



Universities for labour inclusion of people with intellectual disabilities

Exemplary Teaching Material for the Common and Specific Curriculum

Editors:

Vincenzo Bochicchio
Selene Mezzalira
Sonia Gencarelli
Antonio Martinez-
Pujalte Lopez
Belén Costa
Julia Ferrando
Lorena Aguilar
Vicky Ibars
Annika Hase
Julia Albrecht
Aleidis Devillé
Jasmien Sirfouq
Raf Hensbergen
Isabel Defoer



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Miguel Hernández



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Universities for labour inclusion of people with
intellectual disabilities

U4INCLUSION project

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AUTHORS, AFFILIATIONS, AND CONTACTS

Vincenzo Bochicchio

Department of Humanities, University of Calabria (ITALY)

vincenzo.bochicchio@unical.it

Selene Mezzalira

Department of Humanities, University of Calabria (ITALY)

selene.mezzalira@unical.it

Sonia Gencarelli

Department of Humanities, University of Calabria (ITALY)

sonia.gencarelli@unical.it

Antonio Luis Martinez-Pujalte Lopez

Department of Legal Science, Miguel Hernández University, Elche (SPAIN)

almart@umh.es

Belén Costa

Kveloce I+D+i, Valencia (SPAIN)

bcosta@kveloce.com

Julia Ferrando

Kveloce I+D+i, Valencia (SPAIN)

jferrando@kveloce.com

Lorena Aguilar

Kveloce I+D+i, Valencia (SPAIN)

laguilar@kveloce.com

Vicky Ibars

Kveloce I+D+i, Valencia (SPAIN)

vibars@kveloce.com

Annika Hase

Institut für Inklusive Bildung, Kiel (GERMANY)

hase@inklusive-bildung.org

Julia Albrecht

Institut für Inklusive Bildung, Kiel (GERMANY)

albrecht@inklusive-bildung.org

Aleidis Devillé

Department of Research (Inclusive diversity), Thomas More University of Applied Sciences, Geel
(BELGIUM)

aleidis.deville@thomasmore.be

Jasmien Sirfoug

Department of Research (Inclusive diversity), Thomas More University of Applied Sciences, Geel
(BELGIUM)

jasmien.sirfoug@thomasmore.be

Raf Hensbergen

Department of Research (Inclusive diversity), Thomas More University of Applied Sciences, Geel
(BELGIUM)

raf.hensbergen@mpi-oosterlo.be

Isabel Defoer

Department of Research (Inclusive diversity), Thomas More University of Applied Sciences, Geel
(BELGIUM)

isabel.defoer@thomasmore.be



SUMMARY

The Erasmus+ project “U4Inclusion” is a European program during which a 2-year common university curriculum was developed. The curriculum is aimed at young adults with intellectual disabilities. The curriculum is meant to help the target group acquire personal, interpersonal, and vocational competencies to increase their chances of social inclusion and participation. The curriculum consists of a common and a specific study plan.

The training program is aimed at enhancing the participants’ opportunities for inclusive employment and social integration. The efficacy of the training framework outlined by the European partners of the “U4Inclusion” project is based on a rational integration of the diverse inclusion cultures that are present in the different European countries.

The methodology followed by U4Inclusion is centered around dignity, diversity, accessibility, autonomy, security, and self-determination.

METHODOLOGY

The U4Inclusion curriculum was created with a clear methodology in mind that is based on specific principles, which are dignity, diversity, universal design and accessibility, autonomy, security, and self-determination.

With this in mind, the teaching material aims to create a learning environment, in which the participants feel safe and secure to leave their comfort zone to develop new skills and ways of thinking.

The selected materials were created to support the participants thrive in areas that contribute to their personal growth and prepare them for critical thinking to better their chances of employment. The structure of the learning units include time to reflect and discuss and to give every participant plenty of time to think about and voice their own opinions without judgment.

Different alternatives to certain tasks were highlighted in order to compliment the group’s diversity. In regards to universal design and accessibility, the teaching material includes additional information for groups that wish to dive deeper into certain subjects, and it offers alternatives for materials to include all participants.

The learning units offer content that might help the participants in their social and emotional development, which is not only relevant in a work environment, but also for their personal growth. In this way, the materials aim to support the participants in their autonomy and increase their self-determination.

As highlighted in the curriculum that this teaching material is based on, the learning units must use methodological strategies that are effective in a learning setting with students with intellectual disabilities. This is why the materials include the use of an active participatory teaching, encouraging critical thinking, discussions and reflection.

A personalisation and individualisation of the teaching can be found within the different areas of the learning units as plenty of time is given for each task, so that the participants have enough opportunities to understand, and to include their own experiences.

The materials were simplified with easy-to-read text and visualisation, though this should be adapted for each group as necessary.

The implementation notes within the different steps of the learning units give suggestions how to alternate certain tasks or what worked best in test groups, and further literature recommendations were given for groups that wish to dive deeper into a certain subject. This ensures that the seminar leader can change the material as needed so that it works well for the group.

INTRODUCTION: THE ERASMUS+ EUROPEAN PROJECT “U4INCLUSION”

The Erasmus+ project “U4Inclusion” (Erasmus+ Grant Agreement number: 2019-1-ES01-KA201-064661), is a European program that is aimed at creating a 2-year common university curriculum program intended to provide people with a intellectual disabilities with a variety of competencies through the implementation of a set of common and specialized modules.

The training framework was developed by the project partners – the University of Calabria (Italy), kveloce I+D+I and the Miguel Hernández University (Spain), the Institute for Inclusive Education (Germany), and the Thomas More Kempen (Belgium).

In addition to a common curriculum that fills the first year of the program with personal, interpersonal, and vocational modules, the project partners created a specific educational curriculum, referred to as “study plan of year 2”. In this second academic year of the curriculum, specialized training is provided in specific professional fields chosen by each partner university. As possible examples, three professional specializations are outlined: Shop Assistance, Administrative Assistance, and Educational Specialist.

The goal of the project is attained by fostering the cognitive and physical abilities of people with intellectual disabilities, improving their social and interpersonal skills, and focusing on the special factors that directly influence professional tasks. The program is based on the premise that mutual and meaningful relationships are to be facilitated, and positive atmosphere is to be created. The training methods are aimed at providing support and enhancing the educational learning processes according to the person’s capacities and needs.

The second “Intellectual Output” of the “U4Inclusion” project contains the “Deliverable 2.2.”, an “Exemplary Teaching Material for the Common and Specific Curriculum”, seen here.

The materials presented in this deliverable are intended to support the implementation of the curriculum and training program and give examples of materials and learning units that can be used at the implementing universities. It also showcases how additional materials can be created in accordance with tried and tested methods. These materials can and should be utilized to more effectively empower individuals with intellectual disabilities within the “U4Inclusion” program.

In order to evaluate the effectiveness of the teaching materials in reaching the project's goals, U4Inclusion held a Learning Activity over several days. Within this learning activity, testing groups of people with intellectual disabilities in Belgium, Spain and Germany went through the learning units with a facilitator and noted down their findings in a quality assessment. While the material was tested locally, the testing groups were constantly linked with the other countries via Zoom and reflected on the material together, as well as having discussions about their respective experiences in general. The testing group consisted of people with very different experiences in education, work and other paths of life.

Their findings can be seen under "Implementation Notes" within each teaching outline.

DESCRIPTION OF THE TEACHING MATERIAL

For the first year of study, the U4Inclusion curriculum comprises of 13 subjects, each of which is divided into several learning units. The learning units are then further substantiated by very specific learning lessons.

Exemplary learning material was developed for learning unit 10 (self-esteem and self-confidence) of the first subject (adaptive skills and emotional development), as well as learning unit 8 (expressions of opinions). Further material is directed at subject 2 (social and political participation and resources), especially unit 1 (rights of persons with disabilities). Additional material is aimed at the study plan of year 2, broadly questioning the personal purpose of holding ones profession.

