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STEPS

GUIDE BOOK

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VERSION & YEAR
Version 1.0 · 2025–2026
Integrated document — educational use

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Project Frame

This guide book is a product of the Erasmus project “Special Time for Each Pupil’s Skills”, STEPS, project number No. 2024-1-RO01-KA220-SCH-000253164.

The project has duration from 01.10. 2024 – 30.09.2026.

In this project we participate 4 special schools from Romania, Poland, Greece and Turkey and 1 NGO from Romania.

The coordinator is the Centrul Școlar pentru Educație Incluzivă ”Sf. Vasile” Craiova from Romania.

Participants are the:

1) Erdemli Özel Eğitim Uygulama Okulu (II. Kademe) from Turkey

2) Specjalny Ośrodek Szkolno Wychowawczy nr 4, from Poland

3) EEEEK Korinthou from Greece

5) NGO Sellification4Education Association from Romania.

The objectives of the project are:

O1. to promote the inclusion of 48 SMID students through identify, develop and improve their "key" skills and became active in their own environments:48 families, 4 schools, 4 local communities.

O2. to develop an innovative pedagogical material and resources for teachers and parents of SMID students in 5 languages (English, Romanian, Polish, Turkish and Greek) to optimize and personalize the learning activity through occupational therapy workshops

O3. to increase competences of 400 SEN teachers through a tailored methodology to make SEN students to discover their inner potential, abilities and personalized learning - alternative pathway from early stages.

O4. strengthened institutional capacity of 5 organizations by their direct involvement in the workshops for good practice, trainings, multiplier events and their access to all project outputs and experts. This will be a result of the networking and and partnership experience we will provide for the project period and after.

O5.to increase 5 communities awareness about SMID inclusion through disseminate the advanced knowledge and examples of good practice to communities, different service providers, policy makers, training centres.

This Guide book includes best practices of innovative examples of the two years of project implementation. More specifically, it includes 16 workshop ideas, 8 case studies, 16 product valorization activities and 16 examples of leisure activities. All the above are practiced and recorded from the schools of Romania, Poland Turkey and Greece.

Romanian school - Centrul Școlar pentru Educație Incluzivă ”Sf. Vasile” Craiova

Workshop: Photo Album Creation

Title (workshop):	**PRINTING WORKSHOP: PHOTO ALBUM CREATION**
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	Participants will learn how to create a personalized photo album, using basic techniques of digital design, photo selection, editing and graphic arrangement. The workshop will guide them step by step in the process of making a final product that reflects memories, identity and creativity. 1. **Use of photo printing and editing technology:** Students will learn to use simple graphic editing programs and digital image arrangement tools, as well as printers and specific materials (photo paper, self-adhesive sheets, etc.). 2. **Visual design skills:** Participants will acquire basic notions about composition, chromatic harmony, visual balance and aesthetics in the creation of an attractive finished product. **3. Planning and organizing:** Making an album involves logical planning of the content – choosing the theme, selecting and ordering photos, titles, captions and other narrative elements. 4. **Teamwork:** The workshops will encourage collaboration in groups, with students being encouraged to give each other feedback and cooperate to complete the group album or support colleagues in difficulty. **5. Development of personal creativity:** Each album will be unique, reflecting the aesthetic, emotional and cultural choices of each participant or group. 6. **Motor skills and attention to detail:** Activities such as cutting, gluing, aligning, and decorating the album involve precision, coordination, and attention to detail,

	contributing to the development of fine motor skills.
Skills and abilities:	1. **Digital and printing technical skills:** Students will learn to use simple photo editing programs and work with printing equipment, developing useful skills in the field of digital graphics and printing. 2. **Visual Planning and Content Organization: Through** the logical structuring of the album, students will develop their ability to organize ideas and visual materials in a coherent and aesthetic way. 3. **Visual communication and personal expression:** Participants will be encouraged to express emotions, ideas and stories through images and short texts, thus developing their skills of expression and alternative communication. 4. **Teamwork and collaboration:** Activities carried out in pairs or groups will stimulate cooperation, exchange of ideas and mutual support between peers, including between typical students and those with SEN. 5. **Creativity and artistic sensitivity:** Students will have the opportunity to experiment with their own styles, themes and designs, developing their aesthetic sense and creative thinking. 6. **Autonomy, self-confidence and initiative:** Creating a complete and personalized final product will give students a sense of success, as a result of which they will discover hobbies and improve their skills for pre-professionalization.
Target group:	Students between the ages of 12 and 20, who are at different stages of personal and educational development.
Duration and organization:	**Duration**: 1 – 2 hours **Space**: Room equipped with access to laptops/tablets, printer and other necessary materials; accessible, well-lit space with outlets available for electronic devices

	Organization: Setting tables collaboratively, in groups of 3–4 students, to encourage mutual support and exchange of ideas **Accessibility**: Accommodations for students with SEN (ergonomic furniture, individual assistance if necessary)
Venue:	Centrul Școlar pentru Educație Incluzivă "Sf. Vasile" Craiova
Resources needed:	**1. Materials for making the photo album:** Photo paper and cardstock (for covers and pages) Transparent films for protection Stickers, ribbons, themed decorations Glue, double-sided tape, stapler Adhesive corners for photos **2. Technical equipment:** Color printer (preferably with photo printing function) Laptops/tablets for selecting and editing photos USB sticks or memory cards for file transfer Camera (if photos are taken on the spot) Extension cords and multiple sockets **3. Workspace:** Sufficient tables and chairs for all participants Protected work surfaces (protective foils or paper) Well-ventilated and illuminated area **4. Support materials:** Visual guides for step-by-step album making Templates for the cover, titles or decorations Examples of photo albums that have already been completed 5. **Safety equipment:** Round-tipped scissors for younger students or those with SEN Protective gloves (if sensitive materials are used) **6. Resources for organization and evaluation:** Activity and reflection sheets Feedback forms Stationery: pencils, markers, labels, rulers

Methods:	1. **Practical demonstrations:** The facilitator will show step by step how to select, edit and print the photos, as well as techniques for assembling the album. 2. **Collaborative learning:** Participants will work in pairs or small groups to create their album pages, sharing ideas and creative solutions. 3. **One-on-one guidance:** Personalized support for participants who need help operating equipment or making the décor. 4. **Interactive activities:** Organize creative challenges, such as making a theme page or decorating a custom style cover. 5. **Constructive feedback:** At the end, each participant will present the page or album made, receiving positive comments and suggestions from the group. 6. **Reflection:** Discussion session to share impressions about the experience, what they have learned and what they want to explore further in the field of photography and design.
Activities carried out:	The photo album creation workshop was an exciting activity that brought together students with various needs and abilities, aiming to develop creative and technical skills in the field of photography and design. 1. **Introductory session:** The workshop started with a presentation in which the participants became familiar with the objectives and stages of making a photo album, as well as the necessary equipment and materials. This activity facilitated the creation of an open atmosphere and stimulated the curiosity of the participants. 2. **Photo selection and editing:** The students were guided in choosing representative photos for the theme of the album, as well as in using simple digital editing programs. Through this activity, the participants developed essential technical skills for image processing.

	3. **Creating the album pages:** In mixed teams, the students collaborated to arrange the photos and decorate the pages with creative elements, using scrapbooking techniques and various materials. It stimulated creative thinking, team spirit and practical skills. 4. **Customization of the covers:** Each participant had the opportunity to decorate the album cover according to their preferences, thus expressing their style and personality. This activity helped to increase self-confidence and discover a new hobby. 5. **Presentation of the albums:** At the end, each group presented the album made, explaining the choice of theme and decorative elements. This stage developed communication skills and strengthened the feeling of pride in the work done. 6. **Reflection and feedback:** The participants discussed their experience, what they learned and how they can use their new skills in the future. The positive feedback showed that the workshop was a valuable opportunity to discover a passion for photography and design, as well as to develop pre-professional skills.
Impact and results:	The photo album creation workshop had an important impact on the participants, both personally and professionally. The results obtained highlight the value of this activity in the development of students' skills: 1. **Development of digital and technical skills:** Participants learned to use photo editing programs and design techniques to make an album, thus improving their digital skills useful in various professional fields. 2. **Stimulating creativity and personal expression:** The students were able to express their personality and emotions by choosing the theme and designing the pages of the album, which contributed to the development of creative and innovative thinking. 3. **Improved collaboration and communication:** Group activities promoted

	teamwork and the exchange of ideas between participants, facilitating the development of social and intercultural competences essential for professional and personal life. 4. **Increased self-confidence:** By completing and presenting the albums, the students strengthened their confidence in their own abilities and learned public communication skills, important elements for pre-professionalization. 5. **Positive feedback and motivation for continuous learning:** The reflection discussions showed increased enthusiasm for this activity, with many students expressing a desire to continue exploring the field of photography and design, thus opening up opportunities for personal and professional development. In conclusion, the photo album creation workshop was a success, having a positive impact on the development of the technical, creative and social skills of the participants, preparing them for the next steps in their careers and personal lives.
Feedback and evaluation:	The measurement of learning during the photo album creation workshop was carried out through a series of different methods, designed to evaluate the progress and experience of the participants. These included: 1. **Quizzes:** At the end of the workshop, quizzes were organized to check the understanding of photo editing and organization techniques. They helped to consolidate the information acquired and identify any uncertainties. 2. **Practical projects:** The actual realization of the photo album was the central element of evaluation. The teachers followed the work process and provided constructive feedback on creativity, the organization of materials and the use of digital techniques. 3. **Q&A sessions:** During the workshop, interactive Q&A sessions were organized, facilitating the clarification of concepts and

	supporting the active involvement of participants. 4. **Presentation of the albums: At** the end, each participant or group presented the album created, explaining the theme and the artistic process. This activity was a good opportunity to assess communication skills and self-confidence. 5. **Grading in observation sheets:** The team of organizers used worksheets to note the degree of involvement, collaboration and application of techniques, with special attention to students with special educational needs (SEN), to ensure an adapted and inclusive learning environment. 6. **Individual and group reflection:** At the end, participants were invited to express their impressions and discuss what they have learned and what they would like to explore further, thus supporting self-assessment and awareness of progress. 7. **Feedback from teachers:** Teachers provided detailed assessments on the development of technical and creative skills, as well as the level of collaboration and involvement of the students. Through these various methods, the organizers were able to evaluate the participants' learning in a complex and objective way, ensuring that the workshop was a valuable, motivating experience adapted to everyone's needs.
Conclusions and follow-up:	The photo album creation workshop was a valuable experience, highlighting the importance of creative collaboration, the diversity of digital techniques and the personal expression of the young participants. The main ideas discussed include:• The importance of visual organization and storytelling through images.• The diversity of techniques for editing and arranging photos in the album.• The positive impact of collaboration in mixed groups on the development of digital and communication skills. **Next steps:** Participants are encouraged to continue exploring the art of photo albums by:• Participating in

	mentoring sessions organised by the teachers involved.• Forming support groups to share experiences and creative techniques.• Accessing additional materials that will be distributed through established communication platforms. This continuation of learning will strengthen the skills acquired and promote an active community of digital creation and visual storytelling enthusiasts.
Final questions and discussions	

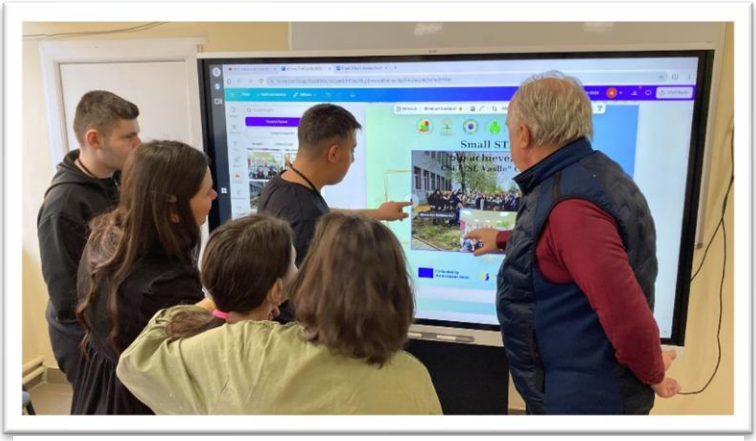


Photo 1: Students of the Romanian team practice their photo printing and editing skills

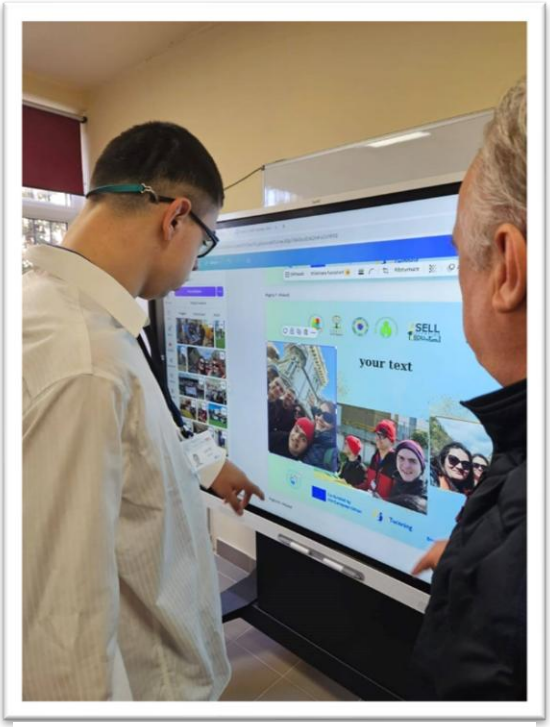


Photo 2: Student from the Polish team practices his photo printing and editing skills

Workshop: Jewelry Making

Title (workshop):	**JEWELRY MAKING**
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	1. **Jewelry making techniques**: Students will learn different methods of creating jewelry, such as braiding, welding, using beads, and other materials. 2. **Creativity and design**: Students will have the opportunity to express their creativity by designing their own jewelry. 3. **Teamwork**: Collaborating with colleagues to develop ideas and complete joint projects. **4. Improving fine motor skills**: Working with various tools and materials will help develop hand-eye coordination and dexterity.
Skills and abilities:	**1. Technical skills:** The use of specific tools and materials for making jewelry, which will allow them to develop useful practical skills. 2. **Critical thinking and problem-solving:** Students will learn to address challenges that arise in the creative process, improving their ability to find effective solutions. **3. Communication:** Improving communication skills by presenting ideas and work, which will facilitate their social interaction. **4. Creativity and design:** Students will have the opportunity to express their creativity, contributing to the development of innovative thinking. **5. Autonomy and self-confidence:** By completing projects, students will build confidence in their abilities, which will allow them to discover hobbies and improve skills for pre-professionalization.
Target group:	Students between the ages of 12 and 20, who are at different stages of personal and educational development.
Duration and organization:	1 -2 hours

Project Number: 2024-1-RO01-KA220-SCH-000253164

	Accessible, well-lit space Setting up banks collaboratively
Venue:	Centrul Școlar pentru Educație Incluzivă "Sf. Vasile" Craiova
Resources needed:	1. **Jewelry materials:** ○ Beads (made of different materials: glass, wood, plastic) ○ Wires and cords (to bind beads) ○ Clips and clasps (for bracelets and necklaces) ○ Pendants and decorative accessories 2. **Tools:** ○ Pliers (cutting, bending) ○ Scissors ○ Sewing needles (if necessary) 3. **Workspace:** ○ Sufficient tables and chairs for all participants ○ Work surface (table protector such as paper or protective materials) 4. **Support materials:** ○ Written or visual instructions on how to create jewelry ○ Examples of Previously Made Jewelry for Inspiration 5. **Safety equipment:** ○ Protective eyewear (if applicable) ○ Gloves (if materials that can cause irritation are used) 6. **Organizing resources:** ○ Scorecards or feedback for participants ○ Stationery for notes
Methods:	1. **Hands-on demonstrations:** Start by demonstrating the basic steps for creating jewelry. This helps participants understand

	the process and feel more confident in their abilities. 2. **Collaborative learning:** Encourage students to work in pairs or small groups. This not only promotes collaboration, but also gives them the opportunity to learn from each other. 3. **One-on-one tutoring:** Provides personalized support to students, especially those who may need additional assistance. This can help build trust and ensure a positive experience. 4. **Interactive activities:** Create an active learning atmosphere through games or challenges related to jewelry design. For example, you can organize a friendly competition for the most creative piece of jewelry. 5. **Constructive feedback: At** the end of the workshop, encourage participants to share their creations and give positive feedback to each other. This can strengthen a sense of community and encouragement. 6. **Reflection:** Provide time at the end of the session for students to reflect on their experience. Ask them what they liked, what they learned, and what they would like to explore further.
Activities carried out:	The jewellery workshop was an exciting event organised within the framework of the STEPS project, which brought together students and teachers from the partner countries. The aim of this workshop was to promote international collaboration, share knowledge and encourage creativity among the young participants. 1. **Opening of the workshop:** The workshop started with a welcome session, in which each group of students and teachers introduced themselves. This activity created a friendly atmosphere and stimulated interaction between participants, facilitating the formation of bonds between different cultures.

