographic of buyers who are interested in luxury, performance, and exclusivity. They are often priced out of reach for most consumers, making them accessible only to a small subset of the population.

- Designer clothing: Designer clothing is another example of exclusive design. These clothes are often designed with a particular style or aesthetic in mind, and are marketed to consumers who are willing to pay a premium for the brand and the design.

- Private clubs: Private clubs are an example of exclusive design in the service industry. These clubs are designed to appeal to a particular demographic of customers who are looking for a private, exclusive experience. They often require membership or an invitation to join, making them accessible only to a select group of people.

Conclusion:

Inclusive design and exclusive design are two approaches that differ in their aims and outcomes. Inclusive design seeks to create products and services that are accessible and usable by the broadest range of users possible, while exclusive design aims to create products or services that are tailored to a specific group of users or customers. Both approaches have their place in design, and designers must balance the needs of different user groups when creating products and services. By using inclusive design principles, designers can create products that are accessible and usable by as many people as possible, while still meeting the needs and preferences of targeted user groups with exclusive design.

Equal rights

A social model of disability

The social model of disability assumes that disability will **be minimized with reasonable adaptations to the environment** and **provision of support for independent living** and **compensation to cover the costs** of impairment.
In this way, **a person** who was born with a certain disability or who appeared at any age would, despite the disability, **maintain human dignity**, the possibility of independent life and inclusion, and reduce the costs of disability for society itself.
The social model is manifested through **the integration of people into the community**. He points out that the problems of disabled people do not stem from their diversity, but from **the limitations set by society**.

The new approach is aimed at training, normalization, inclusion and cooperation, gaining self-confidence and self-respect, as well as self-determination and self-representation.

The aforementioned emphasizes the cooperation in the selection, decision-making and taking responsibility of all members of society, including the disabled.

Medical model of disability

Human rights

In this model, a person with a certain impairment **is seen as a patient** who needs to be treated medically, and when a certain level of rehabilitation is achieved through medical rehabilitation, the person is further taken care of **by passivation through compensation**.

Human Rights Model of Disability

The aim of medical rehabilitation is actually to **adapt a person to the environment and to focus on his deficiencies and limitations,** due to which he can no longer perform certain activities in the way that people without impairment do. Such a medical model ignores the fact that despite the injury, a person still has **a certain percentage of ability and ability to perform activities** in a different way than before.

The medical model views disability as a **personal problem caused by an illness, injury or medical condition** that requires individualized treatment.

At the same time, it tries to encourage the social adjustment of the individual and achieve positive changes in his behavior.

Definitions of the concept of discrimination

Discrimination on grounds of disability

It means any **distinction, exclusion or limitation** based on disability which has **the purpose or effect** of preventing or nullifying the recognition, enjoyment or exercise of all human rights and fundamental freedoms to:
- political,
- economic,
- social,
- cultural,
- social,

- and any other field, on an equal footing with others.

It includes all forms of discrimination, including the denial of reasonable accommodation. (Convention on the Rights of Persons with Disabilities).

Laws ensure the protection and promotion of equality as **the highest value of the constitutional order**, create prerequisites for achieving equal opportunities and regulate protection against discrimination based on race or nationality or skin color, gender, language, religion, political or other belief, national or social origin, property status, trade union membership, education, social standing, marital or family status, age, medical condition, disabilities, genetic heritage, gender identity, expression or sexual orientation.

Putting a person in a less favorable position on the basis of the first paragraph of this article, as well as persons related to him by family or other ties, is considered discrimination.

Discrimination is also considered putting a person in an unfavorable position on the basis of **a misconception about the existence of a basis for discrimination**.

Direct discrimination

Direct discrimination is if a person is placed or has been placed or could be placed in a less favorable position? as another person in a comparable situation.

https://www.youtube.com/watch?v=jDVYUuN1u-A

https://www.youtube.com/watch?v=l4MWVEAww2g

Indirect discrimination

This is when an apparently neutral provision, criterion or practice places or could place persons in a disadvantageous position in relation to other persons. in a comparable situation, unless such a provision, criterion or practice can be objectively justified by **a legitimate goal and the means to achieve them are appropriate and necessary.**

Leisure time

Leisure time based on individual choice, is a very important part of our lives, and the right to it is inalienable for everyone, including PwLD (Datillo, 2013). Originally, the concept of leisure is often associated with the notions of recreation and free time. However, Datillo (2008) has clearly highlighted the relationship and possible differences between these terms, which has helped to clarify the concept of leisure used in the Access + project.

Lifelong learning and education

Lifelong learning and education are becoming **essential in all areas of human existence and activity**. Education is moving from a predominantly formal to an informal form of learning.

It is particularly important that it is a new philosophy of learning and education, which is not based on the dominance of education only in one period of life, but on the **continuity of education in all age periods.** This also applies to PwLD, who are in a worse position than other learners. In relation to their educational needs, there were and still are negative attitudes, opinions and prejudices that society has not yet overcome.
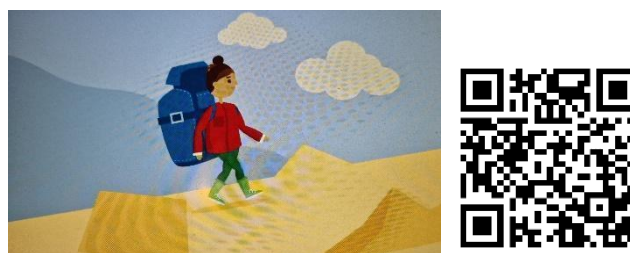
Equal opportunities for learning and education mean quality of life.

Learning and education of this target group is an important element of **preventing social exclusion**, which is still an actual problem in the lives of PwLD, where we also include adults with moderate, severe and severely intellectual disabilities. Many documents (UNESCO, OECD, etc.) have been ratified in many countries, but their implementation has not yet taken off.

PwLD have the same learning and educational needs as learners without disabilities, so the field needs to be systematized accordingly.

Just like others, they also need learning and education throughout their lives, and it is the responsibility of the state to ensure equal opportunities.

It is necessary to define the basis and starting point for thinking about the **development strategy** of lifelong learning of PwLD adults:

- theoretical starting points and philosophy of the phenomenon of lifelong learning,
- legal bases governing the provision of the rights of the target group,
- system arrangement,
- organizational forms,
- programs and programming,
- objectives, content, methods, quality indicators,
- counseling, proposals for legal solutions, dilemmas and open questions.

It is necessary to justify the concept of **equal opportunities** as a proposal for the systematic regulation of the field of lifelong learning of adults with PwLD.