It serves as a template for the development of further teaching materials for the other topics.

The teaching materials were tested and evaluated with the target group by the project partners as part of the U4Inclusion project.

The following is an overview of the structure of each teaching material and the information that can be found within the teaching outline.

General conditions

Rooms

For the implementation of the learning units, rooms are needed in which the following forms of organization should be possible: Plenary in a circle of chairs, small groups, groups of two and individual work. Particularly suitable are larger seminar rooms, which ideally contain mobile tables, or additional rooms or corridors.

Equipment

For the two learning units, a classic facilitator equipment with flipcharts, movable walls, moderation cards, pins, pens and glue is recommended. If the input is to be clarified by PowerPoint slides, a presentation device and a beamer are also needed. Some materials will be provided in a printed form in the partners languages. Flipcharts and presentation slides need to be prepared individually.

Duration

The learning units have been designed for 90 minutes. The learning units contain time specifications, which however are only to be understood as an orientation and can be changed depending on the learning group. Breaks can be inserted at any time, as required.

Structure of the learning units

Introduction

At the beginning, the learning unit is briefly summarized.

Learning objectives

The learning objectives for the participants are formulated.

Background

Description of the placement within the U4Inclusion curriculum. The background does not provide an in-depth thematic introduction to the topic, but clarifies why this topic has found its way into the curriculum.

Preparation

This section explains what material is required to fulfil the learning unit, and how the room should be set up.

Steps

The steps describe the concrete sequence of the learning units. They contain the different topics, the organizational form, and a time orientation value and refer to the required working material.

Implementation Notes

The Implementation Notes summarize the experiences of the U4Inclusion project partners in testing and evaluating the learning unit.

Info

Background information and further literature for the seminar leader for thematic familiarization with the topic of the teaching material.

I. TEACHING MATERIAL ON “MY STRENGTHS”

1.1. Teaching outline

Introduction

The learning unit has the function to bring the participants in contact with their strengths. They learn about the VIA strengths concept and talk intensively about the individual character strengths. It is particularly important that they find their own examples from their lives for the character strengths. In addition to reflecting on their own strengths, it is also important to discover and name the strengths of the other participants.

Learning Objectives

The participants...

- ...learn about the 24 VIA character strengths.
- ...expand their vocabulary around strengths.
- ...discover their top strengths.
- ...notice strengths in other participants.

Background

Participants learn to focus on their strengths and not on what is still difficult for them (see Subject 1, learning unit 10). Knowledge of one's own character strengths leads to more satisfaction and productivity at work (Harzer & Ruch, 2012), to better handling of stress (Harzer & Ruch, 2015), and to more satisfaction in relationships (Gable et al., 2004).

Preparation

Circle of chairs, retreat for individual work or groups of two, space for small group work (3-4 people), presentation device and beamer, classic facilitation equipment and flipcharts, movable walls, moderation cards, pins, pens and glue, Strengths poster, My Strengths – Work Cards, display of Strengths Cards (strengths buffet), presentation slide or flipchart with learning objectives.

Info

Basics

Niemiec, R.M. (2017). *Character Strengths Interventions - A Field Guide for Practitioners*: Hofgrete Publishing.

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press.

TED Talk, Ryan Niemiec: A Universal Language That Describes What's Best in Us
<https://www.youtube.com/watch?v=DMWck0mKGWc&t=2s>

For deeper understanding

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of personality and social psychology*, 87(2), 228.

Harzer, C., & Ruch, W. (2015). The relationships of character strengths with coping, work-related stress, and job satisfaction. *Frontiers in psychology*, 6, 165.

Harzer, C., & Ruch, W. (2012). When the job is a calling: The role of applying one's signature strengths at work. *The Journal of Positive Psychology*, 7(5), 362-371.

Steps

	Topic	Format	Duration	Material
1.	Arriving in the topic „My Strengths“	Circle of chairs	ca. 5 Mins	Presentation slides or flipchart with the learning objectives
2.	Exploring the 24 VIA character strengths	Circle of chairs	ca. 30 Mins	Strengths Poster
3.	Discovering personal top strengths	Individual work	ca. 10 Mins	My Strengths – Work card
4.	Sorting personal top strengths	Individual work	ca. 10 Mins	Strengths cards at the strengths buffet
5.	My strengths – your strengths	Group work (3-4 persons)	ca. 20 Mins	
6.	Reflecting together	Circle of chairs	ca. 10 Mins	Presentation slides or flipchart with guiding questions
7.	Linking back to the learning objectives – Conclusion	Circle of chairs	ca. 5 Mins	Presentation slides or flipchart with the learning objectives

Step 1

Arriving in the topic „My Strengths“

Circle of chairs, ca. 5 minutes

The seminar leader welcomes the participants, asks for a brief opinion on the topic of "own weaknesses" and introduces the content and objectives of the learning unit.

Topic

After the welcome, the seminar leader asks the participants for a show of hands on the following questions:

Who knows weaknesses?

Who of you has a weakness?

Who of you has several weaknesses?

This opinion poll will probably show that many people are very aware of their supposed weaknesses. If this is the case, the seminar leader could point out that the human brain, through its evolution, is geared to perceive flaws, problems, and dangers (e.g., the flight or fight response) more strongly than the good. At the same time, however, there is ample research that knowing one's strengths leads to greater satisfaction and productivity at work (Harzer & Ruch, 2012), better management of stress (Harzer & Ruch, 2015), and greater satisfaction in relationships (Gable et al., 2004).

This session invites participants to discover their strengths.

The following is a brief overview of the contents and objectives of the learning unit "My strengths".

Implementation Notes

The test groups found that it works best to ask the participants "put up your hand up if...".

Otherwise they start talking about (and focussing on) their weaknesses, instead of paying more attention to their strengths.

The test group further suggested to use the term "working points" instead of "weaknesses", due to its negative connotation.

It has also become apparent, that the students of this learning unit tend to list more weaknesses than they actually have. The instructor should therefore lead the group persistently towards their strengths.

Another point that can be made by the instructor is, that it is possible to build on competencies by using the existing character strengths.

Step 2

Exploring the 24 VIA character strengths

Circle of chairs, ca. 30 minutes

Topic

The seminar leader gives a **short** introduction to the concept of VIA character strengths.

Participants are asked to explain each strength in their own words and to find concrete examples of each strength.

Have they been able to observe the strength in others?

If participants find it easy to explain the strengths and find examples, the following additional questions can be discussed in the plenary:

How does the strength show up in overuse (too much)?

A horizontal black line with arrows at both ends, pointing left and right.

very serious humor very goofy

too little exactly right too much

It is important to note that this step is about strengths in general, not about the personal ones! The test group found that it is helpful to ask the participants “do you know a person who is really...?” to kick-start their imagination.

It was noted that the character strengths need to be printed in a very big manner, so that everyone can see them. It would also be helpful to print the strengths on several papers and hand them out to the students.

The different testing groups countries translated the material in their respective languages. It was noted that the translations weren't always easy to understand for the participants of the testing group. Therefore it is important to have the material translated professionally and with easy language in mind.

Step 3

Individual work, ca. 10 minutes

Topic

Our top strengths are the qualities and characteristics that distinguish us and make us who we are.

What strength has helped you build important relationships?

What strength has helped you achieve goals?

Through which strength do you experience moments of happiness or satisfaction?

Implementation Notes

The participants of the testing group found the cards very interactive and exciting. They noted how much fun it was using them.

It was noted that the explanations on the cards should be translated into easy language.

Some participants of the testing group mentioned strengths that weren't on the cards. In this case it would be useful to draw them back to the VIA character strengths and see under which of the categories they could fall.