	2. **Presentation of jewelry techniques:** Teachers from each partner country had the opportunity to share specific jewelry making techniques, each bringing a unique touch through the style and materials used. This diversity enriched the participants' experience and gave them new perspectives on the art of jewelry. 3. **Practical workshops:** The students were divided into mixed groups, made up of participants from different countries, to create jewelry using the techniques presented. This collaboration encouraged the exchange of ideas and generated creative solutions, with students learning from each other and developing teamwork skills. 4. **Create your jewelry:** Each group was tasked with creating a symbolic piece of jewelry that represents the values and culture of their country. This activity stimulated creativity and had a positive impact on intercultural understanding, with students having the opportunity to discuss the meaning of their choices. 5. **Final exhibition:** The workshop ended with an exhibition where each group presented the jewelry created. Participants had the opportunity to explain the inspiration behind their creations, promoting communication skills and self-confidence. 6. **Reflection and feedback:** At the end, students and teachers discussed the experience of the workshop, emphasizing the importance of international collaboration and mutual learning. The feedback was positive, with many students expressing a desire to continue collaborating and exploring the art of jewelry.
Impact and results:	The jewellery workshop organised within the STEPS project had a significant impact on the participants, both personally and professionally. Here are some of the key results:

	1. **Improved intercultural skills:** Participating in the workshop allowed students to interact with peers from other cultures, which led to a better understanding and appreciation of cultural diversity. The students learned to communicate and collaborate effectively, developing essential skills for their future. 2. **Development of creative and technical skills:** By learning jewelry techniques from teachers from different countries, participants acquired new artistic skills. The workshop stimulated creativity, and the students had the opportunity to experiment with various materials and styles, thus enriching their portfolio of skills. 3. **International collaboration:** The group activities promoted collaboration between participants from different countries, facilitating the exchange of ideas and innovative solutions. This experience strengthened the links between the partner schools and paved the way for future joint projects. 4. **Boosting self-confidence:** The final exhibition gave students the opportunity to showcase their creations and discuss the inspiration behind them. This has helped to increase self-confidence and develop public communication skills. 5. **Positive feedback and desire to continue:** The reflection discussions at the end of the workshop highlighted the positive impact of the experience on the participants. Many students expressed a desire to continue collaborating and further exploring the art of jewelry, suggesting an increased interest in continuous learning and international collaboration. In conclusion, the jewelry workshop was a success, having a profound impact on the personal and professional development of the participants, while strengthening intercultural ties and international collaboration.

Feedback and evaluation:	The measurement of learning in the jewellery workshop was carried out through a variety of methods, each with its own role in assessing the progress and experience of the participants. Here are some of the methods used: 1. **Quizzes:** At the end of the workshop, quizzes were organized to assess the level of understanding of the techniques presented. They helped to identify the knowledge acquired by the participants and to consolidate the information learned. 2. **Practical projects:** The creation of jewelry was an essential component of the workshop, and the evaluation of these projects was carried out through direct observation. Teachers and colleagues provided constructive feedback on the creative process, the techniques used and the final results. 3. **Q&A sessions:** Q&A sessions were held periodically throughout the workshop, giving participants the opportunity to clarify concepts and techniques. These sessions were useful to assess the level of engagement and interest of the students, as well as to encourage discussion and exchange of ideas. 4. **Final exhibition:** At the end of the workshop, an exhibition was held in which each group presented the jewelry created. This exhibition served not only as an opportunity to show the work done, but also as an evaluation tool. Participants explained the inspiration behind their creations, and the feedback received from peers and teachers contributed to a deeper assessment of the creative process. The exhibition was organized by country, with each group having the opportunity to

	present their jewelry and discuss the values and culture they represent. 5. **Marking in the observation sheet by the team of observers:** A team of observers assessed the necessary skills that students with special educational needs (SEN) needed to possess in order to participate effectively in the workshop. This grading included observations on participation, interaction with peers and the ability to apply the techniques learned. This assessment was essential to ensure a learning environment that was inclusive and tailored to the needs of each participant. 6. **Individual and group reflection:** At the end of the workshop, participants were encouraged to express their thoughts and impressions about their experience. This reflection was essential to assess the impact of the workshop on their personal and professional development. 7. **Feedback from teachers:** Teachers from each partner country provided assessments on students' participation and involvement, as well as on the technical and creative skills demonstrated during the workshop. Through these evaluation methods, the organizers were able to get a clear picture of the participants' learning and experience, ensuring that the workshop was not only informative, but also inspirational and beneficial for everyone involved.
Conclusions and follow-up:	**The jewelry workshop was a valuable experience,** highlighting the importance of international collaboration, the diversity of jewelry making techniques and the creativity of the young participants. The main ideas discussed include: • The importance of cultural interaction and the exchange of ideas. • The diversity of techniques and materials used in the creation of jewelry.

	• The positive impact of collaboration in mixed groups on the development of team skills. Steps: Participants are encouraged to continue exploring the art of jewelry by: • Participation in mentoring sessions organized by the teachers involved. • Forming support groups to share experiences and techniques. • Accessing additional materials that will be distributed through established communication platforms. This continuation of learning will strengthen the skills acquired and promote an international network of jewellery enthusiasts.
Final questions and discussions	



Photo 3: Students demonstrating their bracelets

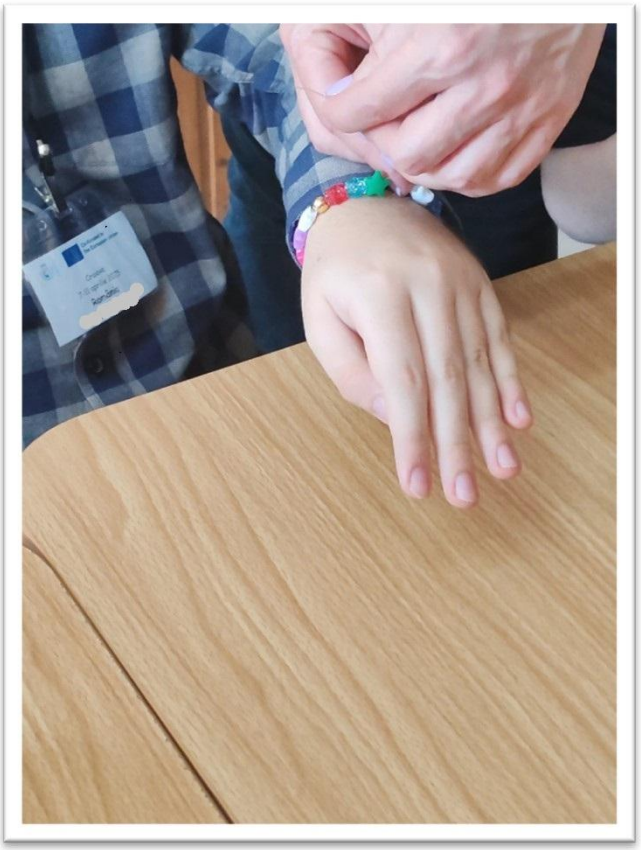


Photo 4: Demonstrating binding techniques to students

Workshop: Floral Arrangements

Title (workshop):	**Floral Arrangements**
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	Participants will learn to create floral arrangements using natural flowers and various materials, developing their aesthetic sense, creativity and practical skills. 1. **Flower Arrangement Techniques:** Students will learn methods of combining flowers and plants to create harmonious arrangements. 2. **Creativity and design:** Students will express their creativity by choosing the right colors, shapes, and textures. 3. **Teamwork:** Collaborating in groups to make arrangements will encourage communication and cooperation. 4. **Improving fine motor skills:** Gentle handling of flowers and tools will develop hand-eye coordination and dexterity**.** 5. **Critical thinking and problem-solving:** Students will learn to identify and solve challenges encountered in the creative process. 6. **Autonomy and self-confidence:** Successfully completing arrangements will strengthen confidence in one's own abilities.
Skills and abilities:	**Following participation in the workshop, students will discover new hobbies and improve their skills for pre-professionalization, such as:** 1. **Technical skills:** Using specific tools and materials to make floral arrangements. 2. **Critical thinking and problem-solving:** Tackling creative challenges effectively. 3. **Communication:** Improving the skills of expressing and presenting ideas. 4. **Creativity and design:** Developing innovative and aesthetic thinking. 5. **Autonomy and self-confidence:** Building confidence through personal achievements.

Target group:	Students with SEN, aged between 12 and 20 years, who are at different stages of personal and educational development.
Duration and organization:	**Duration:** 1–2 hours **Space:** Accessible, well-lit, with tables arranged for collaborative work
Venue:	Centrul Școlar pentru Educație Incluzivă "Sf. Vasile" Craiova
Resources needed:	1. **Floral material:** ○ Natural flowers (various species) ○ Decorative greenery ○ Floral wire, floral strip ○ Floral foam (oasis) ○ Dishes, baskets, supports 2. **Tools:** ○ Scissors ○ glue, glue gun (optional) ○ Protective gloves 3. **Support materials:** ○ Visual Instructions ○ Example of arrangements 4. **Safety equipment:** ○ Gloves ○ Protective aprons 5. **Organizing resources:** ○ Evaluation sheets ○ Stationery for notes
Methods:	1. **Practical demonstrations**: The workshop began with the presentation of the essential steps for making a floral arrangement. The teachers demonstrated basic techniques on cutting flowers, combining natural elements and balancing the composition, making it easier for all participants to understand the process. 2. **Collaborative learning**: Students worked in mixed international teams, encouraged to collaborate, share ideas and contribute together to the making of arrangements. This method stimulated intercultural communication and mutual support.

	3. **Individual guidance**: The trainers provided personalized assistance to students, especially those with special educational needs (SEN), adapting the explanations and the level of difficulty to the needs of each participant. 4. **Interactive activities**: The workshop included playful and creative elements, such as thematic challenges (e.g. "the arrangement that expresses spring") and a small friendly contest for the most harmonious bouquet, which maintained a high degree of involvement and motivation. 5. **Constructive feedback**: During the activity, the students were encouraged to present their creations to their classmates, offering and receiving suggestions in a positive and supportive setting. This approach has strengthened self-confidence and a sense of belonging. **6. Reflection**: At the end of the workshop, the participants had the opportunity to reflect on the creative process, to express what they learned and how they felt. The reflection was facilitated by open-ended questions and a moment of sharing in the group circle.
Activities carried out:	**The natural flower arrangements workshop** was a creative and inspirational experience carried out within the STEPS project, bringing together students and teachers from partner countries. The purpose of this workshop was to promote international collaboration, share floral art techniques and stimulate students' creative expression by working with natural flowers. 1. **Opening of the workshop:** The workshop started with a welcome session, in which each group of students and teachers introduced themselves. The activity created a warm, friendly atmosphere and encouraged interaction between

participants, facilitating intercultural communication and encouraging students to collaborate openly.

2. **Presentation of floral arrangement techniques:**
   Each partner country made a unique contribution by presenting specific techniques for making floral arrangements, with various examples of styles, structures and color combinations. The teachers explained how natural elements are integrated into artistic creations with aesthetic and symbolic significance.

3. **Practical workshops:**
   The students were divided into mixed international groups, being encouraged to collaborate to create floral arrangements using the materials provided and the techniques presented above. Teamwork allowed the exchange of ideas, the development of a spirit of initiative and learning through observation and cooperation.

4. **Create your floral arrangement:**
   Each group had the task of making a symbolic floral arrangement, inspired by the cultural values and traditions of their country. This activity encouraged the expression of cultural and aesthetic identity, and the students had the opportunity to discuss the symbolism of the chosen elements and the meaning of the arrangement made.

5. **Final exhibition:**
   The workshop ended with an exhibition in which each group presented the floral creation made. Participants explained their aesthetic choices and sources of inspiration,

	giving the audience an overview of how flowers can tell stories and convey emotions. The event was an occasion of pride for all participants. 6. **Reflection and feedback:** At the end, the students and teachers participated in a reflection session, discussing what they learned, what they liked and what they would like to experience in the future. The feedback was extremely positive, with many students expressing enthusiasm for the hands-on activities and a desire to further explore floral art as a form of personal and creative expression.
Impact and results:	**The workshop on natural floral arrangements**, organized within the *STEPS* project, had a significant impact on the participants, contributing to their personal, artistic and social development. Here are some of the key results: 1. **Improvement of intercultural skills:** Participation in the workshop gave students the opportunity to collaborate with colleagues from other countries, discovering traditions and floral symbols specific to various European cultures. This interaction has contributed to a better understanding of cultural diversity and to the development of tolerance, empathy and openness towards others. 2. **Development of creative and technical skills:** The students learned floral arrangement techniques presented by teachers from each partner country, using natural flowers, decorative materials and specific tools. The activity stimulated imagination and creativity, and the creation of concrete aesthetic products contributed to the

	development of fine motor skills and coordination. 3. **International collaboration:** Working in mixed international teams favored the exchange of ideas, styles and creative solutions in the process of making floral arrangements. This cooperation strengthened partnerships between schools and provided students with valuable teamwork experience at European level. 4. **Boosting self-confidence:** The final exhibition of floral arrangements was a proud moment for the students, who presented their creations in front of their classmates and teachers. This activity increased confidence in one's own abilities, encouraged self-expression and improved communication skills. 5. **Positive feedback and desire to continue:** The reflection sessions at the end of the workshop showed great enthusiasm from the participants. The students expressed the desire to participate in other similar activities, being motivated to continue exploring floral art and to apply the skills acquired in future contexts. **In conclusion**, the natural flower arrangements workshop was a valuable non-formal learning experience, having a positive impact on the creative, social and intercultural development of the students and strengthening the cooperation between the educational institutions involved in the *STEPS project*.
Feedback and evaluation:	**The measurement of learning in the natural flower arrangements workshop** was carried out through a series of methods designed to assess both the acquired skills and the involvement and personal

	progress of the students. Here are some of the methods used: 1. **Quizzes:** At the end of the workshop, the students completed a short quiz that assessed their understanding of the basics related to floral arrangement techniques, flower symbolism and the materials used. These quizzes helped to consolidate theoretical knowledge and identify issues that needed clarification. 2. **Practical projects:** The main activity of the workshop – the creation of floral arrangements – was an authentic form of practical evaluation. The students were observed throughout the work process, and the final results were analyzed from an aesthetic, technical and creative point of view. 3. **Q&A sessions:** During the workshop, interactive Q&A sessions were organized, in which students had the opportunity to clarify the work steps, express their curiosities and learn from the explanations provided by trainers and colleagues. These sessions stimulated critical thinking and provided clues about the degree of active involvement. 4. **Final exhibition:** Each group presented the floral creations in an exhibition organized by country. Students described the inspiration and technique behind each arrangement, providing valuable context for evaluation. The audience of colleagues, teachers and visitors provided feedback, and the appreciation received increased the motivation and self-confidence of the participants.

	5. **Marking in the observation sheet by the team of observers:** A team of teachers and specialists used observation sheets to evaluate the progress of the students, with a focus on participation, collaboration, communication and application of the techniques learned. For students with special educational needs (SEN), assessment has been tailored to individual needs, ensuring an inclusive setting. 6. **Individual and group reflection:** At the end of the workshop, the students were invited to participate in a reflection session, in which they expressed their impressions, emotions and lessons learned. These moments of introspection provided valuable insights into the impact of the work on their personal development. 7. **Feedback from teachers:** Teachers in each partner country provided assessments on student engagement, progress, group behaviour and creative development. This feedback was essential for further improvement of the workshop methodology and for supporting the student-centered educational process. **Through this combination of assessment methods**, the workshop managed to highlight both the cognitive and technical aspects, as well as the social and affective dimensions of the learning process, ensuring a complete, personalized and motivating experience for each participant.
Conclusions and follow-up:	**The natural flower arrangement workshop was a special educational and creative experience,** which combined practical learning with personal and intercultural development. The activity highlighted

	the importance of international collaboration and artistic expression in the training of young people. The main ideas discussed and key takeaways include: • Connecting with nature and understanding the symbolism of flowers in various European cultures. • Practicing creativity through the use of natural materials in an artistic context. • Developing teamwork skills, by collaborating in international mixed groups. • Increasing self-esteem and motivation through the public presentation of creations. Next steps:Participants are encouraged to continue their training and build on the skills acquired by: • Participation in mentoring sessions held by the coordinating teachers, who will guide the deepening of floral techniques. • The creation of thematic clubs at the level of each school, where students can organize periodic workshops and involve other interested colleagues. • Distribution of videos and step-by-step guides with international floral techniques, which will be made available through the official channels of the project. • Keeping in touch within an online community, where participants can share new creations, ideas and useful resources. Through these follow-up activities, the workshop will continue to have a lasting impact on young people, supporting both their artistic development

	and the strengthening of an international collaboration network.
Final questions and discussions	



Photo 5: Floral arrangements made by students



Photo 6: Floral arrangements demonstration by all the students

Title (workshop):	**LEARNING WORKSHOP – FOLK DANCE**
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	Participants will learn the steps, rhythms and specifics of traditional folk dance, as well as its importance in preserving cultural heritage. 1. **Folk dance techniques:** Students will learn the specific movements, steps and choreographies characteristic of different folk dances. 2. **Rhythm and coordination:** Development of rhythmic sense and body coordination through dance-specific exercises. 3. **Teamwork:** Participating in bands and group dances to promote collaboration and synchronization with other dancers. 4. **Improved physical condition:** Through continuous movement, students will develop their endurance and mobility. 5. **Cultural knowledge:** Participants will understand the role of folk dance in local history and traditions, developing respect for heritage. 6. **Autonomy and self-confidence:** By learning and presenting dances, students will increase their self-esteem and ability to express themselves.
Skills and abilities:	Following the participation in the folk dance workshop, students will discover a new hobby and improve their skills for pre-professionalization, such as: 1. **Technical skills:** Mastery of steps, rhythms and movements specific to traditional folk dance. 2. **Critical thinking and problem-solving:** Adapting to choreographies and synchronizing with the group, solving challenges related to coordination and rhythm. 3. **Communication:** Expression through body language and effective team collaboration.