In adult education, we focus on **three fundamental areas**. We distinguish them according to the goals, methods, techniques and forms of the process or acquisition of knowledge (Jelenc, Z. in Novljan and Jelenc, D., 2000).

These are: **education, training and development.**

Education has two meanings:

- designation of all types of education - as such, it is the broadest or umbrella term for this activity;
- identification of the processes of formal and informal education, through which basic knowledge and formal education or a publicly recognized qualification are acquired.

Training is an activity that gradually develops certain behavior, knowledge and skills that an individual must master in order to properly perform certain tasks and functions. As a rule, the emphasis is on acquiring practical knowledge.

Improvement is an activity through which new knowledge and skills are more or less continuously acquired, thereby expanding and deepening the knowledge, skills and habits that the individual has already acquired before.

Activities include **different areas of education** depending on the purpose of education:

- general (personal needs, professional needs);
- informal stricter planning, organized and derived forms and informal forms;
- formal education (education, the ultimate goal of which is the formal confirmation of educational results);
- non-formal education (satisfying other educational needs and interests of an adult participant in education);
- according to legal jurisdiction – education for which the school sphere, the sphere of work and others are competent.

Lifelong learning of people with complex need

The principle of lifelong learning of PwLD adults with severe and associated intellectual disabilities requires a complex approach and a lot of creativity in program design.

The basis of special andragogic work is based on the principles:

- individualization,
- individual treatments,
- interdisciplinarity,
- the integrity of the treatment,
- activities and jobs,

- integrations,
- normalization,
- lifelong learning.

In addition to the mentioned **andragogical principles**, such as:

- openness - accessibility,
- autonomy of the participant,
- flexibility,
- actuality,
- individuality (White Book on Education).

Adherence to the principles means a **step forward towards quality education and learning,** which is based on the prior knowledge and experience of the participants in this process. The observance of the mentioned principles in the education of adults in the programmatic and organizational-implementation structure presupposes the abandonment of schemes and molds that narrow the educational activity according to traditional pedagogical-didactic and school-institutional schemes. **Forms and methods** based on the participants' own activity, their internal interest and creative cooperation are established, taking into account optimal mobility and transience in education without stereotypes of time, space, contents and forms.

Emphasis is placed on the openness and rational organization of the educational system, the implementation of new possibilities, such as **experiential learning, alternative models of teaching and learning, etc.**

Greater accessibility and adaptability of education for adults in accordance with their needs can be achieved, among other things, **through the inter-institutional organization of education**, for which inclusion must be implemented.

Based on experience and theoretical starting points, there is no doubt that this group of learners also needs learning opportunities and is entitled to them.

The **basic skills** that program participants in this group develop are:

- interaction (group members and employees),
- concentration,
- cultural awareness,
- acceptance of touch,
- self-awareness/discovery of self and others,
- fine motor skills,
- choice and decision making,
- dedicated movement,
- communication,
- building relationships and research.

Many participants with severe and co-occurring learning disabilities require guidance through **physical contact, so acceptance of touch is a requirement**.

Accepting touch also opens up new opportunities in many other areas of development, such as communication, building relationships, awareness and discovery. Touch helps build a self-image that allows the participant and mentor/teacher to feel accepted. It is very important to take into account the student's decision. The Further Education Unit recommends careful consideration of conduct in situations where a participant is making a decision.

There are **four factors to consider**:

- the first is time – perhaps not enough time was allowed;
- another factor is the participant's communication skills;
- third, situations in which there is a risk for both the participant and the teacher;
- as a last factor, it needs reflection on the true motivation of the teacher.

The teacher must take **enough time to sensitively/sensitized touch exploration** with the participant in order to find ways to create contact that is acceptable to the participant. Many have bad previous experiences with physical contact.

When learning to accept touch, it is necessary to make sure that **all contacts are acceptable and respectful**, we must create an environment and tasks that motivate the individual, it is necessary to take enough time and remain fully concentrated on the participant at all times, to choose the best approach for each individual, which means the approach that the participant perceives as the best for him; organize a comfortable accommodation that allows maximum potential for movement leading to initiative or response to contact; receiving touch with a sense of the participant's perspective, talking to them about their strengths and performance to build a positive self-image, observing and recording the best approaches for analysis and for evidence of progress.

We must be aware that the condition for the implementation of any teaching-educational programs is the building of mutual relations/communication. It is important here that the **construction of each mutual relationship is unique**, and in the case of persons with severe and associated disorders, it is also very complex.

Various **media are useful**, such as e.g. music, gentle touch, interactive massage, responsive environment and the like.

Goal	Practical example
Interest in communication	Take the time to say "Hello".
Respectful communication	Directing attention to the participant, responding to her/his communication and deciding to communicate. Record everything that could be a sign for a decision (eye contact, wink, etc.).
Exploring the participant's interests and inclinations	Record responses and orientation to tasks that the participant enjoyed.
Spend time together	Intensive work, direct support to the participant in group tasks.
Consistency	Always use personal items in all situations as an aid to identification. Establish a mutually comfortable structure for initiating interaction.
To ensure that building a mutual relationship is satisfactory for all involved.	Participants often use non-verbal signs: laughter, tone of voice, projection of pleasure in company with others.

Allen gives an example of the teacher's role in building a mutual relationship:

Mutual interactions in a group of participants of a certain program are developed in two ways, namely:

- by working in pairs and
- by working in a group.

Each individual must be given the opportunity to **decide and express with whom he or she would like to complete the tasks in a pair or in a group.** Concentration represents the next key element in the implementation of educational programs. Participants should be allowed to develop their ability to concentrate as much as possible.

Some **rules must be followed**, such as:

- provide a quiet environment/space,
- prevent interruptions,
- provide individual support,
- pay full attention to the participant,
- start at his current level and build from there,
- use the teacher's personality skills to involve the participants in the process (laughter, eye contact, speech, etc.),
- explain what is happening,
- use encouraging words and gestures,

- set tasks that the participants like,
- take into account the structure of the tasks, but by directly addressing the participants,
- work with their permission,
- record progress and perform an evaluation for immediate adjustment of tasks,
- insist on clear and consistent opportunities to train concentration.

Communication is **most often difficult** due to the absence of verbal communication. Although we know that

- only 10% of our communication is verbal (Brajša) and
- 90% is non-verbal, our culture has become dependent on verbal communication.

When working with people with complex needs, it is therefore necessary to realize that we can only be successful in working with this population with **as much non-verbal, supportive and substitute communication as possible.** Symbolic communication is also often used.

Many participants in learning and education have difficulties in perception precisely because of their limited communication skills. For these participants, the experimental interaction approach may be the first stage of the path of involvement in this process.