Step 4

Sorting personal top strengths

Individual work, ca. 10 minutes

The participants rank their top strengths.

Topic

The participants look for the appropriate strengths cards for their top strengths from the strengths buffet. With the help of the cards, they form a ranking of strengths that suits them.

Implementation Notes

It was noted that it might be necessary to explain in more detail what signature (or “top”) strengths actually are.

Step 5

My strengths – your strengths

Group work (3-4 persons), ca. 20 minutes

The participants talk about their strengths and name strengths of their group members.

Topic

In small groups, the participants present their strengths to each other. They talk about how they experience their own strengths.

Afterwards, they try to find a suitable strength for the other participants in their small group and think about when they were able to observe it (concrete examples).

Implementation Notes

The testing group realized that finding strengths for other participants is quite tricky. In such a situation, their attention can be drawn to things that they noticed in other people within this session. In some locations, this exercise took quite long. In such a situation it might be helpful to limit the exercise to finding only one strength per person.

The exercise should be made more concrete by finding examples.

In one of the locations the testing group found it very easy to describe ones own strenghts. But they found it a lot more difficult to deal with imagining how others might see them: “What strenghts do others see in you?”

Step 6

Reflecting together

Circle of chairs, ca. 10 minutes

In the plenary, the participants talk about their experiences exploring their own strengths

Topic

Back in the circle, the seminar leader asks how the participants felt about the topic and the exercises. The following guiding questions can be used, as needed:

How did you feel about finding strengths for yourself?

How did you feel about finding strengths for your group members?

How did you feel about hearing your strengths from others?

What do you think about the topic of strengths?

What do you feel when you think about strengths?

...

Implementation Notes

The testing group suggested to stress the idea of how important it is to have knowledge on others, instead of only reflecting on themselves.

Step 7

Linking back to the learning objectives – Conclusion

Circle of chairs, ca. 5 minutes

The seminar leader creates a link to the learning objectives of the unit and says goodbye to the participants.

Topic

The seminar leader reads out the learning objectives once again. They briefly summarize the individual steps of the learning unit and thus create a connection between the content and the learning objectives.

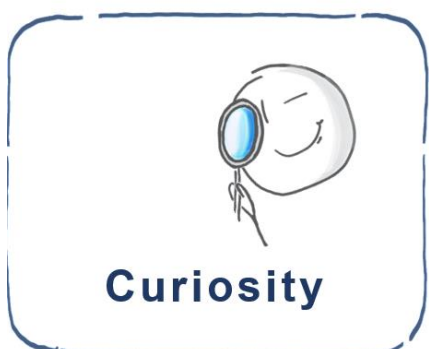
The seminar leader then bids farewell to the participants.

Implementation Notes

Linking back to the objectives was a great way to end the whole class, looking back on what we did and where we see the connection.

1.2. Materials

Character strengths cards



Love of learning

You love to learn new things.
You learn with others or on your own.
You like to read.
You like to watch or listen to knowledge shows.

Creativity

You have a lot of ideas how to solve tasks.

Bravery

You are not afraid of anything.
You stand by your opinion.
Even if others have a different opinion.

Curiosity

You are curious about everything.
You ask a lot.
You find people and topics exciting.
You like to explore and discover the world.



Judgment

Perseverance



Prudence



Perspective





Perseverance

You finish your tasks.
You don't get distracted.
When the task is done, you are satisfied.

Judgment

You think things through and examine them from different perspectives.
You take your time to make a decision.
You think well about a decision.
You are open-minded.

Perspective

You are wise.
Other people value your opinion.
Other people ask you for advice.
You have a reasonable view of life.

Prudence

You are careful.
You think well about your decision.
You don't say or do anything you might regret later.



Self-Regulation

Fairness



Honesty



After you



Humility

Fairness

It is important to you that all people are treated equally.
You give everyone a chance.

Self-Regulation

You can control what you do and feel.
You can control different parts of your life (anger, dullness, desire).

Humility

You are unassuming and modest.
You don't show off.
You keep a low profile.

Honesty

You always tell the truth.
You know your feelings.
You know what is important to you.
You live by it.



Social intelligence



Appreciation of Beauty



Hope



Zest



Appreciation of Beauty

You are aware of beautiful, special and outstanding things. You can be happy about them. You are interested in beautiful things in music, art, nature, sport, everyday things, science, ...

Social intelligence

You know yourself well.
You know your feelings toward others and also the feelings of others.
You get along well with others.
When you meet others, you find it easy to adapt to different situations.

Zest

You approach your life with zeal and energy.
You don't do things by halves.
Life is an adventure for you.
You feel alive and active every day.

Hope

You see the future positively.
You are sure that you can influence the future positively.
You are committed to your goals.



Humor



Love



Gratitude



Spirituality

Love

Close relationships with other people are important to you.
You can love.
You are loved.

Humor

You like to laugh.
You like to make others laugh.
You take life easy.
You can make jokes.

Spirituality

You have strong beliefs about the meaning and purpose of the universe.
You know your place in the world.
Your beliefs give you strength and comfort.

Gratitude

You notice the good things in your life.
Good things are special to you.
You say „Thank you“ to other people.

Can I help?



Kindness

Forgiveness



Leadership



Teamwork





Forgiveness

You can easily forgive others.
Even if they made a mistake.
Even if they hurt you.
You give others a second chance.
You don't take revenge.

Kindness

You are kind and generous.
You like to do favors for others.

Teamwork

You like to be a part of a group.
The group is the most important thing for you.
You like to work together with other people.

Leadership

You like to take on leadership tasks.
You are good at motivating others.
You make sure that everyone in a group is doing well.
You are good at distributing tasks in a group.
You make sure that the tasks are done.

24 VIA Character strengths

Creativity

Curiosity

Bravery

Love Of Learning

Zest

Hope/ Optimism

Beauty Appreciation

Social Intelligence

Gratitude

Humor

Love

Spirituality

24 Character strengths

Prudence

Judgment

Perspective

Perseverance

Fairness

Honesty

Humility

Self-Regulation

Kindness

Teamwork

Leadership

Forgiveness

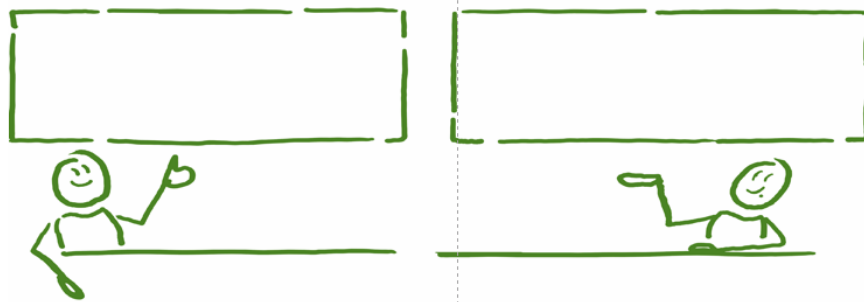


Worksheet strength reflection

Three strenghts, that I see in me

Strength	I showed this strength, when...

Two strenghts, that others see in me



II. TEACHING MATERIAL ON “MINDSET”

2.1. Teaching outline

Introduction

This learning unit could also go by the title “The magic word YET”. The unit has the function to take a look at the belief in one’s own ability to learn. The participants get to know the growth and fixed mindset (Carol Dweck).

They assign statements about dealing with success and failure to these two mindsets. In addition, they reflect on their own way of thinking when dealing with challenges and formulate alternative strategies for action.

Learning objectives

The participants will...