	4. **Creativity and expressiveness:** Developing the ability to interpret and express art in dance. 5. **Autonomy and self-confidence:** Increasing self-esteem through participation in performances and personal progress in dance.
Target group:	Students with SEN, aged between 12 and 20 years, who are at different stages of personal and educational development.
Duration and organization:	**Duration: 1–2 hours** **Space:** Accessible, well-lit, with enough free space for movement and dancing **Organization:** Participants will sit in a semicircle or rows so that they can easily see and follow the instructor and facilitate working in groups for practical exercises and repetitions
Venue:	Centrul Școlar pentru Educație Incluzivă "Sf. Vasile" Craiova
Resources needed:	1. **Traditional materials:** ○ Folk costumes specific to the area (ie, shirt, opinci, belt, etc.) ○ Scarves, fairy tales or other traditional dance accessories ○ Traditional musical instruments (if available) or sound system for playing popular music 2. **Workspace:** ○ A spacious hall with a floor suitable for dancing (parquet flooring or smooth flooring) ○ Mirrors (if possible), for correcting posture and steps 3. **Support materials:** ○ Visual or video instructions with folk dance steps ○ Examples of traditional dances for inspiration 4. **Safety equipment:** ○ Comfortable and suitable shoes for dancing ○ Non-slip socks (if necessary) 5. **Organizing resources:**

	○ Progress Scorecards ○ Stationery for notes and observations
Methods:	**Practical demonstrations:** The workshop began with the presentation and demonstration of the essential steps and movements of folk dance. The coordinating teachers showed correct techniques of body positioning, synchronization and rhythm, facilitating the correct understanding and reproduction of the dance. **Collaborative learning:** The students danced in pairs and groups, being encouraged to collaborate and support each other's rhythm and steps. This method stimulated nonverbal communication and team spirit. **Individual guidance:** Teachers provided personalized assistance, adapting explanations and corrections to the level of each participant, especially for students with special educational needs (SEN). **Interactive activities:** The workshop included rhythmic games and themed exercises, such as dancing to traditional songs from different regions, to maintain the motivation and active involvement of the participants. **Constructive feedback:** Throughout the workshop, students received positive feedback and suggestions from instructors and peers, which increased confidence in their own abilities and desire to continue learning. **Reflection:** At the end, the participants discussed the dance experience, what they learned and how they felt, facilitating a group conclusion that reinforced the sense of belonging and appreciation for the tradition.
Activities carried out:	The folk dance workshop was a vibrant and cultural experience, carried out within the STEPS project, bringing together students and teachers from the

	partner countries. The purpose of this workshop was to promote international collaboration, share choreographic traditions and stimulate the participants' expression through movement. 1. **Opening of the workshop:** The workshop started with a welcome session, in which each group of students and teachers introduced themselves. This activity created a warm and friendly atmosphere, encouraging intercultural exchange and openness to collaboration. 2. **Presentation of folk dances:** Each partner country made a specific contribution by presenting traditional dances, explaining their origins, meanings and characteristic steps. The instructors illustrated the differences and similarities between popular styles, emphasizing the cultural values transmitted through dance. 3. **Practical workshops:** The students were divided into international mixed groups, participating in practical sessions in which they practiced the steps and choreographies presented. Teamwork encouraged collaboration, mutual support and the development of motor and rhythmic skills. 4. **Choreography of a common dance**: The groups had the task of creating and presenting a choreography inspired by the elements learned, combining styles and movements to reflect the cultural diversity of the participants. This activity stimulated creativity and team spirit. 5. **Final show:** The workshop ended with a show in which each group presented the dances and choreographies performed. Participants

	had the opportunity to share the emotions and stories behind the dances, and the event was a moment of celebration of cultural heritage and intercultural learning. 6. **Reflection and feedback:** Finally, the students and teachers participated in a reflection session, discussing the experience of folk dance, what they learned and how they felt. The feedback was positive, with many expressing a desire to continue exploring dance as a form of expression and cultural connection.
Impact and results:	The folk dance workshop, organized within the STEPS project, had a strong impact on the participants, contributing to their cultural, social and personal development. Here are some of the key results: 1. Improvement of intercultural skills: Participation in the workshop gave students the opportunity to collaborate with colleagues from various countries, discovering authentic folk dances and traditions from several European cultures. This interaction facilitated the understanding of cultural diversity and developed tolerance, empathy and mutual respect. 2. Development of motor and rhythmic skills: The students learned steps and choreographies specific to folk dances, practicing coordination, rhythm and body expressiveness. The practice of dance has contributed to increasing physical skill, balance and the ability to work in sync with others. 3. International collaboration: Working in mixed teams fostered the exchange of ideas, styles and choreographic elements, strengthening partnerships between schools and providing a valuable

	experience of intercultural cooperation and teamwork. 4. Boosting self-confidence: The final show, in which the students presented their dances in front of their classmates and teachers, was a moment of personal and collective pride. This activity increased participants' confidence in their own abilities and encouraged free and creative expression. 5. Positive feedback and desire to continue: The reflection sessions and discussions at the end showed enthusiasm and increased interest from the students, who expressed their desire to continue practicing folk dances and further explore cultural traditions. In conclusion, the folk dance workshop was a valuable educational and cultural experience, having a positive impact on the intercultural, motor and social development of the students, and strengthened the collaborative links between the institutions participating in the STEPS project.
Feedback and evaluation:	The measurement of learning in the folk dance workshop was carried out through a series of methods designed to assess the acquired skills, involvement and personal progress of the students. Here are some of the methods used: 1. **Quizzes:** At the end of the workshop, the students completed a short quiz that evaluated the theoretical knowledge related to the origins, meanings and basic steps of the folk dances studied. These quizzes helped to consolidate information and identify issues that needed clarification. 2. **Practical projects:** The main form of evaluation was represented by the practical demonstrations, in which the students presented the choreographies learned.

	The trainers observed the execution of the steps, the synchronization in the group and the body expressiveness, analyzing both technical precision and artistic involvement. 3. **Q&A sessions:** During the workshop, interactive Q&A sessions were organized, in which students clarified dance steps, discussed cultural traditions and shared impressions. These moments stimulated critical thinking and encouraged open communication. 4. **Final performance:** The students presented the folk dances in front of their classmates and teachers, and the performances were evaluated based on expressiveness, technical correctness and team collaboration. The feedback received from the public helped to increase motivation and self-confidence. 5. **Marking in the observation sheet:** A team of teachers and specialists used observation sheets to assess individual and group progress, with an emphasis on active participation, rhythm respect, nonverbal communication and collaboration. For pupils with special educational needs (SEN), assessment has been adapted to support inclusion. 6. **Individual and group reflection:** At the end, the students participated in a reflection session, expressing what they learned, how they felt and what they liked the most. This introspection provided important insights into the impact of the workshop on their personal and cultural development.

	7. **Feedback from teachers:** Teachers provided assessments on students' involvement, progress and attitude during the workshop, helping to optimise teaching methods and adapt future activities. Through this combination of methods, the folk dance workshop ensured a complex assessment, integrating the technical, cultural, social and emotional aspects of the learning process, for a complete and motivating experience.
Conclusions and follow-up:	**The natural flower arrangement workshop was a special educational and creative experience,** which combined practical learning with personal and intercultural development. The activity highlighted the importance of international collaboration and artistic expression in the training of young people. The main ideas discussed and key takeaways include: • Connecting with nature and understanding the symbolism of flowers in various European cultures. • Practicing creativity through the use of natural materials in an artistic context. • Developing teamwork skills, by collaborating in international mixed groups. • Increasing self-esteem and motivation through the public presentation of creations. Next steps:Participants are encouraged to continue their training and build on the skills acquired by: • Participation in mentoring sessions held by the coordinating teachers, who will guide the deepening of floral techniques.

	• The creation of thematic clubs at the level of each school, where students can organize periodic workshops and involve other interested colleagues. • Distribution of videos and step-by-step guides with international floral techniques, which will be made available through the official channels of the project. • Keeping in touch within an online community, where participants can share new creations, ideas and useful resources. Through these follow-up activities, the workshop will continue to have a lasting impact on young people, supporting both their artistic development and the strengthening of an international collaboration network.
Final questions and discussions	



Photo 7: Students practicing their dance skills and techniques



Photo 8: Highlights from the folk-dance workshop

Polish School - Specjalny Ośrodek Szkolno Wychowawczy nr 4 Krakow

Workshop: Stained Glass

Title (workshop):	**Colorful Windows – Stained Glass**
Purpose and objectives • *What will participants learn?*	This workshop aims to introduce participants to the artistic technique of creating stained-glass-like art, transparent paints and black liner. The goal is to improve hand-eye coordination and provide an opportunity for artistic expression.Basic composition and design principles - How to trace a design using black outliner - Application of transparent paints within defined spaces - Theme selection and interpretation - Careful and patient brushwork
• *What are the competences and skills targeted?*	- Fine motor precision - Color recognition and matching - Creative thinking and visual planning - Concentration and perseverance
Skills and abilities:	After the workshop, students discovered their love for visual arts and improved their ability to follow sequential

	steps, essential for pre-professional paths involving arts and design.
Target group:	Students aged 14–19 with moderate to significant intellectual disabilities, some with sensory sensitivities or difficulties with structured tasks.
Duration and organization:	2 hours individual or pair work under teacher supervision.
Venue:	Classroom with large tables and good natural light.
Resources needed:	Plexiglass sheets, black liner paint, transparent window paints, brushes, printed templates, aprons, wet wipes.
Methods:	- Visual modeling - Guided step-by-step instruction - Structured task breakdown - Encouragement and positive reinforcement
Activities carried out:	Participants chose a simple template, traced it with black liner, and filled in the shapes with transparent colors. After drying, their plexiglass artworks were displayed in classroom windows. The process was paced to match each student's ability.
Impact and results:	Students reported pride in their artwork and enjoyment of the colors. Teachers observed increased patience and task engagement. Some students chose to repeat the activity independently.
Feedback and evaluation	Work was evaluated through observation, completed products, and student reflection through a smiley chart and discussion. Teachers noted improved task focus.
Conclusions and follow-up:	Students developed greater confidence and artistic curiosity. The activity is ideal for repetition with varied templates. Future workshops may explore seasonal themes or collaborative murals.
Final questions and discussions	Students discussed their favorite colors and shared ideas for next designs.



Photo 9: Students practicing their stained-glass technique skills



Photo 10: Student practicing fine motor skills

Title (workshop):	**Through My Eyes – Photography and Visual Expression**
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	To introduce students to basic photography as a means of expression, observation, and communication. The workshop enhances creativity, focus, and digital literacy. - How to use a digital camera - Basics of framing, light, and composition - Uploading and saving photos - Creating a simple collage or presentation in Canva - Visual literacy - Technical handling of ICT tools - Observation and focus - Creative storytelling through images
Skills and abilities:	After the workshop, students discovered their enthusiasm for photography and visual creation. They improved their concentration, digital navigation, and storytelling skills – all relevant to pre-professional media or creative roles.
Target group:	Students aged 14–24 with moderate to significant intellectual disabilities, including those with attention difficulties or low ICT exposure.
Duration and organization:	2 hours; individual photo session with group editing time in the classroom.
Venue:	School premises (indoors and outdoors) and computer lab or multimedia classroom.
Resources needed:	Digital cameras, computers with Canva or photo viewer software, internet access, USB cables, worksheets.
Methods:	- Demonstration and modeling - Guided exploration walk - One-on-one technical support - Group sharing and reflection
Activities carried out:	Students learned to take photos using school camera, After the photo session, they uploaded images to computers and created a collage in Canva with titles and borders.

Impact and results:	Students engaged actively and expressed excitement at seeing their work on screen. Many demonstrated improved attention and pride in presenting their visual stories.
Feedback and evaluation:	Observation of engagement, student self-selection of favorite images, teacher checklists, and a brief oral reflection session.
Conclusions and follow-up:	Students were encouraged to create photo albums or journals. Possibility of photo exhibition in school or eTwinning gallery. Further modules could explore video storytelling or themed photography contests.
Final questions and discussions:	What did you like photographing most? Would you like to show your pictures to others?



Photo 11: Student practicing her photography skills



Photo 12: Students practicing their expression skills

Workshop: Decorative Magnets

Title (workshop):	**Creative Magnet Art – Decorative Magnets for Every Occasion**
Purpose and objectives • *What will participants learn?*	Participants will explore their creativity by designing and crafting decorative magnets using various materials. The workshop aims to enhance fine motor skills, concentration, and creative expression. - Basic composition and design principles - Safe use of glue, scissors, and embellishments - Step-by-step assembly of craft items - Color coordination and theme-based creation
• *What are the competences and skills targeted?*	- Fine motor coordination - Creative planning and decision making - Visual perception and aesthetics - Patience and task completion
Skills and abilities:	After the workshop, students discovered their interest in decorative arts and improved their crafting and manual coordination skills, important for pre-professionalization in handcraft or artistic fields.
Target group:	Students aged 14–19 with moderate to significant intellectual disabilities, including difficulties in communication, fine motor planning, and attention span.
Duration and organization:	1 hours; organized in small group settings (4–6 participants) with individual workstations.
Venue:	School art room or workshop space equipped with craft tables.
Resources needed:	Colorful paper, magnets, glue sticks, felt, scissors, templates, decorative stickers, markers, protective aprons.
Methods:	- Guided instruction - Demonstration - Individual creative practice

	- Visual modeling and step-by-step cards
Activities carried out:	Students were introduced to the materials and shown examples of finished magnets. Each participant then selected their own and followed visual guides to create their magnet. Individual support was provided where needed. Students completed at least one personalized magnet, which they presented to peers.
Impact and results:	Students showed increased confidence and enjoyment during the activity. Most were able to work independently after the demonstration phase. Several participants asked to take their magnets home or make more in future sessions.
Feedback and evaluation:	Learning was assessed through observation of completed work, peer sharing, and self-evaluation using smiley charts. Teachers recorded increases in attention span and task persistence.
Conclusions and follow-up:	The activity supported self-expression and task ownership. Students can continue practicing magnet-making as a leisure skill or potential craft for vocational contexts. Follow-up suggestions include participation in school art fairs and inter-class exhibitions**.**
Final questions and discussions:	Students shared what they enjoyed most and which materials they'd like to use in the future.



Photo 13: Student making decoupage to wood



Photo 14: Student working in order to create a wooden magnet



Photo 15: Students reading the instruction on how to create magnets

Workshop: Planting Herbs in Pots

Title (workshop):	**Mini Garden – Planting Herbs in Pots**
Purpose and objectives • *What will participants learn?*	To engage students in sensory and practical activities through the planting and caring of herbs. The aim is to develop responsibility, environmental awareness, and basic gardening skills. - Identifying common herbs (e.g., basil, mint, parsley) - Steps of planting: soil filling, placing seeds or seedlings, watering - Recognizing plant growth over time - Basic care and maintenance of plants
• *What are the competences and skills targeted?*	- Sensory integration - Sequential task execution - Environmental and health awareness - Patience and responsibility
Skills and abilities:	After the workshop, students discovered their interest in nature and plant care, improving coordination, routine-following, and appreciation of the environment – foundational for pre-vocational skills in horticulture.
Target group:	Students aged 13–20 with moderate to significant intellectual disabilities, some with emotional-behavioral challenges or sensory needs.
Duration and organization:	90 minutes; small groups of 3–4 students per table with one adult facilitator per group.
Venue:	School garden area or classroom with access to water and natural light.
Resources needed:	Herb seeds or seedlings, flowerpots, soil, scoops, watering cans, gloves, labels, aprons.
Methods:	- Hands-on demonstration - Sensory-based learning - Verbal and pictorial guidance

	- Praise and task reinforcement
Activities carried out:	Participants filled pots with soil, planted herbs, labeled them, and watered each plant. Students learned to touch and smell herbs to recognize them.
Impact and results:	Students gained a sense of ownership and pride in their plants. Teachers noticed improvements in focus, following instructions, and positive emotional responses during the activity.
Feedback and evaluation:	Observation logs, group discussion, and herb care follow-up over the next weeks showed increased student interest and sustained responsibility.
Conclusions and follow-up:	Continued care routines were incorporated into classroom responsibilities. Students proposed starting a school herb corner or garden. Future plans include creating herb-based products (e.g., sachets, teas).
Final questions and discussions:	Students shared what they learned and named their favorite herbs. They expressed curiosity about edible plants and their use in cooking.