Intensive interaction enables the creation of opportunities in which appropriate positions are assumed and communication skills are developed by attributing meaning and validity to any attempt to communicate. The participant finally gets the right not **only to respond, but also to lead the interaction** with the method of communication he chooses (Allen, 2005).

The approach to the subject **"science and technology"** is also interesting. Using the definition of science as offered by the Collins Dictionary, which defines **science as the systematic study of the nature and behavior of the material and physical universe**, and the Merriam-Webster Internet Dictionary, which defines:

- science as a state of knowledge,
- knowledge as a distinction between ignorance and misunderstanding, offers a new and, based on the experience of working with participants, a completely logical and useful view of this subject - from the point of view of learning and education of this target group.

For participants with more severe and additional disabilities, the study and knowledge of the universe is related to situations, objects and events from their own experience. But they **need support, guidance and structured learning experiences** in terms of interpreting and understanding situations.

Facilitators of such learning and its practical application should provide an environment that is stimulating and challenging, and use strategies that encourage participants to be confident in their exploration and experimentation.

One of the ways to achieve the best possible involvement in learning and education in terms of connecting with others is project-based learning, in which each of the participating members (organizations) takes on their part of the tasks, and after the work is completed, there is a collaborative unification and a joint evaluation of the project results.

Disability sensitivity elements

Definition

In **the UN Convention** on the Rights of Persons with Disabilities, disabled persons are defined as persons "who have long-term physical, mental, intellectual or sensory impairments which, **in interaction with various barriers**, may prevent their full and effective participation in society on an equal basis with others".

Around **87 million people in the EU** live with some form of disability. Many disabled people in Europe do not have the same opportunities in life as others.

All schools, jobs, infrastructure, products, services and information are not available to them. Sometimes they are treated badly and unfairly.

Challenges

- Only half of the employees are disabled, while among the non-disabled as many as three quarters.
- 28.4% of disabled people are exposed to the risk of poverty or social exclusion, compared to 17.8% of non-disabled people.
- Only 29.4% of disabled people get higher education, compared to 43.8% of non-disabled people.
- 52% of disabled people feel discriminated against.

Equality

"Equality is a constitutionally proclaimed principle according to which people are equal in rights and duties, regardless of differences in nationality, race, religion, gender, language, education, political and other beliefs, financial status, social position or any

other personal circumstance. This principle binds the legislator when he issues the law, and the judicial and administrative authorities when they enforce the law" (Leksikon Cankarjeve Založbe, 2000, p. 247).

Social inclusion

The way society is organized for people with disabilities or PwLD often means that they cannot fully enjoy their human rights and that they are socially excluded. One of the strategic goals set by the European Union in the 21st century is the fight against social exclusion. PwLD do not have the same opportunities as other citizens. Even if they are guaranteed social rights by legislation, they are not always guaranteed the right to equal participation, which is why we consider them as a social group among the excluded social groups. The aim of social inclusion should be to emphasize the rights of the individual - citizen, PwLD, and not to protect the vulnerable, the weaker. Opportunities should be created for the active inclusion of PwLD in social life. **They would not be treated as a problem, but as people with their own rights.** PwLD protection policy must be aimed at creating opportunities for equal work and equal treatment in the choice of education, profession, employment and advancement in the professional career.

The best safeguard against social exclusion is employment.

Definition of inclusion

In the context of inclusion, let's look at some more definitions of learning, which with their diction support the thesis that inclusion is a complex social concept, and also support the justification of the demand for this kind of treatment of people, both in the schooling process and in other areas of life and in all periods.

Description of the tools regarding access to leisure

Supporting the autonomy of PwLDs in leisure activities

Decision-making process

The Mental Capacity Act 2005 provides advice and practical ways of enabling decision-making at all stages.

Sometimes a person's capacity for decision-making is underestimated. This is because planning, choosing and buying or contracting through a formal agreement is quite complicated for any of us, not just someone with a learning disability. Think of the forms and the small print. Until you really understand what Annual Percentage Rate means or how it is calculated? What is the difference between a covenant and an easement?

Although transactions can be complicated financially or legally, most of us do know what we do and do not want but need help or advice with the best way to go about it and someone to check the details for us.

Five principles of the Mental Capacity Act 2005

Act sets out the five 'statutory principles' - the values that underpin the Act.

The Act is intended to be enabling and supportive of people who lack capacity, not restricting or controlling of their lives.

It aims to protect people who lack capacity to make particular decisions, but also to maximize their ability to make decisions, or to participate in decision-making, as far as they are able to do so.

The five statutory principles are:

- A person must be assumed to have capacity unless it is established that they lack capacity.
- A person is not to be treated as unable to make a decision unless all practicable steps to help him to do so have been taken without success.
- A person is not to be treated as unable to make a decision merely because he makes an unwise decision.
- An act done, or decision made, under this Act for or on behalf of a person who lacks capacity must be done, or made, in his best interests.
- Before the act is done, or the decision is made, consideration should be given to what is least restrictive of the person's rights and freedom of action.

The kind of support people might need to help them make a decision varies.

It depends on personal circumstances, the kind of decision that has to be made and the time available to make the decision.

It might include:
- Using a different form of communication (for example, non-verbal)
- Providing information in a more accessible form (for example, photographs, drawings, or tapes)
- Treating a medical condition which may affect the person's capacity or,
- A program to improve a person's capacity to make particular decisions (for example, learning new skills).

Tool 1

Name of the tool
• Social inclusion web

Main subjects/topics covered
• Social relationships and connectedness • Support and guidance of local supporters

Objectives and aims
• Help local informal supporters understand the social dimension to leisure. • Understand the different levels of support and guidance within a support circle • Understanding the distinct difference between professional, local informal supporters, and family, and how each of these actors has a different role and skills in leisure co-facilitation.

Necessary equipment
• Online access to inclusion web platform (inclusionweb.be) • Also possible to conduct this exercise offline. In this case, the equipment needed would be a printed version of this inclusion web on an A3 paper. In addition, you will need several post-its and a pen to create the cards that represent the different people within the participants' social circle.

Duration of activity (if relevant)
• 15 minutes to complete the social web. • 10 minutes to facilitate a discussion with the PwLD and the local informal supporter to discuss the different layers and relations within the circle.

Detailed description of the tool or activity:
• The PwLD and the local supporters conduct the exercise collaboratively. The

exercise is performed on the PwLD (as the subject of the social web) with assistance of the local supporter. The local supporter helps identify and position the relevant actors on the social web. In guiding this process the local informant must not influence the process too much. The exercise seeks to bring attention to the nature of each social relation on the web, and the role of the local informal supporter within this web.