- ... get to know the fixed and growth mindset
- ... talk about how to deal with challenges
- ... consider, how to respond to challenges with a growth mindset

Background

The concept of fixed and growth mindset is about the belief in one's own ability to learn. People with a growth mindset believe in their own ability to learn and develop. People with a fixed mindset believe that intelligence and other abilities may or may not be innate. This has a major impact on what goals a person sets for themselves and how motivated they are to achieve those goals.

This topic is significant for the participants because they will be confronted with numerous challenges in the inclusive university program and a growth mindset will help them see these as opportunities for development (see topic 1, learning unit 10).

Preparation

Chair circle, retreat options for individual work, space for working in groups of two, space for small group work (3-4 people), presentation device and beamer, classic facilitation equipment with flipcharts, movable wall, moderation cards, pins, pens and glue, “Strengths Poster”, “My Strengths – Work Cards”, “Strengths Cards”.

Additional Info

Dweck, C. S. (2008). *Mindset: The new psychology of success*. Random House Digital, Inc..

TED Talk, Carol Dweck: The Power of Yet (<https://www.youtube.com/watch?v=J-swZaKN2lc>)



German

Dweck, C. (2016). *Selbstbild: wie unser Denken Erfolge oder Niederlagen bewirkt*. Piper Verlag.

TED Talk, Carol Dweck: Der Glaube an die eigene Lernfähigkeit
(<https://www.youtube.com/watch?v=X0mgOOSpLU&t=148s>)

Steps

Read out statements about the fixed and growth mindset.

	Topic	Format	Duration	Material
1.	Arriving in the topic „The magic word YET“	Circle of chairs	10 Mins	Presentation slides or flipchart with the quote and with the learning objectives
2.	Input: Fixed mindset and growth mindset	Circle of chairs	15 Mins	Presentation slides or flipchart
3.	Thoughts on success and failure	Circle of chairs	10 Mins	Statements, Pinboard
4.	Challenges	Circle of chairs	5 Mins	
5.	Mistakes are for learning	Groups of two or individual work	15 Mins	Pen and paper
6.	Mistakes are important!	Circle of chairs	10 Mins	Presentation slides or flipchart
7.	New ways of learning	Groups of two	10 Mins	Pen and paper
8.	Reflecting together	Circle of chairs	10 Mins	Presentation slides or flipchart with leading questions
9.	Linking back to the learning objectives – Conclusion	Circle of chairs	5 Mins	Presentation slides or flipchart with the learning objectives

Step 1

Arriving in the topic „The magic word YET“

Circle of chairs, ca. 10 minutes

The seminar leader welcomes the participants, and starts the learning unit with the quote from Thomas A. Edison. Afterwards, they introduce the topic and the learning objectives of the learning unit.

Topic

After the welcome, the seminar leader reads the following quote:

„I have not failed. I have just found 10.000 ways that won't work.“

Thomas Edison, Inventor of the light bulb

The seminar leader asks participants what this quote means to them. After some participants have shared their associations, the seminar leader summarizes the statements.

This is followed by a brief overview of the content and objectives of the learning unit “The magic word YET”.

Implementation Notes

The testing group suggested to start this session with a warm up or a topic introduction.

For example, the groups looked up Thomas Edison on the internet to find out who he is. It would be useful to add visual material like for example a video on Thomas Edison or the mindsets.

The testing groups found this session very relevant for persons who are training for employment, as it helps with discovering ones own motivation and improve the personal mindset.

Step 2

Input: Fixed Mindset and Growth Mindset

Circle of chairs, ca. 10 minutes

Topic

The seminar leader will give a brief introduction to the topic “Fixed Mindset and Growth Mindset” (by Carol Dweck). The content can of course be expanded, depending on the target group.

Key messages:

When you learn something new, new cells are created in your brain.

When you try something difficult, new cells are created in your brain.

When you repeat the new or difficult thing, new connections between cells are formed in your brain.



When a new connection is made between cells, things suddenly become easy.
These cells and connections are tiny.
You can fit 100,000 such cells and connections in a grain of sand.

Carol Dweck is a psychologist in North America.
She has found that our brains grow when we have certain thoughts.
She calls these thoughts Growth thinking.

People with growth mindset know that they can improve.
They know that making mistakes is a part of life.
They know they can learn from their mistakes.
They are curious about new things.
They seek out challenges.
That's how their brain can grow.

There are also people with a fixed mindset.
They prefer to do only what they can do anyway.
They don't like to try new things.
They are afraid of making mistakes.
They are afraid of not being able to do new things well right away.
So they try to avoid new challenges.
That is no way for the brain to grow.

Pippi Longstocking, the strongest girl in the world, says:
„I've never tried that before. So I'm completely sure that I can do it.”
Pippi has a growth mindset.

Implementation Notes

The testing group suggested to watch the Ted Talk videos of Carol Dweck (10 minutes). It would be helpful to interrupt the video to give explanations in between.

It was also pointed out that the seminar leader should use lots of visualisation to break up the theory portion.

The theoretical input should be translated into a practical form using easy language and many examples. It would be helpful to break it down into small parts and reflect on it step by step.

The group found this step challenging. The seminar leader should ask regularly “are you still on board? Do you need any more information or explanation on this?”

The testing group found the combination of text and pictures (see: materials) helpful and engaging.
The level of difficulty in this section can vary depending on the target group.

Step 3

Thoughts on success and failure

Circle of chairs, ca. 10 minutes

Participants assign statements about dealing with challenges to growth mindset or fixed mindset.

Topic

The seminar leader reads the following statements out loud. Each statement should be written or printed on a single moderation card or on a piece of paper.

If I try hard, I can achieve anything

Mistakes are a part of life.

I can't do it YET, but I will soon.

I'm not going to give up.

I'll just give this a try.

It looks difficult.

I'm afraid of making mistakes.

I can't pass the exam anyway.

It's too hard for me.

I'm just not that smart.

Option 1: The participants think about how they would allocate the statements. They come forward and are called up individually by the seminar leader.

Option 2: The group votes by show of hands, to which mindset they would assign the statements. The seminar leader then pins the statements on the corresponding category.

Implementation Notes

The project partners notices that this step was easy for some participants, while others found it more abstract.

This step took up most time so that the participants got to tell lots of personal stories. In a big group, it would be difficult to let everyone speak in which case the exercise could happen in breakout groups.

This exercise also took a lot of concentration. Therefore the participants need enough time to think and to come up with situations from their pasts. Everyone told a personal example and were interested in the examples of the others.

The testing group found that this exercise was important. It helped them to listen to other peoples' stories

It would be great to put the sentences up on the wall. This could help the participants to challenge their way of thinking in the future. The resulting poster can remain in the seminar room and serve as a reminder of which statements help the participants to perceive challenges as opportunities for development.

Step 4

Challenges

Circle of chairs, ca. 5 minutes

The participants talk about previous challenges that became much easier with practice.



Topic

The seminar leader asks the participants what things were difficult for them in the past that became much easier with practice. This could be things like riding the bus alone, writing, or swimming.

Option 1: The participants come forward and individuals are called by the seminar leader.

Option 2: The participants exchange their results with the person next to them. Only afterwards do individuals share their results.

Implementation Notes

It was interesting to observe that some participants chose challenges at work, while others talked about physical challenges, like wanting to learn how to swim.

The groups found it useful to ask "Who can help me to learn this?"

Step 5

Mistakes are for learning

Groups of two or individual work, ca. 15 minutes

Topic

The participants think about mistakes they have made in the past. They then think about what they have learned from these mistakes.

Each person finds at least one mistake or situation.

Together, the teams of two think about what was learned from the mistake or situation. Feel free to collect multiple examples.

Gemeinsam überlegen die 2-er Teams, was aus dem Fehler oder der Situation gelernt wurde.

Gerne können auch mehrere Beispiele gesammelt werden.

Example:

The person missed the bus and was late for a meeting.