Photo 16: Students practicing their gardening skills



Photo 17: Students preparing for planting herbs

Turkish school: Erdemli Özel Eğitim Uygulama Okulu (II. Kademe)

Workshop: Art with Rattan

Title (workshop):	**Art with Rattan: Weaving with Nature's Materials**
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	This workshop aims to introduce students to the traditional craft of rattan weaving. Participants will learn to manipulate a natural material, understand the basic "one over, one under" weaving principle, and complete a small weaving project. The primary goal is to provide a hands-on, multi-sensory experience that enhances fine motor skills, hand-eye coordination, patience, and self-confidence. The basic weaving technique of "one over, one under." How to prepare and work with natural rattan reeds. To follow a step-by-step set of instructions to create a finished product. The emotional and sensory benefits of working with natural materials, such as stress reduction and a sense of accomplishment. This workshop targets a mix of cognitive, affective, and psychomotor skills.
Skills and abilities:	Fine Motor Skills: Strengthening finger and hand muscles through bending, guiding, and threading rattan sticks. Hand-Eye Coordination: Improving the ability to follow the material's direction and place it accurately. Patience and Focus: Developing the ability to concentrate on a repetitive task and persevere through challenges. Problem-Solving: Adjusting to the material's stiffness or unexpected movements. Creativity and Self-Expression: Discovering their ability to create a unique piece of art. Self-Confidence: Building a sense of achievement from completing a tangible project, which can inspire a new

	hobby or a foundational skill for pre-professionalization in crafts.
Target group:	This workshop is designed for students in the 2nd Stage of a Special Education Application School, typically adolescents and young adults with various learning or developmental disabilities. The activities are adapted to their pace and abilities, focusing on sensory engagement and practical application.
Duration and organization:	The workshop is organized as a single session lasting 40 minutes. It's structured with a brief introduction, a hands-on preparation phase, a longer application period for weaving, and a final session for sharing and feedback.
Venue:	A dedicated classroom or workshop space with large tables to allow students to spread out and work comfortably. The area should be easy to clean and have access to a water source for soaking the rattan.
Resources needed:	Materials: Pre-prepared wooden hoops, thick cardboard, or simple looms for each student; thin, flexible rattan reeds soaked in water; small towels; scissors; plastic sheeting or tablecloths. Instructor: A special education teacher or an occupational therapist with experience in craft activities. Support Staff: Assistants to provide one-on-one guidance and help manage materials.
Methods:	The workshop uses a hands-on, direct instruction approach with a focus on visual demonstration and individual guidance. The instructor models the process, breaking down the weaving technique into a simple, rhythmic command ("one over, one under"). The environment is supportive, with an emphasis on positive reinforcement and allowing students to work at their own pace.
Activities carried out:	Introduction and Motivation (5 minutes): The instructor displays examples of rattan crafts to spark interest and asks simple, engaging questions about the material.

	Preparation and Material Exploration (10 minutes): Students are given the soaked rattan to feel its texture and practice bending it, preparing their hands and minds for the task. Weaving Application (20 minutes): The core activity where students apply the "one over, one under" technique. The instructor provides individual support, physically guiding students' fingers to help them master the motion. Students work on their individual projects, turning a simple reed into a small woven piece. Evaluation and Sharing (5 minutes): Students display their finished or in-progress work. This activity fosters a sense of pride and community. It shows students that their efforts result in a tangible creation, which can serve as a personal discovery of a new hobby.
Impact and results:	Participants discover a new hobby through a successful and positive experience. The workshop's results are tangible: each student will have a small woven piece they made themselves. Beyond the physical product, students will have improved their fine motor skills and hand-eye coordination. The sense of accomplishment and the positive feedback they receive will boost their self-confidence and may inspire them to explore similar crafts or pursue hobbies that require manual dexterity.
Feedback and evaluation	Learning is measured primarily through practical projects and observation. The final pieces serve as a direct measure of their ability to apply the weaving technique. The instructor also uses positive verbal feedback and Q&A sessions during the activity, asking questions like, "What does it feel like to bend the rattan?" to gauge sensory and emotional engagement. The final sharing session provides a qualitative measure of their pride and sense of achievement.
Conclusions and follow-up:	Recapitulating Main Ideas: The workshop concludes by recapping the key concepts—the nature of rattan, the "one over, one under" technique, and the importance of patience.

	The instructor can highlight the beauty and value of each student's unique creation. Establishing Next Steps: The instructor can suggest ways participants can continue learning, such as trying other natural materials or practicing the same technique at home. They can also provide a simple handout with pictures of the process. Providing Additional Information: Information on where to find weaving materials or examples of more complex projects can be shared. A mention of possible follow-up sessions or a "Crafts Club" could be a good way to maintain momentum.
Final questions and discussions	This is a final opportunity for students to ask any lingering questions and to discuss what they enjoyed most about the experience, reinforcing the workshop's impact



Photo 18: Students making rattan baskets



Photo 19: Students making rattan baskets

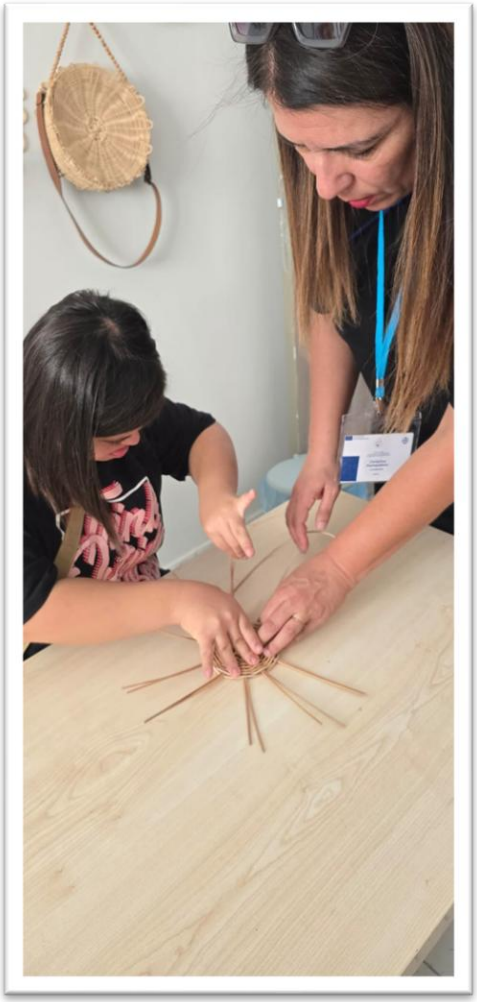


Photo 20: Students making rattan baskets

Workshop: Marbling Art

Title (workshop):	Discovering Myself with Marbling Art
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	This workshop aims to foster students' multi-faceted development through the art of marbling. Participants will learn how to create unique patterns on a surface of thickened water and transfer them to paper. The activity is designed to strengthen emotional awareness, fine motor skills, and social interaction. The basic process of marbling, from dropping paint to transferring the design. The functions of marbling materials like thickened water and an awl. How to freely express emotions and imagination through colors and patterns. To develop patience and focus while creating their art. This workshop targets cognitive, affective, and psychomotor skills to help students discover a new creative hobby and improve skills for potential pre-professionalization in art**.**
Skills and abilities:	**Fine Motor Skills:** Developing precision through dropping paints and using tools like the awl. **Hand-Eye Coordination:** Improving the ability to control movements and create desired patterns. **Creativity and Imagination:** Expressing inner feelings and ideas freely on the water's surface. **Patience and Focus:** Cultivating concentration and sustained attention, as the process requires a gentle and deliberate approach. **Self-Confidence:** Building a sense of achievement from creating a beautiful and unique piece of art, which can lead to a newfound hobby or an interest in art-related pre-professional fields.
Target group:	This workshop is intended for students in the 2nd Stage of a Special Education Application School, typically adolescents and young adults with various learning or developmental disabilities. The simple, guided, and sensory-rich nature of the activity makes it highly suitable for this group.
Duration and organization:	The workshop is organized as a single 40-minute session, carefully structured to keep students engaged. It includes a brief introduction, a period for material exploration, a core creative activity, and a final session for sharing and positive feedback.

Venue:	A classroom or art studio with large tables and a protective, easy-to-clean surface. Access to a sink is also beneficial for hand-washing and preparing materials.
Resources needed:	Materials: Marbling trays, thickened water (size), marbling paints, brushes, awls, A4 paper, paper towels, aprons, and gloves. Staff: An instructor (e.g., a special education teacher or art therapist) and assistants to provide individual support. Atmosphere: Cheerful music can be played during the introductory phase to create a positive and welcoming environment.
Methods:	The workshop employs a hands-on, direct instruction model. The instructor demonstrates each step visually and verbally, using simple, clear language. This is followed by individual practice, where students are guided with one-on-one assistance. The focus is on a supportive, non-judgmental environment that encourages free expression.
Activities carried out:	Introduction and Motivation (5 minutes): The instructor introduces the "magic" of marbling to spark curiosity. Preparation and Exploration (10 minutes): Students are introduced to the materials, touching and feeling them while learning their names and functions. This sensory exploration helps students feel comfortable with the process. Creating and Experimenting (20 minutes): The core of the workshop. The instructor models the process of dropping paint and swirling it. Students then create their own designs, with the instructor offering individual guidance. This activity is where students can discover their creativity and improve their fine motor control, potentially finding a passion for a new art form. Sharing and Evaluation (5 minutes): Students display their finished marbled papers. This is a crucial step for boosting self-confidence. They receive positive and specific feedback from the instructor and peers, which validates their efforts and can solidify marbling as a rewarding hobby.
Impact and results:	The primary impact is the enhancement of **fine motor skills and hand-eye coordination**. Beyond that, the workshop's results are tangible: each student has a unique, beautiful piece of art. This provides a great sense of accomplishment and can be a powerful emotional release. The experience can help students discover a new hobby, which could potentially lead to the

	development of skills for pre-professionalization in the arts.
Feedback and evaluation	Learning is measured through practical projects and direct observation. The final marbled artwork serves as a direct assessment of the student's ability to follow instructions and apply the techniques. Additionally, the instructor uses positive verbal feedback and Q&A sessions to gauge the student's emotional and creative engagement with the activity.
Conclusions and follow-up:	Recap: The instructor can summarize the main ideas, emphasizing how students created beautiful art by "painting on water." Next Steps: Participants can be encouraged to continue practicing marbling with simple materials at home. The instructor can provide information on how their artwork can be used in other projects, like book covers or cards. Future Opportunities: The workshop could serve as a pilot for a longer-term "Art Exploration Club" or a series of workshops exploring different art forms, providing a path for students to continue developing their skills and passions.
Final questions and discussions	



Photo 21: Students experimenting in marbling

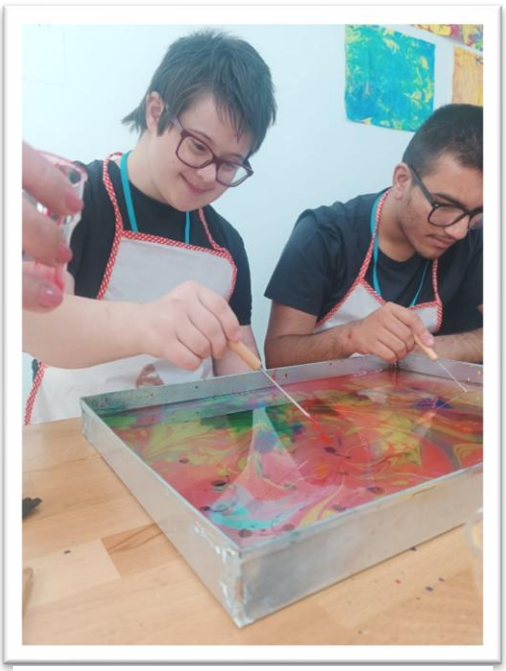


Photo 22: Students experimenting in marbling

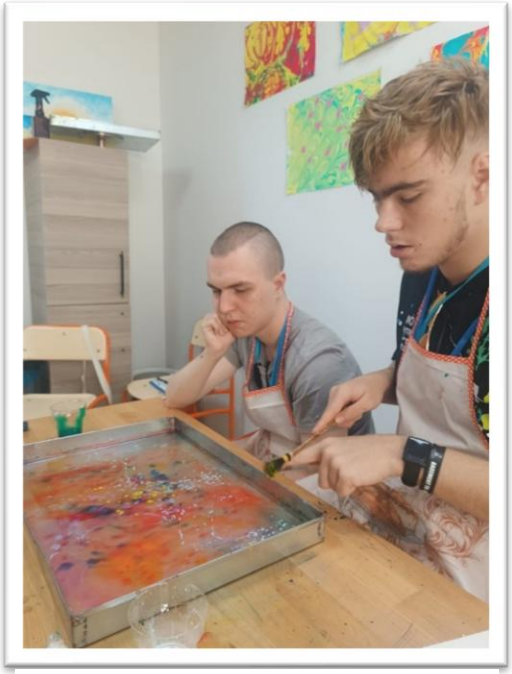


Photo 23: Students experimenting in marbling



Photo 25: Student demonstrating his art



Photo 24: Students getting introduced to marbling techique

Workshop: Giving Life to Clay

Title (workshop):	Giving Life to Clay: Creating with Your Hands
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	This workshop's main goal is to engage students' tactile senses and enhance their motor skills through the art of pottery. Participants will learn to manipulate clay, transforming it from a simple lump into a tangible object. The activity is designed to foster a sense of accomplishment, creativity, and emotional expression. To work with and understand the properties of clay. Basic techniques like kneading, rolling, and shaping. How to follow simple, step-by-step instructions. How to channel emotional expression into a physical form.
Skills and abilities:	This workshop targets cognitive, affective, and psychomotor skills to help students discover a new hobby and build foundational pre-professional skills. • Fine Motor Skills: Strengthens hand and finger muscles through kneading and shaping the clay. • Hand-Eye Coordination: Improves the ability to use one's hands to create a desired shape. • Sensory Awareness: Heightens the sense of touch by working with the clay's texture. • Patience and Focus: Encourages concentration on a task from start to finish. • Creativity and Imagination: Provides an outlet for self-expression through creating unique forms. • Confidence: Builds a sense of pride and accomplishment from completing a piece of art, which can serve as a personal discovery of a hobby or a foundational skill for future creative endeavors.
Target group:	This workshop is specifically for students in the 2nd Stage of a Special Education Application School, which typically includes adolescents and young adults with various learning or developmental disabilities. The activities are adapted to their pace and sensory needs, making it an inclusive and rewarding experience.

Duration and organization:	The workshop is structured as a 40-minute session, including a brief introduction, a period for material exploration, a core activity for creation, and a final time for sharing and feedback. The short duration keeps students engaged without causing fatigue.
Venue:	A dedicated classroom or art studio with large, easy-to-clean tables and a nearby water source. Protective mats should be used to keep the workspace tidy.
Resources needed:	Materials: Air-dry modeling clay (enough for each student), plastic trays or mats, small water containers, simple plastic tools, wet wipes, paper towels, and aprons. Staff: A special education teacher or an occupational therapist to lead the workshop, along with support staff to provide individual assistance.
Methods:	The workshop employs a hands-on, guided approach. The instructor demonstrates the techniques, using simple, clear language and physical modeling. This is followed by a period of free exploration and creation, with the instructor offering individual guidance and positive reinforcement. The environment is supportive and non-competitive, emphasizing individual progress.
Activities carried out:	Introduction and Motivation (5 minutes): The instructor introduces the workshop's theme by telling a simple, engaging story about how clay comes from the earth. Preparation and Material Exploration (10 minutes): Students are given clay to feel and manipulate, kneading and rolling it to get comfortable with the material's texture. This activity is crucial for sensory and tactile development. Shaping and Creating (20 minutes): The core of the workshop. The instructor demonstrates a simple object (like a bowl or disc) and then encourages students to create their own shapes. This activity is where students can truly discover their interest and improve their manual skills. The freedom to create anything allows for personal expression, potentially revealing a hidden talent or passion for pottery. Sharing and Evaluation (5 minutes): Students display their finished pieces. The instructor provides specific, positive feedback on each student's work, celebrating their effort and creativity. This final step reinforces a sense of pride and can motivate them to continue with pottery as a hobby.

Impact and results:	The primary impact is the enhancement of fine motor skills, a direct result of the hands-on work with clay. Students gain a sense of confidence and pride from creating a tangible piece of art. For many, this experience can be the start of a new hobby, helping them discover an activity they enjoy and excel at, potentially laying the groundwork for pre-professionalization in a craft field.
Feedback and evaluation	Learning is measured through practical projects and direct observation. The final clay pieces are the most important form of evaluation, as they show the student's ability to follow instructions and apply the learned techniques. The instructor also uses positive verbal feedback and Q&A sessions during the activity, which helps to gauge the student's engagement and understanding.
Conclusions and follow-up:	Recap: The instructor can summarize the main ideas, highlighting the journey of turning a lump of clay into a work of art. Next Steps: Students can be told about the possibility of painting their dried clay creations in a future session. The instructor can provide simple instructions on how to care for their pieces. Future Opportunities: Information about a future pottery club or a follow-up workshop can be mentioned to encourage continued learning and engagement with the craft.
Final questions and discussions	



Photo 26: Working with clay



Photo 27: student and teacher experimenting with clay



Photo 28: student making a clay creation



Photo 29: student experimenting with the pottery wheel

Workshop: Weaving - The Dance of Threads

Title (workshop):	The Dance of Threads: Colorful Weavings Workshop
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	In this workshop, participants will learn the basics of weaving ("one over, one under"), recognize the texture of different threads, and develop their hand-eye coordination through simple crafts. The repetitive and rhythmic nature of weaving will also help them improve their focus and find a sense of sensory calm. **Cognitive Domain:** • Understand and apply the basic principle of weaving ("one over, one under"). • Differentiate between various colors and textures of threads. • Follow simple instructions (threading, pulling, pressing down). **Affective (Socio-Emotional) Domain:** • Find sensory comfort through repetitive and rhythmic movements. • Develop patience and perseverance. • Feel proud of their weaving work, which increases their self-confidence. • Express themselves freely in the creative process. **Psychomotor Domain:** • Improve fine motor skills by using hand and finger muscles. • Use hand-eye coordination when passing the thread through the loom (or with their fingers). • Gain the ability to pull the thread taut and neatly.
Skills and abilities:	Through the weaving workshop, participants will improve their fine motor skills, hand-eye coordination, and focus. Weaving can also be discovered as a new hobby, increasing their interest in handicrafts. This process helps to build the foundation for skills essential for pre-vocational development, such as attention, patience, and creativity.
Target group:	Students in the **2nd Stage of a Special Education Application School**. This group consists of individuals with special needs who require individual support and guidance due to their age and cognitive level. The activity is designed to be adapted to each student's individual pace and ability.