- The inclusion-web contains 4 layers differentiating between the different levels of connection (circle of intimacy, circle of friendship, circle of participation, circle of exchange) , and 7 segments differentiating between different facets of life (family, education, community, leisure, lifestyle, internet, care, ideology/religion/worldview)

Preparation

- Ensure access to the digital platinclusionweb.be, or alternatively print or draw the inclusion web on an A3 paper.
- Make pairs of two (larger groups also possible). Make sure there is at least 1 local informal supporter and 1 PwLD.

Implementation

- You can choose a picture about whom the inclusion web is about (online)
- You enter all the different 'contacts' around the pwld. This can also be an animal or a place. (family, friends, colleagues, professionals, local supporters, acquaintances)
- Give the different actors a name.
- Check whether the contact is deceased or not.
- Find an icon that matches the contact (online)
- Indicate what kind of support it receives from the contact.
- Discuss what the nature of the relationship is.
- See how intense the relationship is with the contact.
- Finally, you can also add a comment on each contact.

Resources

- Link to the inclusionweb.be
- Or alternatively, access to the social web circle document to print.

Making choice

Making choices what kind of tools you will use

The planning stages
Questions may be raised about the person's capacity to decide between different options, even before the question of whether they have capacity to know for risk.

Making a choice about what you will use, for any of us, will usu-ally be quite complex. There is what you want, what you can afford, what is realistic and 'do-able'. If you are on benefits and need support, the range of choices might seem quite limited and making decisions tough.

On the following page there is an illustration of the decision-making process. It is tempting to think there should be a simple step by step logic - the so called 'customer journey map' but in reality, it is more complex. Imagine that for a financial decision you pick up the telephone to seek help, you face a sequence of ordered steps with an automated response, which wants you to select from the following options but does not have the option you want. If lucky, you get to 'speak to an advisor'.

Someone who can understand your circumstances, wishes, needs and can begin to frame the possible choices.

The figure below shows the possible contents of someone's plan and what goes into it. It needs to begin with what the person wants and then map out a way to a best result. That's something that fits the bill and is 'do-able'.

Help with planning for where and how you live should be done on the Mental Capacity Act principle of best interests but in the case of disagreements about the recommended best options, a 'best interests meeting' may need to be held to seek an agreement.

Making decisions in the Best Interests of a person

Any person involved in support PwLD who lacks capacity should make sure a record is kept of the process of working out the best interests of that person for each relevant decision, setting out:
- How the decision about the person's best interests was reached
- What the reasons for reaching the decision were
- Who was consulted to help work out best interests
- What particular factors were taken into account

This record should remain on the person's file.

If someone wants to challenge a decision-maker's conclusion, there are several options:
- Involve an advocate to act on behalf of the person
- Get a second opinion.
- Hold a formal or informal 'best interests' case conference.
- Attempt some form of mediation
- Pursue a complaint through the organization's formal procedures.

Ultimately, if all other attempts to resolve the dispute have failed, the Court of Protection might need to decide what is in the person's best interests.

Tool 2

Name of the tool

Leisure force field analysis

Main subjects/topics covered

- Strength-based cooperation
- Self-determination
- Internal and external forces of growth

Objectives and aims

- Help local informal supporters to identify the different factors and/or conditions that facilitate or inhibit access to leisure for PwLD

Necessary equipment

- A large paper or whiteboard.

- Pens or markers (optional: post-its). As multiple participants will work in the same force field, you will need post-its or markers of different colors.

Duration of activity (if relevant)

- 20 minutes

Detailed description of the tool or activity:

- The PwLD and the local supporters conduct the exercise collaboratively. Each participant must share a leisure activity that they have recently conducted. Following this, they must identify different internal and external forces at play which inhibited or facilitated this activity. Participants take turns to perform the analysis on themselves by sticking a post-it (of their colour) in each category of the force field.

Preparation

- The large paper or whiteboard must represent the force field of the participants. In order to save time, this force field must be already prepared. It should be divided in four categories; positive internal forces, negative internal forces, positive external forces, and negative external forces. These different categories must have an appropriate icon to visualize the different forces.

Implementation

- ▪ Start with a brief explanation of the force field. Provide a personal example or case study example.
- ▪ Divide the participants in groups of 4 or 5, and give each group a large paper or whiteboard with a pre-drawn force field.
- ▪ The participants share amongst themselves a leisure activity that they have recently performed.
- ▪ Once they have all shared one leisure activity, each person must take turns to perform the analysis on this activity; identifying the positive internal forces (e.g. personality, capabilities, knowledge, motivation), negative internal forces (personality, capabilities, knowledge, motivation), positive external forces (friends, family, resources, facilities) , and negative external forces (friends, family, resources, facilities).
- ▪ - The different groups return the plenary circle and share one force per person to all participants.

Resources

- Link to the inclusionweb.be
- Alternatively, access to the social web circle document to print.

Independent Mental Capacity Advocate (IMCA)

The Independent Mental Capacity Advocate service was created under the Act. The purpose of the IMCA service is to help particularly vulnerable people who lack the capacity to make important decisions about serious medical treatment and changes of accommodation, and who have no family or friends that it would be appropriate to consult about those decisions. The IMCA service will work with and support people who lack capacity, and represent their views to those who are working out their best interests.

Important to know

An important glossary related to PwLD helps to summarize all useful terms what it can be used for volunteers.

Read more about it here: https://www.inclusion-europe.eu/

Tool 3

Name of the tool
Introduction exercise of local informal supporter and PwLD

Main subjects/topics covered
▪ Strength-based cooperation ▪ Social connection

Objectives and aims
▪ Ensure local informal supporters have the means to get to know and connect with the PwLD as a strong basis for strength-based cooperation

Necessary equipment
▪ The list of questions

Duration of activity (if relevant)
▪ 15 minutes

Detailed description of the tool or activity: In order to realize strength-based cooperation between local supporters and PwLD, it is crucial that there is a strong basis of trust and familiarity amongst the two actors. As highlighted in the manual, the local informal supporter can offer a valuable natural support role, such as friends and family, which is significantly different from paid professional relationships. In order to foster this process of 'befriending' (Southby 2019) this tool offers different introductory questions. **Preparation** ▪ Divide the group into pairs (one local supporter and one PwLD) **Implementation** PERSONAL DEVELOPMENT ▪ What are your talents? ▪ What do you get compliments for? ▪ What do you already do in your leisure time (hobby, sport …)? ▪ How is this going? ▪ Is there someone who supports you in developing your talents? ▪ What did you used to have as a hobby? ▪ Was there someone who supported you extra in this? ▪ Why did you stop doing it? ▪ What can you do on your own?

- What do you need help and support with?
- What is difficult for you to do alone?