From this, the person learned that they would rather take a bus earlier. This way they still have time in reserve to miss a bus.

The participants record the most important lessons learned in writing on a piece of paper.

Implementation Notes

The testing groups found that this could also be done in the plenary. It was a good exercise in a bigger group as well (Germany, Spain, Belgium both did it naturally within the plenary as it felt wrong and unnecessary to interrupt the flow of the plenary group discussion).

Step 6

Mistakes are important!

Circle of chairs, ca. 10 minutes

Together, the seminar leader and the participants reflect on why mistakes are important.

Topic

The groups of two come back to the plenary. Some examples from the group work can be presented. A summarizing visualization should now be created (presentation slides, moderation cards, flipchart, ...), that deals with the meaning and function of mistakes and failures.

Option 1: The seminar leader presents the following statements and talks about them with the group:

Mistakes make you stronger and smarter.

Mistakes show you how something doesn't work. Now you can try a different way.

Through mistakes you learn to find solutions.

Option 2: The participants consider why mistakes might be important. The seminar leader moderates and summarizes the results in a clear and visible way (Flipchart).

Implementation Notes

The testing groups suggested to give specific examples of situations that are common in the daily life. These situations could serve as reflection to find out whether someone either learned or didn't learn from mistakes.

Two of the testing groups used Option 2: "what did you learn about doing this mistake?" This worked very well and the groups learned how mistakes can be useful.

Within the testing groups, this participants were very engaged and the conversations went into deep and abstract directions. It is important for the seminar leader to eventually bring back the focus when this occurs.

Step 7

New ways of learning

Groups of two, ca. 10 minutes

Topic

The participants come together again in groups of two. Together they collect examples of things that are not working to try and find alternative strategies.

They think about whether there is someone they can ask for support. Asking someone is not a show of weakness, but a sign of strength.

For some challenges, however, it can also be helpful to try something completely different.

Participants choose one of their examples and try to think together about how to meet the challenge with an entirely new strategy.

Participants record their findings in writing.

Implementation Notes

It was suggested to use examples that participants mentioned earlier. “Who can help with this? Where are the barriers and how can we break them down?” The whole group gets to find new ways of dealing with challenges.

In one group, the participants had very different challenges and everyone started from their personal perspective. They gave each other great advice.

It would also be a possibility to talk about situations of other people. The group could think about how to help other people to solve their challenges. Growth mindset is not only for oneself, but also to help others.

Step 8

Reflecting together

Circle of chairs, ca. 10 minutes

Topic

Back in the circle of chairs, the seminar leader asks how the participants felt about the topic and the exercises. The following guiding questions can be used as needed:

How did you feel about reflecting on your approach to success or failure?

How did you feel about finding new strategies for action?

What do you think about the issue of growth mindset and fixed mindset?

What do you feel when you think about this topic?

...

Implementation Notes

The reflection went very well within the testing groups. Everyone discovered something new.

The theoretical part was very important. One word really stuck in the participants’ minds: “Yet”.

All the participants of the testing groups noted that they learned something new in this unit.

Step 9

Linking back to the learning objectives – Conclusion

Stuhlkreis, ca. 5 Minuten

Topic

The seminar leader reads out the learning objectives once again.

They briefly summarize the individual steps of the learning unit and thus create a connection between content and learning objectives.

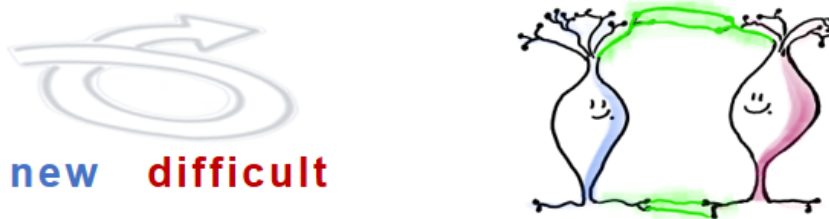
The seminar leader then bids farewell to the participants.

2.2. Materials

When you learn something new, new cells are created in your brain.
When you try something difficult, new cells are created in your brain.



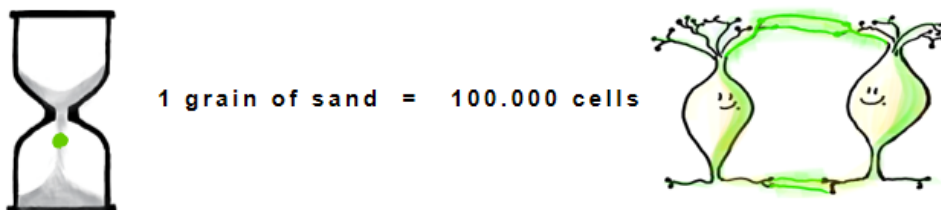
When you repeat the new or difficult thing, new connections between cells are formed in your brain.



When a new connection is formed between cells, things suddenly become easy.



These cells and connections are tiny.
You can fit 100,000 such cells and connection in 1 grain of sand.





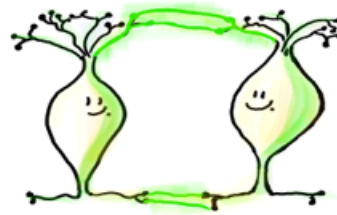
Carol Dweck is a psychologist in North America.
She has found that our brains grow when we have certain thoughts.

She calls these thoughts growth mindset.

People with a growth mindset know that they can improve.
They know that making mistakes is a part of life.
They know that they can learn from mistakes.
They are curious about new things.
They seek out challenges.



That's how their brain can grow.



There are also people with a fixed mindset.
They prefer to do only what they can do anyway.
They don't like to try new things.
They are afraid of making mistakes.
They are afraid of not being able to do new things well right away.
So they try to avoid new challenges.



That is no way for the brain to grow.



Pippi Longstocking, the strongest girl in the world, says:

**„I’ve never tried that before.
So I’m completely sure
that I can do it!“**



Pippi has a growth mindset.



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III. TEACHING MATERIAL ON “CO-DETERMINATION”

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) addresses participation (or co-determination) as a crosscutting issue in various articles. In order for participation to succeed, low-barrier participation procedures, broad thematic inclusion of people with disabilities and the creation of suitable framework conditions are required.

In addition. People with and without disabilities must learn, how co-determination can succeed.

Learning objectives

The participants...

- ... learn about the three levels of co-determination.
- ... talk about their experiences with co-determination.
- ... develop ideas on how co-determination can succeed.

Background

In the guidelines for best training practices, published by the U4Inclusion project, the importance of empowering decision-making skills in individuals with intellectual disabilities has been outlined. In accordance with this, the teaching unit on co-determination aims at this goal. For the participants, the topic is relevant, because co-determination is the key to a life of participation and living on your own accord. Within the common curriculum, the topic falls under Subject 1, Lesson 8 on Expressions of opinions, as well as conflict management skills. It also falls under Lesson 10 (self-esteem and confidence) and Subject 2, social and political participation and resources; especially lesson 1, rights of persons with disabilities.

Preparation

Circle of chairs, space for work in small groups, presentation device and beamer, classic facilitation equipment with flipcharts, movable wall, cards, pins, pens and glue, to write or print statements on dynamic and rigid self-image on facilitation cards.

Additional Info

German sources

Beauftragter der Bundesregierung für die Belange von Menschen mit Behinderungen (2018). *UN-Behindertenrechtskonvention*, Hausdruckerei BMAS Bonn.

Bundesverband evangelischer Behindertenhilfe (2021). *Mit-Bestimmen! Fragen-Sammlung in Leichter Sprache*. Berlin.