Duration and organization:	Duration: 40 minutes Organization: The workshop will be led by an instructor with the support of assisting staff who provide individual guidance. The classroom will be arranged so that students can easily access the materials, which will be laid out on tables.
Venue:	A spacious classroom or multi-purpose hall within the Special Education Application School, where students can move around comfortably and easily reach the materials
Resources needed:	Simple cardboard looms (pre-prepared) Weft threads (yarns of different colors and textures, like wool, jute, etc.) Warp threads (thick threads) Plastic needles or shuttles (optional) Scissors Prepared weaving examples (for motivation)
Methods:	Visual-Auditory Support: Explaining the process with simple instructions and by showing prepared weaving examples. Individual Guidance: Approaching each student one-on-one to guide their finger movements and provide assistance. Sensory Exploration: Encouraging students to touch and feel the threads with different textures. Positive Reinforcement: Giving positive feedback that acknowledges and praises their efforts and successes.
Activities carried out:	The workshop begins by introducing students to the art of weaving. The pre-prepared cardboard looms allow students to focus on the activity right away. Students learn the "one over, one under" technique using colorful and textured threads they choose themselves. The instructor demonstrates this technique with rhythmic commands ("over, under, over, under") and provides individual support by guiding each student's fingers to make the correct movements. After each row is completed, they are encouraged to gently pull the thread down. These repetitive motions help students develop their fine motor skills while also creating a calming effect. By the end of the workshop, each student has created a small weaving piece from their own effort.
Impact and results:	At the end of the workshop, students will have been introduced to the craft of weaving and experienced the joy of creating something with their own hands. This process has **increased their attention span, improved**

	their manual skills, and opened the door to a new **hobby**. The small weaving pieces they made boost their **self-confidence**, reinforcing the feeling that they **"can accomplish something."** These skills can later turn into a pre-vocational pursuit or a therapeutic hobby
Feedback and evaluation *(How is learning measured? (quizzes, practical projects, Q&A sessions)*	Learning is measured through a sharing and display session at the end of the workshop. Each student's completed weaving project is tangible evidence of their learning. The instructor evaluates by giving positive, individual feedback to each student, acknowledging and appreciating their work. A Q&A session is also held to get emotional feedback from the students about their experience, with questions like, "What colors did you choose?" and "How did weaving make you feel?
Conclusions and follow-up:	Recapitulating the main ideas discussed and outlining the key conclusions: The core idea of the "one over, one under" technique and the importance of patient effort are summarized with the students. It is emphasized that everyone's work is unique and valuable. Establishing the next steps: It is highlighted how calming handicrafts like weaving can be and that they can apply this skill at home. Providing information about possible mentoring sessions, support groups or additional materials distributed later: At the end of the workshop, students and parents are informed that additional resources (simple examples or new tips) for more complex weaving projects may be provided at a later stage.
Final questions and discussions	"What do you want to weave next?" "What did this workshop teach you?" "What part did you enjoy doing the most?"



Photo 30: teachers and students demonstrating their weaving art



Photo 31: weaving in process



Photo 32: weaving in process



Photo 33: weaving in process



Photo 34: weaving in process

Workshop: Pottery - Creating my own decorative plate

Title (workshop):	Pottery Workshop: Creating my own decorative plate
Purpose and objectives • *What will participants learn?* • *What are the competences and skills targeted?*	Participants will learn the basic pottery techniques. They will learn how to knead the clay with a rolling pin, how to give clay the shape the want, how to ensure the same thickness, how to decorate the clay with stamps, with embossed patterns or crochet doily in order to make a decorative plate. They will learn to use their creativity and explore new tools and techniques. They will improve fine motor skills and hand eye coordination. They will boost their attention and patience. Moreover, they will increase problem solving techniques and innovative thinking as SEN students may get challenged (the creations may have deficits, cracks, holes or they may look different from what they wanted to make).
Skills and abilities: *(let's keep in mind the ending "after which students discovered their hobby / improved their skills for pre-professionalization")*	Students will work and improve their vocational skills and abilities that are related to to this pottery and decorative workshop. They will learn how to work with clay, to ''feel" it, to understand how much pressure they need to put, or how light they need to work when sculpturing. They will learn to relate with their work of art and give it shape. They will practice and enhance their problem solving techniques, creativity and innovative thinking, skills that are important to everyday life and work environments.
Target group: *(add details about age, type of disability, other relevant details in the description of the target group)*	Students aged 14-23 years old with severe to moderate cognitive disabilities. The stages of the task may be personalised to follow each students pace, needs and talent.

Duration and organization:	1 hour The workshop venue will be prepared and settled for this purpose beforehand. Materials, tools and instructions will be ready and placed at the tables. Students will sit around tables and they will have access to materials and tools. There will be printed instructions (in all 4 languages of the project participants) with step by step guidance and photos, along with oral instructions and teachers' assistance.
Venue:	The workshop will take place indoors, at school premises, in a large classroom.
Resources needed:	The resources needed are clay , bowls with water, clay slip, sponges, rolling pins, stamps or other embossed patterns, crochet doilys, wooden working surfaces, pottery tools such as needle tool, metal scraper, loop tool, wire cutter, wood trimming tool, etc. Moreover, a spacious class with tables and chairs will be needed. A model of a ceramic decorative plate or photos to give students inspiration and better understand what they are asked to make. Written, simple step by step instructions with photos will help them to better follow the procedure. Aprons will help them to keep their clothes clean from dust and clay mud.
Methods:	The methods followed are: - Demonstration of the procedure and modelling - oral step by step instructions from an instructor and printed instructions with images in all 4 languages of the project - peer to peer guidance to the students who need it - team work and collaboration with other students - Support, encouragement and counceling at all stages
Activities carried out: *(Describes the activities carried out from which it*	Students sat around tables with all the material and tools in front of them so as to have the opportunity to touch them and handle them. A small introduction,

appears that as a result of carrying out these activities the students have discovered their hobby / improved their skills for pre-professionalization)	demonstration and modelling was given to them, alongside with written instructions. Students started creating their own creations according to the instructions. They formed the clay with the rolling pin to give it the shape of a small plate. Then they decorated it either with embossed patterns or stamps. During the procedure, teachers were by their side, to support them, to help them or give them positive feedback. Students learnt some basic clay technics and decoration techniques. They learnt how to treat clay and how to make a creation from scratch. After the end of the workshop, they had the opportunity to see the creations of the other students and admire each one. Their creations were baked at the school's kiln and given at students the last day of the mobility. The skills and vocational attitude they gained from this workshop may help them to work in a pottery or art workshop.
Impact and results:	Students benefitted from this workshop in many fields. - They improved their fine motor skills and hand – eye coordination - They acquired technical skills on pottery field - They collaborated with peers, overlapping culture and language barriers - They boosted their self esteem and self confidence by completing the given assingment - They enhanced their adaptability skills by working in new environment and new vocational tasks.
Feedback and evaluation *(How is learning measured? (quizzes, practical projects, Q&A sessions)*	After the end of the workshop, the participants were asked to evaluate the workshop and express their feelings about it. During the workshop, teachers were evaluating the workshop and giving feedback, by completing the observations sheets and discusing with collegues. Also, through Q & A sessions with students during the workshops, they were able to understand the level of

	comprehension of their students and help them to move on. Final, the work itself (the decorative plates) were the best way to evaluate the workshop and understand the impact on students.
Conclusions and follow-up: *(Ex: - Recapitulating the main ideas discussed and outlining the key conclusions.* *- Establishing the next steps: how participants can continue learning or apply the knowledge acquired.* *- Providing information about possible mentoring sessions, support groups or additional materials distributed later.)*	The main conclusions are: - Students get more engaged when practical and/or creative tasks are givern to them. - Students are enthusiastic when they can see the results of their effort - They feel productive when they can relate their work with vocational tasks and professional environments - Students, under their teachers guidance, can be adjustable to various work environments and different work spaces The knowledge acquired can be applied and practiced to their schools, as vocational workshops. They can enhance their technique by practicing with clay and they can set free their imagination, when it comes to decorating their art works. Moreover, visit to pottery laboratories, if applicable, could help them to practice their skills and see real working environments.
Final questions and discussions	



Photo 36: students creating decorative plates with clay



Photo 35: students creating decorative plates with clay



Photo 38: students creating decorative plates with clay



Photo 37: students creating decorative plates with clay

Workshop: Preparing my breakfast

Title (workshop):	Preparing my breakfast
Purpose and objectives • *What will participants learn?*	Participants will learn how to prepare and serve breakfast. They will learn how to cut slices of cake, how to pour yogurt, honey, etc into bowls, how to place placemats, napkings, cuttlery into tables. They will also learn how to take orders from teachers and how to serve their coffee, tea, juice, etc.
• *What are the competences and skills targeted?*	The will improve fine motor skills and communication skills. They will also practice mathematic and counting skills. Moreover, they will learn hygiene and safety rules.
Skills and abilities: *(let's keep in mind the ending "after which students discovered their hobby / improved their skills for pre-professionalization")*	Students will work and improve their vocational skills and abilities that are related to preparing and serving breakfast. They will learn how to follow safety and hygiene rules, they will be encouraged to actively communicate and be polite while taking orders and serving them. They will also learn how to prepare the tables before serving (putting placemats, napkins, cutlery, etc.) They will learn how to measure ingredients, like coffee or sugar spoons and will learn to calculate the breakfast quantity per person.
Target group: *(add details about age, type of disability, other relevant details in the description of the target group)*	Students aged 14-23 years old with severe to moderate cognitive disabilities. The stages of the task may be personalized to follow each student's pace, needs and talent.
Duration and organization:	1 hour The workshop venue will be prepared and settled for this purpose beforehand. Tables and chairs will be available for teachers to sit.

	Students will take orders from teachers and prepare them at the schools kitchen which is attached to the dining room class.
Venue:	The workshop will take place indoors, at school premises, at schools dining room that is connected with the school's kitchen.
Resources needed:	The resources needed are: • Breakfast food options such as cake, greek yogurt, honey, nutella, bread/ toasted bread, cookies • Dring options, such as greek coffee, capucino, espresso, tea, juice, water • Glasses, cups, plates, cutlery • Placemats, napkins • Serving tray
Methods:	The methods followed are: - Demonstration of the procedure and modelling - oral step by step instructions from an instructor - peer to peer guidance to the students who need it - team work and collaboration with other students - Support, encouragement and counceling at all stages
Activities carried out: *(Describes the activities carried out from which it appears that as a result of carrying out these activities the students have discovered their hobby / improved their skills for pre-professionalization)*	Students followed all the hygiene rules before starting the workshop (they washed their hands and wore aprons and head caps). They then organized the dinning room for teachers to sit, they placed the placemats, the napkins, plates, cutlery, etc. They put the cookies and toasted bread into plates, they sliced the cakes, they poured Greek yogurt into bowls, honey, nutella, etc. and they placed them to the tables. Afterwards, they took orders from teachers with the help of a printed menu, for coffees and other drinks. With the help of the teachers, they prepared the coffees and other drinks and they served them to teachers.

Impact and results:	Students benefitted from this workshop in many fields. - They improved their fine motor skills and hand – eye coordination - They enhanced their communication skills - They practiced balance skills while serving with tray - They were trained in mathematical and counting skills - They collaborated with peers, overlapping culture and language barriers - They boosted their self esteem and self confidence by completing the given assingment - They enhanced their adaptability skills by working in new environment and new vocational tasks.
Feedback and evaluation *(How is learning measured? (quizzes, practical projects, Q&A sessions)*	After the end of the workshop, the participants were asked to evaluate the workshop and express their feelings about it. During the workshop, teachers were evaluating the workshop and giving feedback, by completing the observations sheets and discussing with colleagues. Also, through Q & A sessions with students during the workshops, they were able to understand the level of comprehension of their students and help them to move on. Final, the satisfaction of teachers (as clients) is the greatest evaluation of the workshop.
Conclusions and follow-up: *(Ex: - Recapitulating the main ideas discussed and outlining the key conclusions.* *- Establishing the next steps: how participants can continue learning or apply the knowledge acquired.* *- Providing information about possible mentoring sessions, support groups or additional materials distributed later.)*	The main conclusions are: - Students get more engaged when practical and/or creative tasks are givern to them. - Students are enthusiastic when they can see the results of their effort - They feel productive when they can relate their work with vocational tasks and professional environments - Students, under their teachers guidance, can be adjustable to various work environments and different work spaces The knowledge acquired can be applied and practiced to their schools, as vocational workshops.

Final questions and discussions	

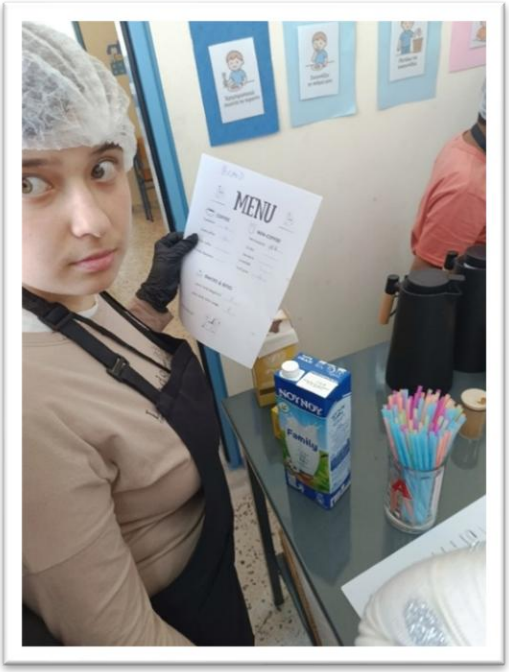


Photo 40: Students Preparing breakfast



Photo 41: Student serving coffee



Photo 39: Student Preparing breakfast

Workshop: Mosaic - "I create my own mosaic inspired by ancient Isthmia"

Title (workshop):	**Mosaic Workshop: "I create my own mosaic inspired by ancient Isthmia"**
Purpose and objectives • *What will participants learn?*	Participants will learn the basic mosaic techniques. They will learn the materials that can be used in mosaic, and how to combine colors and shapes.
• *What are the competences and skills targeted?*	The will improve fine motor skills and hand eye coordination. They will boost their attention and patience. Moreover, they will enhance their creativity and imagination.
Skills and abilities: *(let's keep in mind the ending "after which students discovered their hobby / improved their skills for pre-professionalization")*	Students will work and improve their vocational skills and abilities that are related to to this mosaic workshop. The workshop is an introduction to the basic mosaic techiques. Students will learn how to fill in a pattern with small pieces of paper. They will learn to adjust the pieces into the shape and size they want by cutting or chopping the paper. Then, they will glue the parts together in order to produce a beautiful piece of art.
Target group: *(add details about age, type of disability, other relevant details in the description of the target group)*	Students aged 14-23 years old with severe to moderate cognitive disabilities. The stages of the task may be personalized to follow each student's pace, needs and talent.
Duration and organization:	1 hour The workshop venue will be prepared and settled for this purpose beforehand. Materials, tools and instructions will be ready and placed at the tables. Students will sit around tables and they will have access to materials and tools. There will be printed instructions (in all 4 languages of the project participants) with step by step guidance and

	photos, along with oral instructions and teachers' assistance.
Venue:	The workshop will take place indoors, at school premises, in a large classroom.
Resources needed:	The resources needed are coloured thick papers, glue and mosaic patterns. Some of the papers would be pre-cut, but students are encouraged to cut them in smaller pieces when needed. Moreover, a spacious class with tables and chairs will be needed. A model of a ready mosaic art or photos will be needed in order to give students inspiration and so as they better understand what they are asked to make.
Methods:	The methods followed are: - Demonstration of the procedure and modelling - oral step by step instructions from an instructor - peer to peer guidance to the students who need it - team work and collaboration with other students - Support, encouragement and counceling at all stages
Activities carried out: *(Describes the activities carried out from which it appears that as a result of carrying out these activities the students have discovered their hobby / improved their skills for pre-professionalization)*	Students sat around tables with all the materials and staff needed in front of them so as to have the opportunity to touch them and handle them. A small introduction, demonstration and modelling was given to them. Students started creating their own creations according to the instructions. They first decided the colors they will use and how to combine them. Then they arranged the pieces by shape (bigger papers pre-cuts vs smaller pieces) and started to glue them to the mosaic pattern. Students learnt some basic mosaic technics and decoration techniques. After the end of the workshop, they had the opportunity to see the creations of the other students and admire each one.