SELF DEVELOPMENT

- What makes you happy?
- When do you want to do something (weekend, week, daytime, evening …)? Is that feasible?
- Are you going to work during the day? At what time will you be home? …
- How often do you want to do something (weekly, monthly, occasionally …)?
- Within what radius of where you live do you want to do something?

INTERPERSONAL RELATIONSHIPS

- What do you find most important: meeting people and talking, being able to do something on your own, learning something new, doing something you can already do …?
- Are you quickly at ease in a new environment?
- What is it like for you to meet new people? Do you make contact easily, do you wait until someone speaks to you, are you very nervous …?
- Who can you ask to do something with you in your leisure time?

SOCIAL INCLUSION

- How do you get around?
- Do you get outside alone?
- What kind of transportation do you often use?
- Is there someone you can call on to take you somewhere?
- Do you easily learn a road from outside when you have already traveled it with someone?

EMOTIONAL WELL-BEING

- How do you see yourself: quiet, active, athletic, social, on your own, creative, precise, curious, cheerful, sad, likes to be indoors, likes to be outdoors, can/can't stand crowds, persistent, give up easily, patient, get tired of things quickly, get away with something new quickly, wait and see?
- What do you find boring?
- What makes you angry?
- What are you afraid of?

MATERIAL WELL-BEING

> - What is the budget you can/will allocate for the leisure activity?
> - What equipment/gear do you think you will need for the hobby you choose? Is there any material/gear you already have?
>
> **Resources**
>
> - Link to the inclusionweb.be
> - Alternatively, access to the social web circle document to print.

Ways of communicating

WHAT IS EASY READING?

We call those books and newspapers easy reading which are easier to read and understand.

https://www.learningdisabilities.org.uk/learning-disabilities/a-to-z/e/easy-read

All citizens of the European Union have the democratic right to participate in the social and economic life of the society in which they live. Access to information about social culture, literature, laws, local and national policies and ethos are fundamental to participation in everyday life. Only informed citizens can influence or monitor decisions that affect their lives and the lives of their families.

This also places a demand for information about the policies and work of the European Union, whose impact on the lives of its citizens is increasing. Moreover, the new information society makes demands for information as a vital condition for understanding and using the information systems that are developed today. However,

current structures deny access to information for large numbers of people with limited reading, writing or comprehension skills.

- News and culture are for all people.
- They must be presented as so that we all understand them.
- They must also be understood by people, who have difficulty reading.

FOR WHOM IT IS EASY READING?

Many people find it difficult to read. Some are more difficult to learn. Others do not know the language well. People tend to have a harder time reading, as we get older. Everyone can benefit from reading.?

Many people find it difficult to read. Some are more difficult to learn. Others do not know the language well. People tend to have a harder time reading, as we get older.

Everyone can benefit from reading.

The reasons why people struggle with literacy and comprehension vary, and those affected include:

- people with special needs, people who have low levels of education,
- people with social problems and immigrants whose mother tongue is not an official language of the country, in which they settled.

Standard rules on the equalization of opportunities for people with disabilities require governments to provide access to all public information and documents needed by different target groups. They should also encourage the media to become accessible and available to everyone. Unfortunately, little was done.

That is why the European association "ILSMH" implemented a project to prepare a guide on how to write in an easy-to-read language. The aim of this guide is to overcome the processes of social exclusion and inaccessibility to information and to help governments, services and other organizations prepare informational materials and documents accessible to all.

Easy-to-read materials at local, national and European level not only benefit individuals with special needs, but also many others. This does not only apply to textual material, but it is necessary to ask in what way the information could be designed in such a way that it would be most widely accessible. The result of these efforts are publications in which information is conveyed through images and graphics.

Information in an easy-to-read version is important for many social groups. People with special needs, in addition to an easy-to-read format, also need information that is designed in such a way that it is also easy to understand. The concept of an easy-to-

read format cannot be universal and it is impracticable to write a text suitable for the abilities of all people who have problems with literacy and comprehension.

However, there are some general important features:

- use of simple and direct language;
- there is only one main idea in the sentence;
- avoid technical language, abbreviations and initials;
- the structure must be clear and logical.

How the document is structured is also very important.

Content should be clear and sequential in tracking and logical sequences. Any unnecessary ideas, words or phrases should be avoided. It is easy to write about simple things in this way, but it is much more difficult to put abstract concepts into comprehensible language, in such a way that even people with special needs could understand them.

If possible, abstract concepts should be avoided, if this is not possible, they should be illustrated with concrete examples. However, it should be known that writing simply does not mean writing childishly. Most of the information is intended for adult readers and should be written and presented in an age-appropriate format. For people with special needs, the most important information for everyday life, such as information about daily news, information for consumers, rights and obligations, accessibility of services, information about leisure and transport, etc.

Tool 4

Name of the tool VERBAL AND NON-VERBAL COMMUNICATION

Main subjects/topics covered Encouraging and strengthening life skills

Objectives and aims VERBAL AND NON-VERBAL COMMUNICATION The topic includes exercises related to verbal and non-verbal communication. Life situations require certain communication skills from us in order to find our way in life, coexist with others and maintain certain relationships. Due to various circumstances or low self-esteem, some individuals have poorly developed communication skills or have neglected them. They find it difficult to make contact with others, cannot make eye contact and are not able to actively listen to others. Communication skills can be improved with exercises aimed at both non-verbal and verbal communication. Appropriate facial expressions, gestures, body posture, eye contact, etc. are particularly important in non-verbal communication. When it comes to verbal communication, verbal or written messages addressed to another person are especially important. In this way, people communicate with others, exchange opinions, information, and achieve goals. However, we must be aware that we are all different people, as we differ in the way we communicate and perceive messages from the environment differently. Visual types of people are very thoughtful and calm in communication. They remember pictorial material and images well. They have difficulty remembering verbal instructions. Auditory people can remember many things. They like discussions and interviews. They speak better than they write. Kinesthetic types, move a lot during communication with others, use gestures, touch things and people. They speak slowly and remember more things while walking. Communication can thus take place face-to-face, via telephone, online chat rooms, etc. in all this, we must be proficient in certain communication skills that allow us to express our opinions, needs, criticisms and praises to other people.

Necessary equipment

Paper with pictures of eyes, cards with messages, notes, felt-tip pens

Duration of activity (if relevant)

30 minutes

Detailed description of the tool or activity:

Preparation

Before each exercise, prepare the material needed to carry out the activity, the message sheets

Implementation

EXERCISE 1:

Part 1: Many people have trouble making eye contact. Eye contact is important, as our interlocutor perceives that we have established an interest in the conversation. The purpose of the exercise is for the individual to learn that the eyes looking at him are not "dangerous". In this way, the individual prepares for the actual eye contact, which will be carried out in the 2nd part of the eye contact exercises.