Aktionspläne zur Umsetzung der der UN-BRK auf unterschiedlichen Ebenen und für unterschiedliche Personengruppen (national, regional, Universitäten)

English source



Convention on the Rights of Persons with Disabilities (CRPD) (www.un.org)

Steps

	Topic	Format	Duration	Material
1.	Arriving in the topic: „Co-Determination!“	Circle of chairs	ca. 20 minutes	Metaplan cards, presentation slides or flipchart with the process and with the learning objectives
2.	Input: Co-Determination	Circle of chairs	ca. 15 minutes	Presentation slides or flipchart
3.	Infos – Having your say – Co-Determination	Circle of chairs	ca. 15 minutes	
4.	Our summer party	Small groups	ca. 20 minutes	
5.	Reflecting together	Circle of chairs	ca. 15 minutes	Presentation slides or flipchart with guiding questions
6.	Linking back to the learning objectives - Conclusion	Circle of chairs	ca. 5 minutes	Presentation slide or flipchart with the learning objectives

Step 1

Arriving in the topic „Co-determination!“

Circle of chairs, ca. 10 minutes

The participants brainstorm on the topic of “co-determination”. Afterwards, the seminar leader presents the schedule and the goals of the learning unit.

Topic

After welcoming the participants, the seminar leader asks the group what they associate with the term „co-determination“.

The participants write their answers on metaplan cards. Each card contains one thought.

The participants then present their cards one after the other and pin them to a wall. Once all cards were presented, the seminar leader summarizes the statements once again.

Implementation Notes

For larger groups, the seminar leader can collect the metaplan cards and pin them to the pinboard. This way there is less unrest and distraction in the seminar room.

Step 2

Circle of chairs, ca. 15 minutes

Input: Co-Determination

The seminar leader gives a short introduction to the topic of the UNCRPD and then presents the three levels of co-determination.

Topic

The seminar leader gives a short input on the topic of the UNCRPD and the stages of co-determination. The content can be expanded, depending on the target group.

Key messages:

Co-determination is important.

Co-determination means: getting information, expressing one's own opinion, making your own choices and decisions.

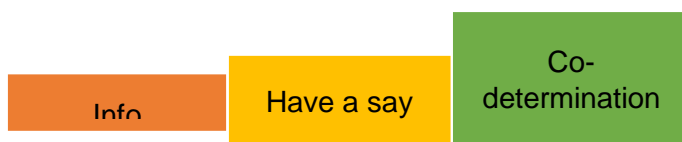
It is important that people with disabilities have a say.

They have the same rights as people without disabilities.

This is written in the UN Convention on the Rights of Persons with Disabilities.

The abbreviation is: UNCRPD.

There are three steps of co-determination:



Info

Info is the abbreviation of information.

Info is important for co-determination.

When a person gets info, then they can form an opinion.

Have a say

If you have information, then you can form an opinion.

Then you can say your own opinion.

Co-determination

For co-determination to succeed, everyone must speak their mind.

Every opinion is important.



Then you look for a solution together.
You can discuss a good solution.

The group can also vote on a solution.

Step 3

Info – Having your say – Co-Determination

Circle of chairs, ca. 15 minutes

The participants talk about their own experiences with the topic of co-determination and assign their experiences to the three levels of co-determination.

Topic

The participants talk about their own experiences with the topic of co-determination.
They can think of situations or projects from the areas of work, education or the social space (within their own city).

After one participant has brought in an example, everyone considers together on which level of co-determination they would classify the example:

Was the person informed, did they have a say, or did they have co-determination?

Step 4

Our summer party

Circle of chairs, ca. 20 minutes

Participants think about how to make a summer party that everyone co-determines regarding the planning of the event.

Topic

Case example – Summer party planning

The summer semester is almost over.
Everyone has learned a lot this semester.
We should celebrate this.
That is why there should be a big summer party.
We should all plan this summer party together.
How can this succeed?

In your group, gather ideas on how everyone can co-determine in the planning of the party.

Step 5

Reflecting together

Circle of chairs, ca. 15 minutes

In the plenary session, the participants talk about their ideas. Together, they consider what is important for people with disabilities in order to take part in decision-making.

Topic

How can everyone be included in the planning of the summer party?

What is generally important for people with disabilities to achieve co-determination?

Step 6

Linking back to the learning objectives - Conclusion

Circle of chairs, ca. 5 minutes

The seminar leader creates a connection back to the learning objectives of the learning unit.

The seminar leader bids the participants farewell.

Topic

The seminar leader reads out the learning objectives once again. They briefly summarize the individual steps of the learning unit and thus create a connection between content and learning objectives. The seminar leader then bids the participants farewell.

IV. TEACHING MATERIAL ON “PURPOSE”

Introduction

What is the “point” of having a job, in this case: being an educational specialist?

We could talk at length about the “Purpose” or “Vision” of this line of work. We could talk about what it means for people with disabilities to be employed at a university, which is the case for educational specialists in Germany.

However, this learning unit is not about the meaning ascribed to this line of work from the outside. Instead, this learning unit is about encouraging participants to reflect on what meaning they personally see in their (future) work as educational specialists.

Learning objectives

The participants...

...get to know different dimensions of purpose.

...think about what meaning or purpose they perceive and (want to) experience in their work.

Background



The curriculum, developed by the U4Inclusion project, consists of two parts, the common curriculum and the specific curriculum. Within the specific curriculum, the Institute for Inclusive Education in Germany gave an insight into their qualification to becoming educational specialists, who give seminars and lectures at universities, informing students about the lives and needs of people with disabilities. In this learning unit, the participants reflect on the significance of their work as educational specialists (cf. Specialization as an Educational Specialist, Module 2, Learning Unit 1). This learning unit can also be adapted for any other kind of employment.

People who experience a distinct sense of meaning in their work are significantly more motivated, noticeably more committed, and more performance-oriented and successful (cf. Hu & Hirsch, 2017).

Preparation

Circle of chairs, retreat for work in small groups, presentation device and beamer.

Additional info

Basics

Schnell, T. (2021). *The psychology of meaning in life*. New York: Routledge, Taylor & Francis.

Schnell, T. (2020). *Psychologie des Lebensinns*. 2. überarbeitete Neuauflage. Heidelberg, Berlin, New York: Springer.

In depth

Frankl, V. E. (2010). *... trotzdem Ja zum Leben sagen: ein Psychologe erlebt das Konzentrationslager*. Kösel-Verlag.

Hu, J. & Hirsh, J. (2017). The benefit of meaningful work: A meta-analysis. *Academy of Management Proceedings*, 1, 13866.

Steps

	Topic	Format	Duration	Material
1.	Arriving in the topic: „WHY become an educational specialist?“	Circle of chairs	ca. 10 minutes	Presentation slides or flipchart with the learning objectives
2.	Input: When does a job have a purpose?	Circle of chairs	ca. 15 minutes	Presentation slides or flipchart
3.	What I think about my work as an educational specialist	Small groups	ca. 45 minutes	Presentation slides or work sheets with the guiding questions

4.	Reflecting together	Circle of chairs	ca. 15 minutes	Presentation slides or flipchart with guiding questions
5.	Linking back to the learning objectives – Conclusion	Circle of chairs	ca. 5 minutes	Presentation slide or flipchart with the learning objectives

Step 1

Arriving in the topic

Circle of chairs, ca. 10 minutes

The seminar leader welcomes the participants, introduces the learning unit with a question and then introduces the topic and the objectives of the learning unit.

Topic

After welcoming the participants, the seminar leader asks the group to briefly reflect on the following question:

“What did I do today that seemed meaningful to me?”

The seminar leader allows a short exchange between the participants and their neighbours. Alternatively, the seminar leader lets a few participants have their say.

This is followed by a short overview of the contents and goals of the learning unit “WHY become an educational specialist?”

Step 2

Input: When does a job have a purpose?

Circle of chairs, ca. 15 minutes

The seminar leader gives a brief introduction to the topic.