	The skills and vocational attitude they gained from this workshop may help them to work in a art or decoration studio.
Impact and results:	Students benefitted from this workshop in many fields. - They improved their fine motor skills and hand – eye coordination - They acquired technical skills on mosaic field - They collaborated with peers, overlapping culture and language barriers - They boosted their self esteem and self confidence by completing the given assingment - They enhanced their adaptability skills by working in new environment and new vocational tasks.
Feedback and evaluation *(How is learning measured? (quizzes, practical projects, Q&A sessions)*	After the end of the workshop, the participants were asked to evaluate the workshop and express their feelings about it. During the workshop, teachers were evaluating the workshop and giving feedback, by completing the observations sheets and discussing with colleagues. Also, through Q & A sessions with students during the workshops, they were able to understand the level of comprehension of their students and help them to move on. Final, the work itself were the best way to evaluate the workshop and understand the impact on students.
Conclusions and follow-up: *(Ex: - Recapitulating the main ideas discussed and outlining the key conclusions.* *- Establishing the next steps: how participants can continue learning or apply the knowledge acquired.* *- Providing information about possible mentoring sessions, support groups or additional materials distributed later.)*	The main conclusions are: - Students get more engaged when practical and/or creative tasks are givern to them. - Students are enthusiastic when they can see the results of their effort - They feel productive when they can relate their work with vocational tasks and professional environments - Students, under their teachers guidance, can be adjustable to various work environments and different work spaces The knowledge acquired can be applied and practiced to their schools, as vocational workshops. They can enhance their technique by practicing with other materials, such

	as tiles, rocks, plastic or whatever they can imagine and they can set free their imagination, when it comes to mixing materials, techniques, or even creating their own mosaic patterns. Students visited archeological sites with mosaic murals or floors and they admired the amazing beauty of this ancient technique.
Final questions and discussions	



Photo 44: students creating beautiful mosaics



Photo 43: students creating beautiful mosaics



Photo 42: students creating beautiful mosaics

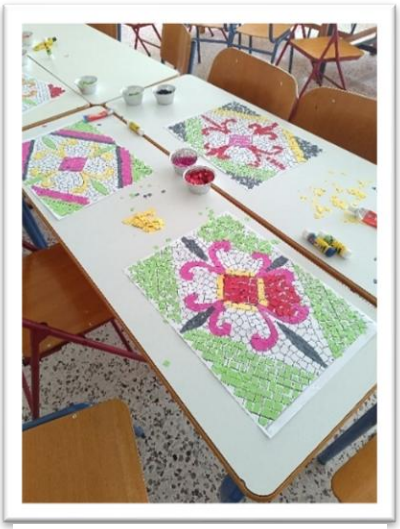


Photo 46: mosaics made by students



Photo 45: students creating beautiful mosaics

Workshop: Honey extraction Workshop: How to extract my own honey

Title (workshop):	**Honey extraction Workshop: How to extract my own honey**
Purpose and objectives • *What will participants learn?*	Participants will learn how to extract honey from honey combs and how to use the tools and machines. More particularly, they will be practicing in harvesting frames, uncapping the wax, spinning out the honey, etc.
• *What are the competences and skills targeted?*	They will improve fine motor skills and hand eye coordination. They will boost their attention and patience. They will learn how to use tools and machines with safety.
Skills and abilities: *(let's keep in mind the ending "after which students discovered their hobby / improved their skills for pre-professionalization")*	Students will work and improve their vocational skills and abilities that are related to this honey extraction workshop. They will learn to identify when the frames are ready (are almost fully covered with honeycombs), they will learn how to use the honey uncapping fork, how to place the wooden frames into the honey extractor machine, how to secure the machine and start it over. They will learn how to be careful and precise when uncapping the wax, to persist when needed but not to cut it too deep. They will practice themselves to follow each step correctly and finishing the procedure.
Target group: *(add details about age, type of disability, other relevant*	Students aged 14-23 years old with severe to moderate cognitive disabilities. The stages of the task may be

details in the description of the target group)	personalized to follow each student's pace, needs and talent.
Duration and organization:	1 hour The workshop venue will be prepared and settled for this purpose beforehand. The workshop will be held around a big table with all the materials and tools in reach. Students will be standing around the table for the demonstration and their practice also.
Venue:	The workshop will take place indoors, at school premises, in the apiculture laboratory.
Resources needed:	The resources needed are honey frames, honey uncapping forks, knife, honey extractor machine, bowls.
Methods:	The methods followed are: - Demonstration of the procedure and modelling - oral step by step instructions from an instructor - peer to peer guidance to the students who need it - Support, encouragement and counceling at all stages
Activities carried out: *(Describes the activities carried out from which it appears that as a result of carrying out these activities the students have discovered their hobby / improved their skills for pre-professionalization)*	Students stood around the demonstration table while a teacher explained them the procedure and made a small introduction to the workshop. Afterwards, the teacher followed all the steps of the honey extraction procedure while explaining each step. Students followed his example and one by one uncapped the wax, with the special fork, from the honey combs that were in the wooden frames. They tried to be precise and use the tool with the proper manner. Teachers were helping them during the procedure, were needed. When this stage was over and all the frames were clean from wax, students placed the frames into the honey extraction machine and start it over. They tasted of course the honey they extracted and were very happy to follow the procedure and see the results of it. The skills and vocational attitude they gained from this workshop may help them to work in the apicultural sector.

Impact and results:	Students benefitted from this workshop in many fields. - They improved their fine motor skills and hand – eye coordination - They acquired technical skills on beekeeping field - They collaborated with peers, overlapping culture and language barriers - They boosted their self esteem and self confidence by completing the given assingment - They enhanced their adaptability skills by working in new environment and new vocational tasks.
Feedback and evaluation *(How is learning measured? (quizzes, practical projects, Q&A sessions)*	After the end of the workshop, the participants were asked to evaluate the workshop and express their feelings about it. During the workshop, teachers were evaluating the workshop and giving feedback, by completing the observations sheets and discussing with colleagues. Also, through Q & A sessions with students during the workshops, they were able to understand the level of comprehension of their students and help them to move on. Final, the work itself and the results (extracting honey) were the best way to evaluate the workshop and understand the impact on students.
Conclusions and follow-up: *(Ex: - Recapitulating the main ideas discussed and outlining the key conclusions.* *- Establishing the next steps: how participants can continue learning or apply the knowledge acquired.* *- Providing information about possible mentoring sessions, support groups or additional materials distributed later.)*	The main conclusions are: - Students get more engaged when practical and/or creative tasks are givern to them. - Students are enthusiastic when they can see the results of their effort - They feel productive when they can relate their work with vocational tasks and professional environments - Students, under their teachers guidance, can be adjustable to various work environments and different work spaces The knowledge acquired can be applied and practiced to their schools, as vocational workshops, in collaboration with local apicultural businesses. They can enhance their technique by practicing in uncapping the wax from the

	wooden frames and see real working environments in this field.
Final questions and discussions	



Photo 47: students learning how to use the fork to uncap the wax



Photo 48: students holding honey combs

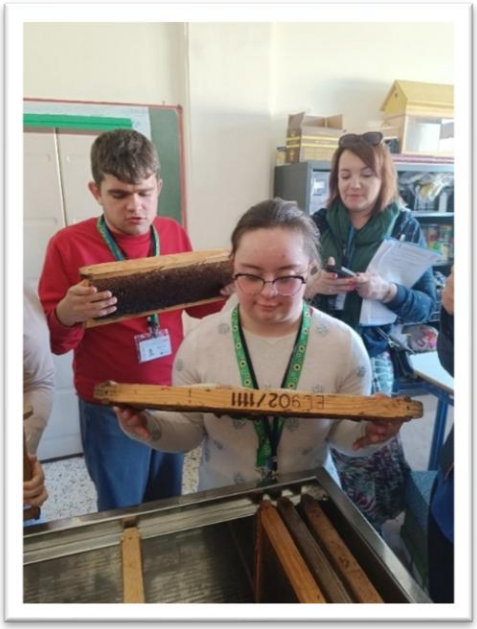


Photo 49: students holding honey combs

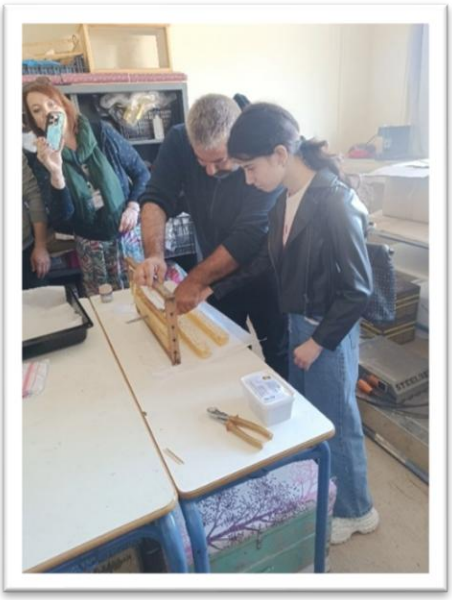


Photo 51: cutting the caps



Photo 50: students learn how to use the honey extractor machine

Romanian School - Centrul Școlar pentru Educație Incluzivă ”Sf. Vasile” Craiova

Case Study 1: Discovering the Creative Potential through Clay-Therapy at C.S.E.I. "Sf. Vasile" Craiova

Context and Objectives

At Centrul Școlar pentru Educație Incluzivă ”Sf. Vasile” din Craiova, the clay modeling workshop "I ALSO HAVE A VOICE!" was organized as part of the art therapy activities for students with multiple sensory impairments and deafblindness. The aim of this project was to improve the quality of life of students through an extracurricular activity that would develop their artistic, social and cognitive skills.

Workshop

On January 17, 2024, 46 students, including 5 with deafblindness and another 41 with various multiple sensory impairments, participated in the clay modeling workshop. Under the guidance of the teachers, they were guided through the modeling process, learning the essential steps:

- Kneading the modeling paste to become malleable.
- Manual modeling and the use of molds to create various shapes.
- Decoration and finishing of the made objects.

During this workshop, the students were challenged to imagine a scenario in which they have to create their own cutlery, plates and other objects necessary for everyday life. This challenge stimulated not only creativity, but also the development of logical thinking and fine motor skills.

Impact and Results

The workshop had a significant impact on the participants, both emotionally and practically. Among the results observed are:

1. **Improved manual coordination and dexterity** – students practiced fine movements by manipulating clay, which contributes to the development of motor skills essential for daily activities.
2. **Increased self-confidence** – each student completed their own creation, which generated a sense of accomplishment and personal pride.

3. **Communication and socialization** – the students interacted through non-verbal language, cooperating and sharing their ideas and techniques.

4. **Discovering a new hobby and artistic skills** – some students showed a special interest in modeling, and teachers noted their potential for future activities in the artistic field.

An outstanding example is that of G.R., a 17-year-old student with deafblindness, who demonstrated a special ability in the detailed carving of figurines, exceeding his own expectations and impressing teachers with the precision of his execution.

M.A., a 12-year-old student diagnosed with a severe motor coordination impairment, had difficulty performing activities that required precision. At first, it was difficult for him to model even simple shapes. But, through constant practice and support, he discovered a passion for modeling, becoming able to create finer and finer details.

At the end of the program, Andrei made a collection of figurines inspired by stories, and one of his works was exhibited at a school event. This success motivated him to continue working at home, developing his skills and finding a hobby that gives him satisfaction and improves his self-esteem.

Conclusion and Perspectives

The success of this workshop demonstrated that art can be a powerful tool for inclusion and personal development for students with special needs. Seeing the enthusiasm and progress of the students, the teachers decided to continue and expand this type of activities, including periodic modeling sessions and even the possibility of organizing exhibitions with the works made.

Through this experience, the students not only improved their artistic skills, but were able to express their emotions, increase their confidence in their own strengths and discover new ways to interact with the world around them. The workshop "I HAVE A VOICE TOO!" was more than a creative activity – it was an opportunity for students to claim their place in the community and demonstrate their potential.



Photo 52: Drying clay creations



Photo 53: Material used to the clay modeling workshop



Photo 54: student trying to cut a heart using cutters



Photo 55: Demonstration to student on how to cut clay shapes



Photo 56: Student uses sculpture tools to give shape to clay



Photo 57: Students using different tools to work with clay



Photo 58: Students working together with the help of their teachers



Photo 59: Students working with clay



Photo 60: Students working with clay



Photo 61: Teachers helping students to improve their skills



Photo 62: Demonstration of clay creations



Photo 63: Demonstration of clay creations

Case Study 2: Social skills through outdoor activities – How to set the table for guests' at C.S.E.I. "Sf. Vasile" Craiova

Context and Objectives

At Centrul Școlar pentru Educație Incluzivă „Sf. Vasile” din Craiova, the workshop *"How to Set the Table for Guests"* was developed as part of the extracurricular activities aimed at fostering social and practical skills for students with special educational needs (SEN). The main objectives were:

- To recognize and name the items used in setting a festive table (plates, cutlery, glasses, napkins, etc.);
- To learn how to position the tableware correctly;
- To create decorative elements and understand aesthetic table presentation;
- To orient themselves in space and time in the context of a meal preparation;
- To express joy, curiosity, and involvement in a social and collaborative context.

This activity was organized within the **CREATIVE LEARNING CLUB**, supported by PEPCO and locally managed by the Humanitarian Organization CONCORDIA, using two specially equipped outdoor learning stations:

1. **GIANT CHESS Station** – encouraging strategic thinking and interaction.
2. **Learning & Relaxation Space** – featuring bean bags, benches, and craft materials.

Workshop

The students were divided into four practical learning stations and guided through a comprehensive experiential learning session. Activities included:

- Role-play performance on good manners and restaurant behavior;
- Hands-on experience setting tables for a festive meal;
- Preparing and serving fruit salad and lemonade;
- Hosting and socializing with guests, dancing, and playing chess;
- Cleaning up together after the event.

Through this dynamic and inclusive format, students actively practiced both individual and group responsibilities in a simulated hospitality setting.

Impact and results

This workshop significantly contributed to the students' personal and professional development:

1. **Practical skill development** – Participants learned how to organize and use tableware appropriately, simulating tasks from the hospitality field.
2. **Improved communication** – Through group work and performance, students practiced verbal and non-verbal interaction.
3. **Increased self-confidence** – Completing tangible tasks in front of guests led to visible pride and motivation.
4. **Career awareness** – Exposure to roles in the hospitality industry helped students visualize possible professional pathways.
5. **Enhanced social skills** – The shared experience strengthened teamwork, empathy, and mutual respect.
6. **Experiential learning** – Learning by doing made the knowledge easily transferable to real-life situations.

Results

- **T.D.**, an 18-year-old student on the autism spectrum, showed a strong interest in hospitality and engaged with guests confidently. His participation highlighted his ability to serve with care and communicate positively.
- **Ș.M.**, aged 17 and diagnosed with intellectual disabilities, demonstrated excellent attention to detail in preparing and arranging food, which led to improved organization and greater efficiency in guest service.

These students stood out as they practiced real-life skills that could help them transition into supported employment settings.

Conclusion and perspectives

The workshop *"How to Set the Table for Guests"* proved to be a meaningful and impactful experience for students at C.S.E.I. “Sf. Vasile”. It combined artistic expression, practical learning, and social interaction in a real-life context. Given the success and positive feedback, the school plans to repeat and expand these types of activities, possibly inviting professionals from the hospitality field for further inspiration.

This initiative reaffirmed that inclusive education, when paired with creativity and real-life simulation, can unlock potential, build confidence, and prepare students for a fulfilling role in society.



Photo 64:Demonstrating to students table setting



Photo 65: Students setting up tables

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Photo 66: Students setting up tables



Photo 67: Group photo of students after finishing their assignment

Polish School - Specjalny Ośrodek Szkolno Wychowawczy nr 4

Case Study 1: Operation of Cafe Wietor in SOSW Nr 4 in Poland

Context and Objectives

A project called "Cafe Wietor" was launched in a Special Educational and Care Centre in Poland, as part of innovative activities supporting the professional and social development of students with special educational needs (SEN). The main objective of "Cafe Wietor" is to improve the quality of life of students through extracurricular activities, which are to develop their professional skills in the area of gastronomy (barista, customer service), social and cognitive competences. A key moment in the operation of "Cafe Wietor" was serving the celebration of the 60th anniversary of the school, which was a practical exam of acquired skills.

Activities and Course

The "Cafe Wietor" project involved 7 students with various educational needs. Under the guidance of trained teachers and specialists, students were guided through a comprehensive process of learning and operating a café, including key stages:

- Learning to operate a coffee machine: Learning the structure of the machine, safe start-up, brewing different types of coffee (espresso, cappuccino, latte).
- Preparing drinks: Learning recipes for coffee, tea and other drinks, correct proportions, frothing milk.
- Customer service: Practicing taking orders, communicating with guests, serving drinks and sweets, basic rules of etiquette in service.
- Organization and hygiene of the workplace: Maintaining cleanliness in the café, washing dishes, taking care of the aesthetics of the workplace.
- Practice during the event: Serving the 60th anniversary of the school, which was a real working environment and an opportunity to apply the acquired knowledge in practice.