PROCEDURE The mentor gives each participant a picture of eyes printed on paper. The person has to say three sentences about themselves by looking at the eyes on the paper.

Part 2: Eye contact is not fixed and rigid, it is necessary that the person with eye contact shows interest in the interlocutor.

PROCEDURE The people are arranged in pairs.

EXERCISE 2: The use of gestures in communication is important, as this is how we emphasize and illustrate our message.

PROCEDURE Describe a specific thing, e.g. specific environment (your home), using gestures.

CONCLUSION Describe how you felt while telling the story.

EXERCISE 3: The human voice is one of the most important links with the outside world. In order for the interlocutor to understand us correctly, what we want to say, we have to form the sentence correctly or say it in the right way, with the right tone. For example, the sentence that we say in a cheerful tone: "It's sunny outside", people will understand that we are happy and happy that the sun is outside; if we say the same sentence louder and harsher, the sentence will be understood as saying that

we don't like the sun and are angry because the weather is sunny.

PROCEDURE Each participant receives two slips. A neutral sentence is written on each piece of paper, and the emotion with which to say the sentence is written below the sentence. A person says a sentence, and the other participants guess with which emotion he said the sentence. Each participant receives a slip with a negative emotion and also with a positive emotion. Examples: "I have to go to work tomorrow" (emotion: ANGER) "It's raining outside" (emotion: SADNESS) "I have to go to the store this afternoon" (emotion: JOY).

CONCLUSION As a group, we discuss how important it is to be able to express emotions correctly. The goal of the task is for the participants to realize that one sentence can have several meanings just by changing the tone of the voice.

EXERCISE 4: Body posture during communication is very important, as it expresses our mood, feelings and our attitude towards the interlocutor.

PROCEDURE In pairs, simulate a certain conversation with a closed body posture (crossed arms, legs...) and then with an open body posture.

CONCLUSION In the group, let's discuss why body posture is important in communication and how they themselves understood the conversation with closed and open body posture

EXERCISE 5: The distance between the interlocutors depends on the situation in which we find ourselves and who our interlocutor is.

PROCEDURE Communicate with the interlocutor first at a longer distance, then at a shorter distance and for example distance.

CONCLUSION Let's discuss with the participants what the appropriate distance is when talking to an official person, friend, acquaintance, family, etc. and why it is important to respect the personal space of the interlocutor

EXERCISE 6: Body contact is an important aspect of communication. For example, shaking hands, hugging, placing a hand on the shoulder of the interlocutor, etc.

PROCESS Practice a proper handshake.

CONCLUSION Describe examples of different forms of handshake.

EXERCISE 7: The exercise is intended for individuals to focus as much as possible on what the interlocutor is saying and how he is communicating (observing non-verbal communication) and at the same time retaining as much information as possible. PROCEDURE The person writes down five things about themselves (for example: I

like chocolate ice cream, I don't like rain, etc.), then they present and say it in front of the group. The members of the group try to listen to the person as carefully as possible and remember as many characteristics as possible. Later, they write down the features they remembered about the speaker and try to actively remember what they heard.

CONCLUSION The mentor leads the discussion and asks questions:

What did you remember about the person?

How did you feel when you listened to the person?

What kind of non-verbal communication did you notice in the person?

EXERCISE 8: The purpose is to improve the verbal communication of the participants. In verbal communication, we mainly use the following skills: -asking closed questions -asking open questions -giving information -narrating (about oneself)

PROCEDURE Participants should simulate written situations that include all four listed skills. (Using closed, open questions, giving information and telling stories).

- Meeting a stranger
- Get information about a certain thing or a certain person
- Try to prolong the conversation; try to shorten the conversation while the interlocutor wants to continue the conversation (eg: a conversation between two people on the phone).

CONCLUSION In the group, try to find out which communication skills you used.

Resources

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Social skills training and the professional helper. West Sussex, England

Tool 5

Name of the tool Self-observation, independent work and creativity.
Main subjects/topics covered The purpose of the exercise is self-observation, independent work and creativity.
Objectives and aims The exercise is intended for the participants to look at themselves, at their lives, to be able to recognize their achievements and successes, and at the same time it leads them to think about new possibilities for self-realization.
Necessary equipment Drawing sheets, paper, pen, picture magazines
Duration of activity (if relevant) 20 – 30 minutes
Detailed description of the tool or activity: **Preparation** The group has many picture magazines available. Images are cut out of them, with which individuals try to portray themselves. They paste cut-out pictures on the drawing sheet, with which they try to show their inner self (their desires, expectations, fears, etc.). **Implementation** After finishing the work, everyone presents their collage. We want to know if they are satisfied with their image. If someone feels restrained, we do not cut into them, especially when presenting the interior. How can we describe a feature with an image? Do others also see us as we have portrayed ourselves? We offer the participants clues for reflection, but we do not draw concrete conclusions, as everyone finds them for themselves. We give them a picture of the coat of arms and ribbon, blank. Users divide the coat of arms as desired by drawing or writing the answers to the questions below. Write the slogan of their life in or on the ribbon. 1) Draw/write the greatest success of your life

2) Draw/write the greatest achievement in the family

3) Draw/write the biggest success or achievement you had in the previous year

4) Draw/write the most beautiful moment in the previous year

5) Draw/write what you would do if you had one more year to live

6) The slogan of your life
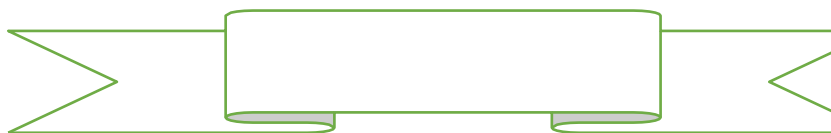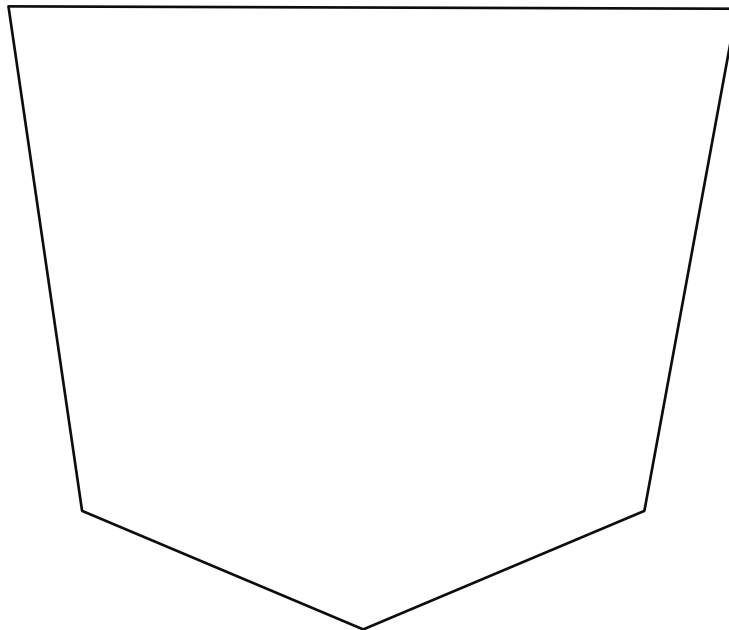
In the group, users point out the content they want to share with others, the mentor leads the discussion also in the direction of awareness and positive evaluation of PwLD's successes.
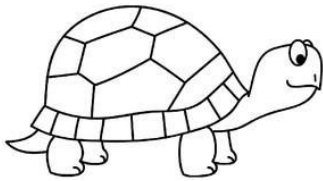
Resources