Topic

The seminar leader gives a short input on the topic of professional fulfilment of purpose. The content can be expanded, depending on the target group.

Key messages:

In principle, every job is meaningful.

One does something with the head or the body to achieve a certain goal.

The postwoman hands out letters.

When everyone receives their letters, she has achieved her goal.

Then her work was meaningful.



The cafeteria worker puts food on plates.
If everyone gets their meals, he has achieved his goal.
Then his work was meaningful.

The author writes a book.
If other people read her book, she has achieved her goal.
Then her work was meaningful.

But there are also people who do not feel that their work is meaningful.
These people experience their work as annoying.
These people experience their work as frustrating.
Work makes those people sick.

Tatjana Schnell is a scientist.
She researches and teaches on the topic of meaning in life in Germany and Norway.
Tatjana Schnell wants to understand:
When do people find their work meaningful?
She says that there are four criteria.
These criteria describe whether a person experiences their job as meaningful.

Meaningfulness

Does my job have a benefit to other people?
For example, to my colleagues or to people who don't work at my company?

Orientation

Do I know the goals, values and the vision of my company?
Are these goals, values and the vision important to me?

Fit

Do I fit with my work?
Does the work match my education?
Does the work match my skills?
Does the work fit my interests?
Does the work fit my values?
Do I align with the vision of the company?

Belonging

Am I being seen as a person?
Am I valued as a person?
Do I feel like I belong?

Step 3

What I think about my work as an educational specialist

Circle of chairs, ca. 45 minutes

Participants talk in small groups about the four criteria of professional sense fulfilment. The exercise serves to reflect on one's own sense of meaning.

Topic

Meaningfulness

Does my job have a benefit to other people?

For example, to my colleagues or to people who don't work at my company?

Orientation

Do I know the goals, values and the vision of my company?

Are these goals, values and the vision important to me?

Fit

Do I fit with my work?

Does the work match my education?

Does the work match my skills?

Does the work fit my interests?

Does the work fit my values?

Do I align with the vision of the company?

Belonging

Am I being seen as a person?

Am I valued as a person?

Do I feel like I belong?

Implementation Notes

The questions invite extensive discussion.

It is also possible that the participants have not thought much about such questions before.

It can therefore be helpful to...

...reduce the questions.

...extend the working phase/ allotted time.

...give the participants a short hint when they should turn to the next dimension.

Step 4

Reflecting together

Circle of chairs, ca. 15 minutes

In plenary, participants talk about their experiences in the small groups.

Topic

Back in the circle of chairs, the seminar leader asks how the participants felt about the topic and the exercises. The following guiding questions can be used as needed:



What do you want to be an educational specialist for?
How did it feel to think about the dimension questions?
Did you find it easy or difficult to think about the questions?
What was surprising to you in the group task?
Did you have similar thoughts about the questions in the group?
Did you have very different thoughts about the questions in the group?
Do you experience a good balance between qualification (work) and other areas of life?
...

Step 5

Linking back to the learning objectives - Conclusion

Circle of chairs, ca. 5 minutes

The seminar leader creates a connection to the learning objectives of the unit and bids farewell to the participants.

Topic

The seminar leader reads out the learning objectives once again. He or she summarizes the individual steps of the learning unit and thus creates a connection between content and learning objectives. She then bids farewell to the participants.

V. TEACHING MATERIAL ON “OTHER PEOPLE MATTER”

Introduction

The learning unit has the function of learning and practising together, how the participants can respond to good news energetically and with a supportive attitude.

They learn to respond actively and constructively (Active Constructive Responding according to Shelly Gable). In a small role play, the participants have the opportunity to directly apply and practice their newly acquired knowledge and thus consolidate it.

Learning objectives

The participants...

...learn about active-supportive (actively constructive) communication.

...practice different communication styles.

...recognise the value of responding to good news with a supportive attitude.

Background

“Other people matter.” This statement was coined by Christopher Peterson (co-founder of Positive Psychology) and summarised his many years of research, according to which most factors related to the well-being of individuals have to do with other people.

Shelly Gable has developed an easy-to-understand and practical strategy on how one’s own response to positive messages promotes positive emotions in other people and cultivates closeness and connectedness (see Subject 8, lesson 6).

Preparation

Circle of chairs, retreat for partner work, presentation device and beamer, classic facilitation equipment with flipcharts, whiteboard, facilitation cards, pins, pens and glue, presentation slide or flipchart with learning objectives.

Additional info

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of personality and social psychology*, 87(2), 228.

Gable, Gonzago & Strachman (2006): Will you be there for me when things go right? Supportive responses to positive event disclosures. *Journal of Personality and Social Psychology*, 91 (5), 904-917.

Steps

	Topic	Format	Duration	Material
1.	Arriving in the topic: “Other people matter”	Circle of chairs	ca. 10 minutes	Presentation slides or flipchart with the learning objectives
2.	Reacting to good news	Circle of chairs	ca. 30 minutes	Presentation slides or flipchart with the most important content
3.	“I have experienced something great”	Partner work (two people)	ca. 35 minutes	Retreat for partner work
4.	Reflecting together	Circle of chairs	ca. 10 minutes	Presentation slides or flipchart with the guiding questions

5.	Linking back to the learning objectives – Conclusion	Circle of chairs	ca. 5 minutes	Presentation slide or flipchart with the learning objectives
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Step 1

Arriving in the topic

Circle of chairs, ca. 10 minutes

The seminar leader welcomes the participants, conducts a short flash round and introduces the content and objectives of the learning unit.

Topic

After welcoming the participants, the seminar leader reads out the following quote:

“Other people matter.” (Christopher Peterson)

The seminar leader asks the participants which people are important to them. These can be family members, friends, acquaintances or confidants from the fields of education, work, leisure, ...

The participants can then take turns naming people who are important to them and, if they like, briefly tell something about their relationship to this person.

Afterwards, the seminar leader briefly summarises the contributions and leads over to the topic of the topic at hand.

Feeling connected to other people and having fulfilling relationships is important for well-being and (mental) health.

In this unit, participants learn about and try out four communication styles. Gable et al. (2004) found that constructive responses actively encourage (collegial, friendly, romantic) relationships to grow and flourish.

The following is a brief overview of the contents and goals of the learning unit “Other People Matter”.

Implementation Notes

If sufficient time is available, participants can consider together what common features are evident in these good relationships.

Possible characteristics could be the following:

- I feel comfortable with that person
- I can talk to that person about my feelings
- The person is reliable
- I feel safe with that person
- That person is interested in my life

Step 2

Reacting to good news

Circle of chairs, ca. 30 minutes

The seminar leader and the participants explore together the four communication styles to respond to positive messages (Gable et al., 2004).

Topic

Active listening describes a common strategy in therapeutic and educational contexts for talking to people about stressful experiences.

However, active communication is much less well known when the other person talks about good experiences (Gable et al., 2004).

When people respond with an energetic and supportive attitude to positive accounts of experiences, both partners can be enriched by the positive experience and their relationship can flourish and grow.

The seminar leader introduces the four communication styles through a role play and asks a participant to join. This person now pretends to have applied for a place in an inclusive university programme and to have received an acceptance letter.

The seminar leader answers four times in a row, introducing the four communication styles.

After each answer, the seminar leader and the participant pause the role play. The person can briefly describe how they felt with each reply.

Together, the whole group can talk about what they noticed in each of the different styles. How was the body language? What other characteristics did the participants notice?

The four different communication styles can be clarified and anchored with the help of the smileys (see figure 1).

The smileys for actively constructive and actively destructive responses have open mouths. This is to make clear that the person telling the positive news is encouraged to enter into a conversation to report in more detail (active constructive response) or to argue why this is good news for them (active destructive response).