While preparing to serve the 60th anniversary, students faced the challenge of not only preparing drinks, but also efficiently coordinating work, managing time and responding to the needs of guests. This challenge stimulated not only practical skills, but also the development of logical thinking and organizational skills.

Impact and Results

The "Cafe Wietor" project had a significant impact on the participants, both emotionally and practically. Among the observed results were:

- Improved manual coordination and dexterity: Students improved precise movements when operating the coffee machine, pouring coffee, frothing milk or serving, which contributed to the development of motor skills necessary in everyday activities.
- Increased self-confidence and self-esteem: Each success in preparing and serving coffee, and especially the positive reactions of guests during the 60th anniversary celebration, generated a sense of achievement and personal pride. Students, who are usually the recipients of help, felt needed and valuable to others.
- Development of communication and social skills: Students interacted with guests and cooperated with each other, learning non-verbal signals, cooperation and sharing tasks in a team.
- Discovery of new passions and development of professional skills: Some students showed particular interest in the art of making coffee (barista), and teachers noticed their potential for future work in the catering industry.
- Practical professional experience: Serving such a large event as the 60th anniversary of the school provided students with invaluable experience in a real work environment, preparing them for potential entry into the job market.

An example is the student J.Ś., who initially had difficulties with motor coordination when operating the coffee machine, but thanks to systematic practice and support, over time he became a master in preparing the perfect cappuccino. Another student, Ł.M., with difficulties in verbal communication, thanks to the role of a barista developed the ability to make eye contact and smile, which significantly influenced his openness in social relationships.

Conclusions and Perspectives

The success of the "Cafe Wietor" project has shown that practical professional training, embedded in real contexts, is a powerful tool for the inclusion and personal development of students with special needs. Seeing the enthusiasm and progress of the students, the teaching staff decided to continue and expand this type of activity, including regular "Cafe Wietor" sessions and the possibility of serving other school and local events.

Thanks to this experience, the students not only improved their practical and professional skills, but also learned to express emotions, increased confidence in their own strengths and discovered new ways of interacting with the outside world. "Cafe

Wietor" is more than just a school cafe - it is a space that gives students the opportunity to find their place in the community and demonstrate their potential.

Case Study 2: Weekly Gardening Internships

Context and Objectives

At the No. 3 School for Vocational Training in Krakow, the programme of supported internships focused on weekly gardening activities was continued. These internships, carried out in the Bernardine Fathers' garden at ul. Bernardyńska 2 in Krakow, aimed not only to develop the practical and professional skills of students with special educational needs (SEN), but also to support their social and emotional development through physical activity in the fresh air. These activities are consistent with the spirit of inclusive education projects such as Erasmus+ STEPS, which emphasise the importance of learning through experience and interaction with the environment.

Participants and Organisation

11 students participated in the internships. The students worked under the direct supervision of 4 teachers and 2 teacher assistants, which ensured individual support and safety. The classes took place once a week, on Thursdays, which ensured regularity and the possibility of consolidating the acquired skills.

Activities and Course

During the gardening internships, students performed various cleaning and gardening tasks that developed their manual skills, organizational skills and responsibility. Key tasks included:

- Raking leaves and taking them to the compost heap: Practicing motor coordination, teamwork and understanding ecological processes.
- Picking fruit: Developing precision, the ability to recognize ripe fruit and packaging.
- Other cleaning tasks: Maintaining the aesthetics of the garden, taking care of the environment.

Impact and Results

The weekly gardening internships had a significant and multidimensional impact on the development of the participating students:

- Development of Practical and Professional Skills: Students acquired specific skills in the field of gardening and cleaning work, which may be useful in their future professional life, e.g. as part of auxiliary professions in gardening or cleaning services. The regularity of classes helped to consolidate these competences.
- Improved Gross Motor Skills and Coordination: Activities such as raking, carrying, or collecting required the use of the whole body, which contributed to improving overall physical fitness, motor coordination, and balance.
- Increased Independence and Responsibility: Entrusting students with specific tasks and the ability to perform them independently increased their sense of responsibility for the work done and taking care of the entrusted tools and the area.
- Strengthening Social Competencies: Working in a group under the guidance of teachers promoted cooperation, communication, and mutual assistance. Students learned to share tasks, support each other, and achieve goals together.
- Positive Impact on Emotional Development: Contact with nature and working outdoors could have a therapeutic effect, reducing stress and improving well-being. Satisfaction with the visible effects of work (e.g. a tidy garden, collected fruit) strengthened the sense of self-worth and agency.
- Development of Orientation in Space and Time: Understanding the cycle of seasonal work in the garden (e.g. raking leaves in autumn, picking fruit in summer) and orientation in the garden area supported the development of spatial and temporal orientation.

Analysis of individual cases:

Case 1: M.P.

Mikołaj initially showed difficulties in precisely following complex instructions and initiating activities. During the first leaf raking classes, he needed significant support and constant supervision. However, thanks to systematic weekly practices and individual approach of teachers, Mikołaj gradually started to independently perform subsequent stages of the task. By the end of the semester, he was able not only to rake leaves effectively, but also to transport them to the composter independently, demonstrating better coordination and the ability to plan the sequence of actions. His involvement and joy in visible results of work increased significantly.

Case 2: N.K.

Nikola was initially more withdrawn in group contacts and needed encouragement to cooperate with peers. During gardening classes, especially when picking fruit, teachers created opportunities for her to work in small teams, which encouraged natural

interactions. Nikola's ability to share tools and support others during heavier work (e.g. moving branches) improved significantly. It was noticed that thanks to joint gardening tasks, she became more open to non-verbal communication and actively participated in the life of the group, enjoying achieving goals together.

Conclusions and Perspectives

The weekly supported internship programme in the Bernardine Fathers' garden has proven to be a valuable and effective tool for supporting the development of students at the School in Kraków. It has enabled students to acquire practical skills, strengthened their social and emotional competences, and provided valuable experience in a real work environment. The analysis of individual cases, such as Mikołaj and Nikola, clearly shows how personalized support and engaging activities can contribute to significant progress in the development of each student.

Possible perspectives include:

- Expanding the scope of gardening work with new tasks, e.g. planting flowers, maintaining flower beds, creating mini sensory gardens, which will allow for further development of fine motor skills and creativity.
- Seeking opportunities for cooperation with other entities in order to expand the offer of internships (e.g. other gardens, organic farms) in order to provide students with diverse professional experiences.
- Systematic evaluation of students' progress, possibly using extensive observation sheets, to better adapt the programme to their individual needs and monitor the development of key competences.
- Promoting the experiences from the internships, for example through presentations to parents or the local community, which could increase the visibility of students' achievements and inspire other institutions.

This initiative confirms that inclusive education, combined with practical experience and a creative approach, can unlock students' potential, build their self-confidence and prepare them to fully participate in social and professional life.

Turkish school: Erdemli Özel Eğitim Uygulama Okulu (II. Kademe)

Case Study 1: Greenhouse Construction and Plant Cultivation Workshop

Integrating with Nature at Erdemli Özel Eğitim Uygulama Okulu II. Kademe:

Greenhouse Construction and Plant Cultivation Workshop

Context and Objectives

At the Erdemli Special Education Vocational School, a hands-on project was initiated to develop both the cognitive and motor skills of students. The main objective of this project was to enable students with severe autism, intellectual disabilities, and physical disabilities to gain practical life skills by interacting with nature. As part of this, a workshop for constructing a greenhouse and cultivating plants was organized in the school yard with the participation of students **A.A., M.E.Z., B.T.T., T.B., H.E., and A.U.** The project aimed to allow the students to experience important values such as taking responsibility, collaboration, and patience.

The Workshop

In the workshop, conducted with the participation of the six selected students, a two-stage process was followed under the guidance of teachers and support staff:

1. **Greenhouse Setup:** The students were actively involved in the process of building the greenhouse's frame using plastic pipes and nylon sheeting. During this stage, each student was given tasks appropriate to their motor skills. For example, **B.T.T.** and **A.U.** helped place the pipes, while students like **A.A.** and **M.E.Z.** helped stretch and secure the sheeting. This work reinforced teamwork and physical coordination.
2. **Plant Cultivation:** After the greenhouse was completed, seeds and seedlings of plants such as tomatoes, peppers, and cucumbers were planted. With their teachers' guidance, the students followed steps like preparing the soil, planting the seeds, transplanting the seedlings, and watering them for the first time. During this process, students like **T.B.** and **H.E.** were responsible for plant care, taking on tasks such as regular watering, checking the soil's moisture, and observing the plants' growth.

Impact and Outcomes

The workshop had a multifaceted and positive impact on the participating students. Significant observed outcomes included:

- **Improved Expression and Fine Motor Skills:** Students developed their fine motor skills through activities that required precision, from handling the soil to gently placing the seeds. There was a noticeable increase in their emotional expression; they expressed feelings like excitement and happiness more clearly as they watched the plants grow.
- **Increased Sense of Responsibility and Self-Confidence:** Taking on tasks related to plant care instilled a sense of responsibility in them. Seeing the seedlings sprout created a feeling of accomplishment and personal pride in each one. This also increased the ability of **A.A.,** who has severe autism, to adapt to new tasks in addition to his adherence to routines.
- **Social Interaction and Communication:** The students came together for a common purpose, interacting nonverbally with each other and working in a spirit of mutual help and collaboration. For example, **T.B.'s** questions to his teacher about the state of the plants indicated significant progress in his communication skills.
- **Love for Nature and Cognitive Development:** This project taught the students about nature's cycle, the growth stages of plants, and respect for nature. This experience helped them understand abstract concepts in a concrete way.

Conclusion and Perspectives

The success of the greenhouse project demonstrated how powerful hands-on, nature-based activities can be for the development of students with special needs. The progress and enthusiasm shown by the students encouraged the school administration and teachers to continue and expand these types of activities. In the future, the project's economic and social dimensions could be expanded by organizing events such as selling or distributing the harvested produce. This workshop showed the students that they can not only grow plants but also become productive members of society and realize their potential.



Photo 68: planting at the greenhouse



Photo 69: planting at the greenhouse



Photo 70: : planting at the greenhouse

Case Study 2: Encountering Turkish Art - An Ebru Workshop

Encountering Turkish Art at Erdemli Özel Eğitim Uygulama Okulu II. Kademe: An Ebru Workshop

Context and Objectives

At the Erdemli Special Education Vocational School, a cultural activity was initiated to develop students' artistic expression, focus, and motor skills. The main objective of this project was to enable students with severe autism, intellectual disabilities, and physical disabilities to express themselves and have an aesthetic experience through Ebru, a traditional Turkish marbling art form. For this purpose, an Ebru workshop was organized on campus with the participation of students **A.A., M.E.Z., B.T.T., T.B., H.E., and A.U.** The activity aimed to allow the students to develop skills such as patience, attention, and creativity.

The Workshop

In the workshop, carried out with the six selected students, a staged process was followed under the guidance of teachers and an Ebru artist:

1. **Preparation:** The students watched and assisted in the process of dropping different colored paints onto the viscous water (prepared with tragacanth gum). During this stage, teachers and support staff guided the students to recognize colors and hold the brush correctly. This sensory experience captivated the students and increased their sense of curiosity.
2. **Shaping and Creation:** The students used special brushes and metal styluses called *biz* to shape the colors on the water's surface. Students like **A.A.** and **M.E.Z.** watched in awe as the colors spread and formed patterns on the water. With the support of the teachers, students like **B.T.T.** and **A.U.** had the opportunity to create their own unique patterns.
3. **Transfer and Finishing:** The most exciting part of the activity was transferring the created patterns onto paper. The students carefully placed the paper on the surface of the water and then lifted it. This process reinforced hand-eye coordination and focusing skills. Students like **T.B.** and **H.E.** observed the beauty of their own work and how it was transferred onto the paper.

Impact and Outcomes

The Ebru workshop had significant artistic, emotional, and cognitive effects on the participating students. Key observed outcomes were:

- **Improved Focus and Sensory Awareness:** The students increased their attention spans by focusing on the movement of the colors on the water. The

sensory experience provided by the different colors and the texture of the water supported their sensory integration skills.

- **Development of Fine Motor Skills:** Activities such as using tools like brushes and styluses and placing the paper on the water precisely strengthened hand-eye coordination and finger muscles.
- **Self-Confidence and a Sense of Achievement:** Each student experienced a great sense of accomplishment and personal pride by creating a unique and beautiful work of art. The expressions of happiness on their faces when they completed their work showed how valuable this activity was.
- **Communication and Creative Expression:** The students found an opportunity to express themselves nonverbally through art. They reflected their emotions and thoughts by showing their work or through their color choices.

Conclusion and Perspectives

The Ebru workshop proved once again how effective a tool art can be for the artistic and personal development of students with special needs. The progress shown by the students and their interest in art encouraged the teachers to organize such cultural and artistic activities more frequently. In the future, there are plans to organize an exhibition of the Ebru works created by the students to share their success with a wider audience. This workshop not only taught the students a traditional art form but also allowed them to discover the creativity within themselves and increase their self-confidence.

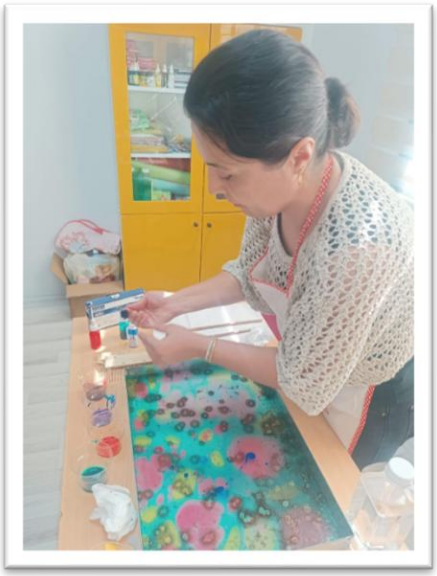


Photo 72: creating masterpieces with marbling art



Photo 71: creating masterpieces with marbling art



Photo 73 : creating masterpieces with marbling art



Photo 74: creating masterpieces with marbling art

Greek school – EEEEK Korinthou

Case Study 1: Decorating easter candles

Context and Objectives

The workshop “decorating easter candles” was created by the need of having our own handmade decorative candles the night of the resurrection. Orthodox light a candle the night of the resurrection and modern Greek custom has it that these candles are decorated, especially for children and young people. The main objectives were:

- To choose the ribbons, the cords and the decorations for each candle and place them on it in a beautiful, matching and creative manner
- To glue or tight them together in a steady and clean way
- To exercise fine motor skills
- To cooperate with peers and work together
- To be creative and use their imagination

This workshop was organized as part of a series of workshops in order for our school to participate in an easter bazaar for selling these candles, at the city of Corinth.

Workshop

The students were gathered in a big, spacious classroom with all the materials placed at the working tables. Teachers demonstrated the materials (the candles, the cords and the ribbons, the decorative objects, etc.) and explained them the procedure, step by step. They also demonstrated them a couple of model- candles, in order for students to understand what was asked by them.

The steps that we followed during the workshop were the following:

- Candle choice – Students chose freely among a variety of easter candles (shape, color, thickness, etc)
- Ribbons and decoration choice – students chose the color and type of the ribbons/ cords and the decoration they wanted to place to the candles.

- Creating the base- students chose how to place the ribbons (either to cover half the candle or place strips of ribbons or cords) and started gluing and wrapping the ribbons
- Putting the decorations – students had to choose how to place the decoration or decorations they had chosen and glue them or tight them on candles
- Final touch – students may add bows, glitter, strass or beads

Teachers were beside the students during the procedure and they were helping them if needed. Students were free to change their mind about decoration of the candles

Students that participated in this workshop created very beautiful easter candles and gained practical experience in handmade creations.

Impact and results

This workshop significantly contributed to the students' personal and professional development:

1. **Practical skill development** – Participants learned how to decorate easter candles, how to choose the appropriate materials (cords, ribbons, decorations, etc.) and match them together and how to place them on the candles. This knowledge can be transferred in various crafts creations and in various work environments that create handmade decorative objects.

2. **Aesthetical and creative knowledge** – Students practiced their aesthetical expression, as they had to choose carefully the materials and match them together.

3. **Cooperation and team building** – Students actively cooperated and communicated each other. They were asking their peers opinion when they were having difficulties in choosing between the decoration material. They also helped each other in tasks that their peers may had difficulties. For students that could not wrap the ribbons by themselves, were asking the help of a classmate to hold the candle while they were wrapping it.

4. **Increased autonomy and self-esteem** – Their sense of independence and self-esteem were boosted as they completed the task and had beautiful results.

Results

- **S.D.**, an 17-year-old student on the autism spectrum, loved to be precise and pay attention to small details. He rolled the ribbons carefully and matched the decorations. He can follow easily directions

- **K.M.**, aged 22 with down syndrome, was very enthusiastic and creative, while paying attention to details. She enjoyed much the procedure and she managed to create a beautiful result with her decorated candles.

These students stood out as they practiced real-life skills that could help them transition into supported employment settings.