NIJZ: Interactive games to promote life skills (2011).

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Tool 6

Name of the tool Distinguishing concepts such as problems, conflicts and problems.
Main subjects/topics covered Supporting social interactions, exercises for local supporters to solve problems
Objectives and aims The goal is to get to know your strategy (way of approaching problems) and to learn the skills of how to deal with conflict situations. The participants realize that not only they have a problem, but all people, and that the art is in how we confront problems. The goal of the activity is to acquire skills, stages of problem solving, and especially to acquire a sense of (only) responsibility. In this activity, there is a great emphasis on communication, communication and interpersonal relationships. Signposts are different life options, and they are all related to personal choices. When we make a decision, we must also accept part of the responsibility for our decisions. The discussion is open to thoughts about a person's independence, about the decisions he makes, about the responsibility he has or does not have, etc. These are existential questions, how a person oscillates between this and that on the path of finding his life; he decides between this and that and does not know exactly how he would decide or how he would react to the individual conflicts that come against him. The purpose of the discussion is to shed light on certain facts and provide starting points for easier decision-making, which should be weighty, well-argued and with a good purpose.
Necessary equipment Arrows (such as for dovetail signposts). On each arrow, which we prepare in advance, are written signs of some responses or reactions when we encounter an obstacle, problem or problem. Let's quickly explain the concepts (what is a problem, what is a conflict and what is a problem).
Duration of activity (if relevant) Not relevant
Detailed description of the tool or activity: Description of strategies: TURTLE STRATEGY (withdrawal)

The person often retreats to his own space to avoid conflict. In doing so, she gives up her own goals and is not even interested in a relationship. She avoids such controversial topics and people, resolving conflicts seems unnecessary to her. The "turtle" sees himself as a peaceful and cautious person who avoids tension and violence. Beneath the surface, such an individual often hides repressed aggression associated with feelings of helplessness. This strategy should rarely be chosen. Perhaps only when we are not directly involved in the conflict and our contribution would not significantly affect the course of events.

BEAR STRATEGY (smoothing)
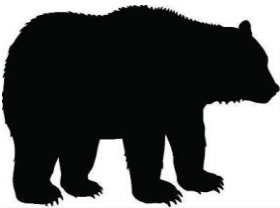
For this person, the relationship is of fundamental importance, goals do not come first. He tries to win the favor of the opposite party. He wants to resolve conflicts quickly and smooth out differences. It tends to oversimplify. The fear of deteriorating relations forces him to take excessive care not to hurt his opponent. He believes that conflicts are harmful, so he prefers to give up his goals in the belief that this saves good relationships and creates harmony. This strategy is appropriate when we find ourselves wrong when the goal is more important to others or when the relationship is more important than the goals. If we resolve conflicts with this strategy, we are like a teddy bear that tears apart a beehive because it wants to eat sweets. He doesn't mind too much being stung by angry bees. He has to sacrifice part of his goals and pay with his discomfort if he wants to continue to live in harmony with the bees.

SHARK STRATEGY (dominance)

We use this strategy when we want to defeat or dominate the opponent by force. Relationships are good for them if others fear them. They are not interested in the needs of others and have a need to please. They see themselves as winners. They resolve the conflict by attacking. 53 They defeat the opponent by demonstrating strength, a sense of pride and success. They intimidate the opponent by proving it. Despite his power, such a person has no authority, he only inspires fear, so he is condemned to a solitary life. The attack strategy should not be used often. Command and intransigence in the form of absolute authority is appropriate only in matters of life and death, existence or destruction, and when we realize that with the loss of time the chances of survival also decrease. We use this strategy when the goal is important, but the relationship is unimportant, when it comes to a good solution and we have verified that we are right.

FOX STRATEGY (compromise)

We use the strategy when we are partially interested in achieving our goals and want to maintain tolerable relationships, making compromises in the process. We partially give up our goals and try to convince the opponent to do the opposite. We are looking for a solution with which both sides would gain something. We understand that there is no ideal solution. We compromise on demands and sacrifice aspects of a good relationship. With this strategy, we admit to the opposing side that the conflict exists, but we never fully reveal our goals, so at the end of the resolution, he leaves with a somewhat bitter taste in his mouth. A fox behaves similarly cunningly among animals - seemingly benevolent, but always making sure that its half is slightly larger than its opponent's half. The strategy is used when the relationship and goal are of medium importance. When the opponent advocates opposing solutions with equal strength, and if we have not been successful in solving the problem or imposing it.

OWL STRATEGY (acceptance)

A person using this strategy highly values their goals and respects interpersonal relationships. He sees conflicts as solvable problems. Together with others, he strives to find solutions that would lead us to common goals and improve relations. She is ready to make only decisions that satisfy both parties and at the same time resolve emotional tensions. Straight wise, with a great deal of mutual 54 respect and tolerance. In doing so, he uses a rational approach in which emotions are purposefully exported. Communication must be effective and continuous. If communication becomes confusing because of threats, lies, promises, or anything else, conflict resolution stops. We use the strategy when the goal and relationship are very important, when it is necessary to clarify bad feelings that would interfere with further cooperation, and when our goal is to learn something new.

Preparation

We prepare the material in advance (signposts and pictures of animals.

Implementation

The mentor mixes the prepared signposts with each other. Each pair chooses one and tries to explain the way of reaction or strategy to approach some problems.

The signposts will describe different problem-solving strategies: turtle strategy; bearish strategy; strategy shark; strategy fox strategy owl. Everyone present listens to how the couple explains a strategy and how they see it. The other participants complement them. The mentor summarizes and draws conclusions.