The smileys with the closed mouths, on the other hand, show that the passive responses tend to make the person stop talking about the good news.







	active (energetic)	passive (indifferent)
constructive (supportive attitude)		
deconstructive (hostile attitude)		

Figure 1: Overview of the communication styles (Gable et al., 2004)



Active-constructive / energetic-supportive attitude

“That’s amazing! Tell me how you did that!”

Show interest

Ask questions/ Enquire

Focus on the positive

Naming your own positive feelings (I-messages)

Body language

Eye contact

Smile

Turning towards the other person



passive-constructive / indifferent-supportive attitude

„Good for you!“

Taking note

Little or no emotions

Approval

Body language

Monotone voice

Little eye contact

Showing little emotion

Addressing only few emotions



active-deconstructive / energetic-hostile attitude

“You’ll definitely have to learn a lot. Will you even be able to do it?”

Critical questioning

Addressing one’s own negative feelings

Assuming negative feelings from the partner

Focus on the negative

Body language

Turning away

Defensive movements

Frowning



Passive-deconstructive / indifferent-hostile attitude

“I went to the hairdresser today.”

Changing topic

Ignoring topic

Body language

Turning away

Indifference

No emotions

Implementation Notes

In the test group, special attention was paid to the difference between passive constructive and active deconstructive responses, as the difference between the two communication styles was hard to notice for some participants in the beginning.

Step 3

“I have experienced something great!”

Partner work, ca. 35 minutes

Participants practise the four different communication styles in pairs.

Topic

The participants come together in pairs.

One person starts and tells something positive from the last week.

Now the partner tries to actively respond to it in a constructive way.

Depending on the time available, the participants can also respond in terms of the other three communication styles to gain further experience with the different styles. This also helps the participants to realise how much more comfortable and relationship-building the active constructive response is.

Implementation Notes

In the test group, the participants enjoyed the role play very much. They decided to stay in the big group with rotating two participants doing the role play while the other ones were watching. After each communication style, the group spoke about what they noticed and how it felt.

Step 4

Reflecting together

Circle of chairs, ca. 10 minutes

In plenary, participants talk about their experiences from the previous exercise.

Topic

Back in the circle of chairs, the seminar leader asks how the participants felt about the topic and the exercises.

The following guiding questions can be used, as needed:

- What do you think about the four communication styles?



- In which communication style have you reacted to positive messages from other people so far?
- What feedback questions can you ask when someone tells you about a positive experience?
- ...

Implementation Notes

In the test group, the participants thought about how they can react to positive news. These are their examples:

- Do you feel like telling me more about this?
- That sounds so exciting!
- Have you already told other people about it?
- I am so happy for you!
- I'm really happy that you are sharing this with me.
- I am all ears!
- You can be so proud of myself.
- This is really touching.

The participants also thought about what might be the reason if a person does not respond active-constructively. These are their ideas:

- The person might be jealous.
- The person might feel blindsided by the message and wasn't prepared for it.
- The person might be angry about something that happened in their own life.
- The person might not be listening attentively.
- The person might be distracted.

Step 5

Linking back to the learning objectives - Conclusion

Circle of chairs, ca. 5 minutes

The seminar leader creates a connection to the learning objectives of the unit and bids farewell to the participants.

Topic

The seminar leader reads out the learning objectives once again. He or she briefly summarises the individual steps of the learning unit and thus creates a link between content and learning objectives. Afterwards, the seminar leader bids the participants farewell.

VI. LEARNING ACTIVITY

In a three-day learning activity, the learning material outlined in this document were tried and tested by participants of the target group. The participants took part in the teaching sessions asynchronously: while all participants were linked through a Zoom connection, they tested the material in their respective locations of Belgium, Spain and Germany.

Their experiences and feedback were retrieved through questionnaires and feedback rounds, and the material was improved in accordance to the input given.

The following pictures give impressions of the learning activity and the setup in the respective locations:



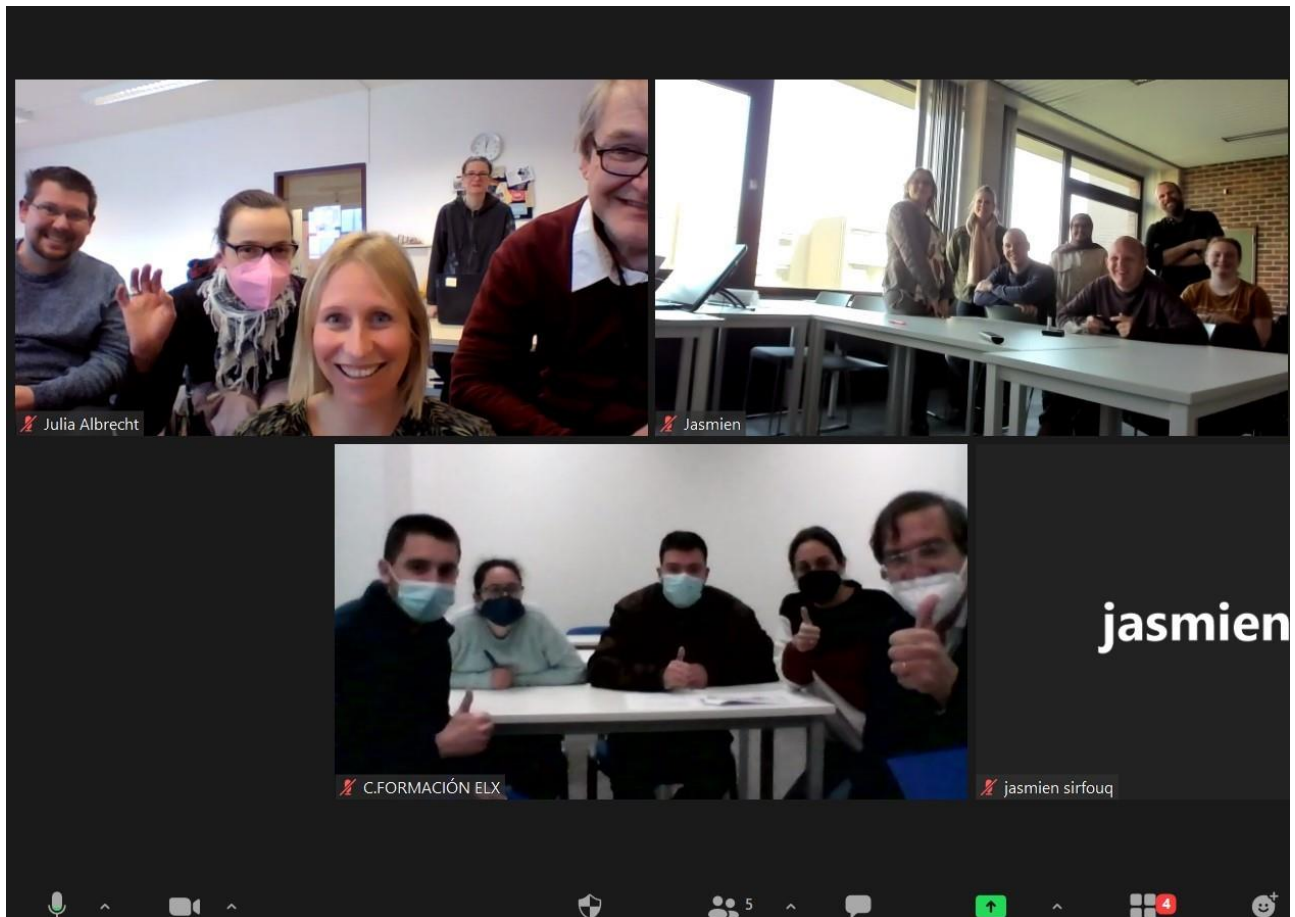














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