Then each individual creates his own signpost and writes on it his approach to solving problems and conflicts (example: when I encounter a problem, I hide from it

as if it doesn't exist - 'turtle strategy'). In this way, we also get to know each other's different characters, views on people and the world around us, we face ourselves and our own sense of responsibility and independence.

Resources

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Tool 7

Name of the tool
How to behave when working with others. Giving praise, accepting criticism.

Main subjects/topics covered
Use of leisure resources.

Objectives and aims
The purpose of the exercise is to familiarize the participants with how to give criticism and praise in the correct way. How do you usually give reviews? In what way do you think criticism should be given?
We distinguish three phases of criticism: - describe the event   - express discomfort   - we request a change   Example: A person is late for an appointment.
Giving criticism: - You were late for the meeting.   - I was worried because you were late.   - I would like you to inform me about the delay.
How to give a compliment: - I look the interlocutor in the face   - I speak calmly/kindly   - I speak in the first person, so I take responsibility for what I say   - I say exactly what I like

Necessary equipment
No special equipment is required

Duration of activity (if relevant)
20 – 30 minutes

Detailed description of the tool or activity:

Preparation

Criticisms must be given in the first person. We must remember that we are criticizing the action and not the person. We need to focus on the action and not the person, otherwise criticism can become aggressive.

Giving and receiving compliments Do you ever compliment someone? In what way do you think praise is given? How do you react when you receive a compliment?

Implementation

Part 1: PROCEDURE

Compliment the interlocutor. Everyone should give praise to a participant in the group.

Part 2: PROCEDURE

One person should sit in the middle of the circle. Each individual gives her praise, a compliment. The person in the middle of the circle should say thank you.

CONCLUSION

In the group, comment on the praise and thanks given. Make suggestions on how the person can improve in giving and receiving praise and what they can change.

Resources

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Tool 8

Name of the tool
An evaluation exercise is carried out at the beginning, in certain periods or at the end of the cooperation.

Main subjects/topics covered
The exercise is intended to review what they have learned through the training and/or whether and how they will be able to further apply the learned social and other skills in everyday life.

Objectives and aims
First, the local supporter invites the PwLD to reflect on which content of the training/support they found most useful and what they gained through the exercises in the group. Did they perhaps learn something new about themselves? Have they strengthened their social skills? What was most helpful to them? What kind of help do they still want in using their free time?

Necessary equipment
Questionnaire, pencil

Duration of activity (if relevant)
30 min

Detailed description of the tool or activity:

Preparation

We continue with the exercise, which is intended for each individual. Participants fill out the same questionnaire as they did in one of the first meetings. At the end of the meetings, they fill it out again, compare it with the questionnaire from the first meeting and check their possible progress by comparing them.

You can change the questions according to the needs of the group, individual, or activity.

Implementation

I believe in myself and I trust myself.	YES NO
I can talk about myself, my problems, my emotions.	YES NO
I don't take mistakes tragically - I believe that I learn from them.	YES NO

When I do something good, I am satisfied and proud of myself.	YES	NO
I know I can't do everything perfectly.	YES	NO
I know how to deal with problems.	YES	NO
I don't like talking bad about other people.	YES	NO
I never intentionally make fun of other people.	YES	NO
I feel good in my own skin.	YES	NO
I like my exterior.	YES	NO
I rarely wish I was someone else.	YES	NO
When someone praises me or pays me a compliment, I simply say thank you	YES	NO
I calmly listen to the interlocutor, even if I do not agree with him.	YES	NO
I know how to maintain eye contact during a conversation with the interlocutor.	YES	NO
I love meeting new people.	YES	NO
I am aware of my qualities. I know where I am strongest.	YES	NO
I have at least one good friend.	YES	NO
If I need help, there is always someone willing to help me.	YES	NO
People know they can count on me when I make a promise.	YES	NO
I'm happy when someone experiences something beautiful.	YES	NO
I don't feel threatened, even if someone makes fun of me.	YES	NO
I am convinced that a person can succeed if he sets a goal and makes a real effort	YES	NO
I ask others for help when I need it.	YES	NO

I solve my problems gradually.	YES	
	NO	
My life has meaning, I have goals that I will achieve.	YES	
	NO	
It depends on me if I succeed or not.	YES	
	NO	
I know what I want to achieve in life.	YES	
	NO	
I am interested in many things.	YES	
	NO	

Resources

Petrovič Erlah, P. and Žnidarec Demšar, S. (2004). Assertiveness - Why we need it and how to get it. Nazarene: Argos

Use of leisure resources (with a particular focus on digital opportunities)

Tool 9

Name of the tool   Personal data

Main subjects/topics covered   Thinking about the information that can be derived and obtained from our online activities and preferences.

Objectives and aims   PwLD should be made aware that there are many electronic devices that they use (or are likely to use soon) that are connected to the Internet and collect data about their lives. These can be smartphones, computers, tablets, game consoles, etc. Using these devices, companies try to get as much information as possible about what we like to do, all with the aim of selling us as many of their products and services as possible.

Necessary equipment   paper, pen

Duration of activity (if relevant)   20 – 30 minutes

Detailed description of the tool or activity: **Preparation**   Each PwLD should choose a fictitious name to hide their true identity. Under this name, he should write on a sheet of paper and fill in the sections that the local supporter will determine in advance. These can be: favorite TV programs, favorite clothes, favorite sport, knowledge of different languages, favorite music, the last movie they watched, the last book they read, etc. At this stage, the local superintendent may not yet explain the purpose of this activity.   **Implementation**   All sheets of paper should then be shuffled by the PWLD. The local supporter should choose a random piece of paper and read its contents aloud. The author of the text should try his best not to reveal his identity, and other PWLD should try to guess who

the author of the text is. Can they do it based on just one piece of information? Maybe based on two? Three?

Later, or if no one has guessed who the author is, have all participants try to think of who would be interested in the information of a person with such a profile. Could this data have economic value even for someone who does not know who the author is?

The exercise can be repeated several times and choose different ways of profiling.

They can also think about how companies can get the information they wrote down on paper online. Who keeps data about what we searched for online? Which websites offer the possibility to express what we 'like'? Who keeps the information about the products we reviewed? Who keeps information about the videos we like to watch.

They should think about how the various devices they use can track their online activities. They should also understand that certain information they see online, such as advertisements, may not be exactly the same as what others see.

Resource

European manual for learning privacy and personal data protection Safe.si https://safe.si › sites › files › arcades_prirocnik_0   Oct. 5 2015

https://otroci.safe.si/#

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1. člen Zakona o preprečevanju diskriminacije (Uradni list, št. 85/08 in 112/12)
(Iz Odloka o zagotavljanju dostopnosti objektov invalidom in osebam z omejeno mobilnostjo (Ur. l. št. 78/13)