Conclusion and perspectives

The workshop “Decorating easter candles” has given the students a great experience on practical learning, decorating and eventually selling the candles at a bazaar. Students worked together, boosted their creativity and imagination and enjoyed the procedure. All students were happy from the results. Teachers appraised them and local community embraced them also.

SEN students enjoy to work in environments that they know and the results are often better than expected. They can flourish in a trustful and familiar environment.



Photo 75 : decorating easter candles



Photo 76: decorating easter candles



Photo 77: decorating easter candles



Photo 78: decorating easter candles



Photo 79: students demonstrating theis creations

Case Study 2: Creating candles

Context and Objectives

The workshop “creating candles” was created by the need of experimenting with the natural wax that our school had from the beekeeping laboratory. The main objectives were:

- To melt the natural wax and pour it into molds
- To use the tools, the equipment and the machines with safety
- To color the wax
- To exercise fine motor skills
- To cooperate with peers and work together
- To be creative and use their imagination

Workshop

The students were gathered in the beekeeping laboratory, where all the relevant materials and equipment is kept.

The steps that we followed during the workshop were the following:

- To put the natural wax in a small pot and heat it in a small stovetop
- To pour it in molds
- To choose the molds before hand
- To place a wick if needed
- To color the wax
- To keep the space clean

Teachers were beside the students during the procedure and they were helping them if needed.

Impact and results

This workshop significantly contributed to the students' personal and professional development:

5. **Practical skill development** – Participants learned how melt natural bee wax and pour it into molds in order to create decorative candles. They followed the procedure from start to finish and created beautiful candles. They also chose the designs and the colors of the candles they wanted to create. The skills that they gained from this workshop are very important and might help them to adjust in a similar working environment.

6. **Aesthetical and creative knowledge** – Students practiced their aesthetical expression, as they had to choose carefully the designs and colors of the candles.
7. **Cooperation and team building** – Students actively cooperated and communicated with one another. They also supported each other by assisting their peers with tasks they found challenging. They did bond with each other as they felt responsible for completing the same task.

8. **Increased autonomy and self-esteem** – Their sense of independence and self-esteem were boosted as they completed the task and had beautiful results.

Results

- **M.S.**, a 15-year-old student with moderate intellectual disability and pervasive developmental disorder, loved creating and producing candles. She learnt the procedure easily and wanted to work independently from the very beginning. Teachers gave her the space she wanted, but were there in case she needed any help.
- **K.A**, aged 21 years old, with moderate intellectual disabilities, felt confident in participating at this workshop and followed the steps with ease. She was careful and yet responsible and effective. She enjoyed much the procedure and could stand very good in such a working environment.

These students stood out as they practiced real-life skills that could help them transition into supported employment settings.

Conclusion and perspectives

The workshop “crating candles” has given the students a great experience on practical learning. Students worked collaboratively, enhancing their creativity and imagination while thoroughly enjoying the learning process. They were proud of the results they achieved, and their efforts were highly appreciated by both their teachers and the local community.

SEN students particularly benefit from working in familiar and supportive environments, where they feel comfortable and confident. In such settings, they are able to develop their skills, express their creativity, and often achieve results beyond expectations. They can truly flourish in an environment built on trust, encouragement, and familiarity.



Photo 80: students melting wax to create candles



Photo 81: student pouring melted wax into molds

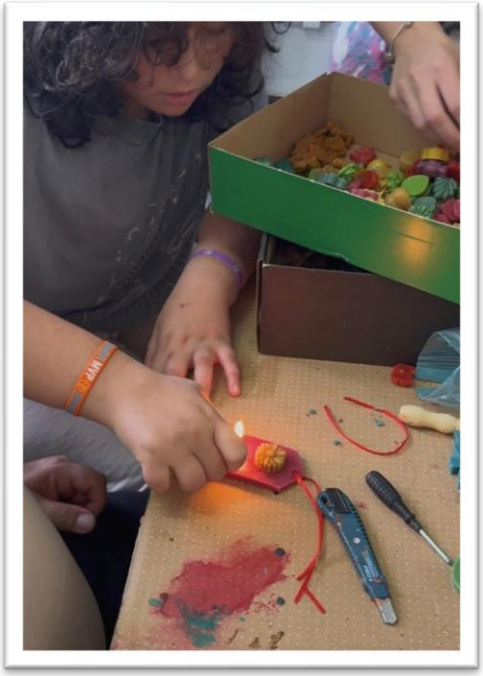


Photo 82: decorating the candles

Romanian School - Centrul Școlar pentru Educație Incluzivă ”Sf. Vasile” Craiova

Leisure Activity 1: Parachute Play – Color, Movement, and Inclusion

Space: Outdoor – school yard / sports field
Duration: 1 hour

Didactic Methods:

- Learning through play
- Cooperative learning
- Multisensory approach
- Nonverbal communication and visual cues
- Movement-based learning

Impact on Pupils with SEN:

- Stimulated sensory and motor development
- Improved attention and coordination
- Encouraged social interaction and teamwork
- Increased motivation and emotional well-being
- Promoted inclusion through accessible and joyful activities

Leisure Activity 2: Cultural Discovery – Exploring Museums in Craiova

Space: Indoor – Ethnography and History Museums, Craiova
Duration: 1 hour

Didactic Methods:

- Experiential learning
- Visual and auditory exploration
- Guided observation
- Questioning and storytelling
- Inclusive communication strategies

Impact on Pupils with SEN:

- Stimulated curiosity and cultural awareness

- Developed communication and expression skills
- Enhanced sensory and cognitive engagement
- Supported social inclusion in a community setting
- Encouraged respectful interaction with heritage and public spaces

Leisure Activity 3: Exploring Romania – Trip to the Danube Gorge

Space: Outdoor – Danube Gorge (natural areas and tourist sites)
Duration: 1 hour (main activity) / 1 day (full trip)

Didactic Methods:

- Real-life context learning
- Active observation in nature
- Guided dialogue and explanations
- Interactive learning through questions and discovery
- Adapted communication for pupils with SEN

Impact on Pupils with SEN:

- Increased confidence and autonomy through direct experiences
- Development of spatial orientation and environmental vocabulary
- Improved social interaction and group collaboration
- Stimulated interest in nature, geography, and cultural heritage
- Equal access to recreational and educational activities outside school

Leisure Activity 4: Sensory Field Activities – Movement and Perception in Harmony

Space: Outdoor – Sensory sports field
Duration: 1 hour

Didactic Methods:

- Multisensory learning
- Learning through play and movement
- Task-based physical activities
- Visual and tactile guidance
- Individual and group exercises adapted to needs

Impact on Pupils with SEN:

- Enhanced body awareness and motor coordination

- Stimulated sensory integration (tactile, auditory, visual)
- Increased participation through adapted, inclusive games
- Strengthened self-confidence and motivation to move
- Promoted emotional regulation and stress reduction through physical activity

Leisure Activity 1: Underground Salt Mine Tour

Space: Wieliczka Salt Mine Tour

Duration: 3 hours

Didactic Methods:

1. Concrete and Sensory Learning

Tactile Experiences: Let students touch salt crystals, feel the walls of the mine.

Visual Stimuli: Use colored lights, enlarged photos of salt formations, or simplified models.

Auditory Narration: Explain the process of the mine formation with short and clear explanations, sound effects, or stories.

2. Simplified and Step-by-Step Narration

Short and Clear Information: Instead of complex geological processes, explain with simple questions like "How is salt extracted?"

Question-Answer Technique: Ask questions that will interest students ("Can we eat this salt?").

Narrative: Make learning fun with stories about the daily lives of miners.

3. Hands-on Activities

Salt Mining Simulation: Let students "find salt" by digging with a shovel or brush.

Craft Activities: Making pictures from salt, painting salt, or experimenting with salt (for example, dissolving salt in water).

Pre/Post Trip Activities: Making a model of a salt mine in class or drawing pictures after the trip.

4. Visual Supports and Social Stories

Pictorial Guides: Preparing a story booklet showing photos of the destination before the trip.

Using Social Stories: Presenting a story explaining steps such as "How to get to the mine?", "What to do there?" (useful for students on the autism spectrum).

5. Safety and Comfort Measures

Pre-Introduction: Informing students about the noise, darkness, and cold environment in the mine so they are prepared.

Breaks: Providing short breaks to prevent sensory overload.

Adapting to Individual Needs: Providing wheelchair access, sign language interpreters, or quiet areas.

6. Feedback and Reinforcement

Reward System: Small rewards (e.g., a piece of rock salt) to students who participate during the trip.

Summary of the Trip: Make a simple summary of what was learned on the way back (verbal or visual).

7. Cooperative Learning

Grouping: Divide students into small groups to support each other.

Pair Work: One student guides the other (peer support).

Sample Application:

Pre-Trip: Watch a video of how salt is formed in class + experiment with salt.

During the Trip: Students touch the salt walls, the guide explains in simple language, and they dress up in a "salt miner" costume.

After the Trip: Students draw salt pictures or write a story about the trip.

Leisure Activity 2: Wawel Castle Tour

Space: Wawel Castle

Duration: 1 hours

Didactic Methods:

1. Structured Learning and Preparation Process

The pre-trip preparation phase is critical for students with special needs.

Visual programs, daily flow charts, maps and plain language information brochures are used.

When, where to go and what to do there are explained in advance.Example: “We are leaving school at 9 a.m. First, we will see the castle entrance. Then we will visit the dragon statue.”

2. Visual and Concrete Learning

Seeing historical places physically allows for a better understanding of abstract concepts. Concretization is especially important for individuals with mental disabilities. Example: Making sense of the theme of “kingdom” by observing objects such as crowns, armor and swords.

3. Multisensory Learning (Multisensory Methods)

Auditory (guide narration), visual (structures, artifacts), tactile (replicas that are allowed to be touched in some museums) stimuli are used. If necessary, headphone support is provided for students with auditory sensitivity.

4. Guided Narration and Simplified Language Use

Guided narration is simplified according to the level of the students.

For some groups, simple narration is done with the accompaniment of a special guide or teacher.Daily needs such as break areas, WC, eating and drinking are clearly stated.

5. Visual Support and Social Stories

A social story with the theme of “We are Going to Wawel Castle” can be prepared especially for individuals with autism.What will be encountered in the castle and what should be done is explained step by step.

6. Peer Supported and Interactive Learning in Groups

A safe environment is provided within the group and students are encouraged to explore together.Peer guidance or paired tour methods can be applied.

7. Individualized Guidance (IEP Compatible Approach)

Personalized goals are set according to each student's level of interest, attention span, physical needs and sensitivity.

For example, while just "observing the crowns" may be enough for one, the goal may be "introducing 2 works" for another.

8. Reflective Learning (Reflection & Feedback)

After the tour, feedback is received from students with questions such as "what did I learn?", "what did I like the most?".

Reinforcement can be done with drawing pictures, simple written explanations or in-class presentations.

Example: "Which room in Wawel did you like the most? Describe it with a picture."

9. Reinforcement with Memory Cards and Interactive Materials

Illustrated cards can be prepared for basic elements related to the castle (dragon, castle gate, king's room, etc.).

Post-trip learning is supported with activities such as "matching" and "guess where this is?"

ADDITIONAL METHODS / SUPPORTS

Student Profile Support / Method

Autistic individual Social story, quiet area breaks

Mental disability Visual support, plain language, short explanations

Physically disabled student Accessibility planning, route adjustment

Attention deficit Short-term pauses, keeping busy with the task

Leisure Activity 3: Circus workshops

Space: Theatre Hall

Duration: 1 hours

Didactic Methods:

1. Structured Learning

It includes clear instructions, visual supports, routines and graded tasks.

The student clearly knows what to do, when to do it and how to do it.

For example: A daily plan is made with steps such as “First warm-up exercises – then ball rolling – then balance board”.

2. Concrete and Modeling (Demonstration & Concrete Learning)

Each skill is demonstrated by the teacher/guide in advance.

Students are encouraged to learn by watching.

It is especially effective for motor coordination and balance studies.

3. Step-by-Step Instruction (Task Analysis & Chaining)

A complex skill (e.g. juggling) is broken down into small and teachable parts.

Skills are taught with forward chaining or backward chaining methods.

4. Paired Learning / Peer Supported Learning

Collaboration, role sharing and teamwork are done to develop social skills.

More experienced students can help students with special needs.

5. Sensory and Movement-Oriented Methods

Based on sensory integration therapy principles, balance, rhythm, touch and movement are studied.

For example: Active activities such as working with colored balls, rope jumping, hula hoop.

6. Individualized Education Methods (IEP Compatible Approach)

Differentiated goals are determined according to each student's individual education plan (IEP).

The student's level of readiness, interests and limitations are taken into consideration.

7. Positive Reinforcement and Motivational Teaching

Success, effort and participation are positively reinforced.

Reward systems, symbol tables or verbal praise are used.

The student's self-confidence increases.

8. Storytelling and Role Play

Students participate in role-playing games by imagining themselves as circus characters.

Social stories and dramatization are very effective especially for individuals with autism spectrum disorder.

9. Reflective Learning (Reflection & Self-Assessment)

The student is supported to understand what he/she has learned and to express himself/herself.

A short "What did we do today?" session can be held at the end of the activity.

Examples of Activities That Can Be Applied:

Coordination work with juggling balls

Walking on a balance board

Rhythmic dance and musical circus show

Mimic work with clown imitation

Mini juggler shows (with safe materials if possible)

Leisure Activity 4: Theatre Workshop

Space: Theatre Hall

Duration: 1 hours

Didactic Methods:

1. Modeling and Observational Learning (Modeling & Imitation)

The instructor first demonstrates the behavior or role in practice.

The student learns the role or expression through observation.

Example: The instructor acts out a “sad face” expression; then the student is encouraged to try the same expression.

2. Role Play and Social Stories

Short scenarios are used to structure social interactions.

It helps students with autism spectrum disorders to make sense of social situations.

Example: A short scene with the theme of “Thanking a friend” is played.

3. Step-by-Step Instruction (Task Analysis / Step-by-Step Instruction)

Theater activities (e.g. going on stage, saying a sentence) are taught by dividing them into small steps.

As each step is achieved, the next one is moved on to.

Example: 1) Greeting, 2) Making eye contact, 3) Saying a short sentence.

4. Visual Aids & Schedules

Picture cards, emotion faces, scene flow charts increase the student's understanding.

Routines and timetables allow the student to predict the process.

5. Emotion Recognition & Expression Studies

The student's emotional awareness is developed with activities such as mirror studies, facial recognition and expression.

The instructor imitates different emotions and ensures that the student also expresses them.

6. Individualized Instruction

Appropriate roles, scenarios or stage tasks are given to each student.

For quiet, shy students, backstage tasks (costume, lighting, etc.) are also considered participation in the theater process.

7. Group Work-Based Methods (Collaborative Learning)

Collaborative games, group improvisations and collective stage studies support social skills.

Skills such as group roles, taking responsibility and waiting in line develop.

8. Drama Therapy-Based Methods (Therapeutic Drama Techniques)

They are studies aimed at expressing emotions, especially in individuals with anxiety or trauma history.

Emotions are expressed through safe methods such as “telling with puppets”, “acting out the story with the body”, “shadow play”.

9. Play-Based Learning

Learning is provided through fun, structured games.

Examples: “Guess the feelings” game, “Who am I?” role-playing game, improvised hat box.

10. Positive Reinforcement and Self-Confidence Development

Participation, effort and every expressed emotion are rewarded with positive feedback.

Sometimes the student’s efforts are appreciated with small theater performances or exhibitions for the family.

Turkish school: Erdemli Özel Eğitim Uygulama Okulu (II. Kademe)

Leisure Activitiy 1: Mersin Archaeology Museum Trip

Title: Mersin Archaeology Museum Trip – Touching and Discovering History

Venue: Mersin Archaeology Museum

Duration: 2-3 hours (can be adjusted according to students' interest)

Didactic Methods:

- **Learning through Discovery:** Allowing students to choose their own route within the museum and examine artifacts personally.
- **Visual and Auditory Learning:** Understanding the past through the museum's artifacts, models, reconstructions, and videos.
- **Problem-Solving and Questioning:** Developing analytical thinking skills by asking students questions like, "What might this object have been used for?"
- **Group Work:** Dividing students into small groups and asking them to research a specific period or artifact.

Impact on Students with SEN (Special Educational Needs):

- **Sensory Development:** Seeing and feeling artifacts made from different materials (stone, ceramic, metal).
- **Attention and Focus:** Increasing attention spans by allowing students to focus on specific artifacts that interest them.
- **Social Interaction:** Encouraging collaboration with peers through in-group tasks and shared discoveries.
- **Inclusion:** Providing an accessible environment that allows each student to experience the museum at their own pace and according to their own interests.

This plan aims to transform the museum visit from a simple trip into an inclusive and enriching learning experience for all students.

Leisure Activity 2: Erdemli Kizkalesi Boat Tour and Swimming

Title: Erdemli Kizkalesi Boat Tour and Swimming – Meeting the Blue and Discovery

Venue: Erdemli, Mersin – The Mediterranean Sea and Kizkalesi (Maiden's Castle)

Duration: Half a day (3-4 hours)

Didactic Methods:

- **Experiential Learning:** Directly experiencing a historical site (Kizkalesi) and participating in a swimming activity in the natural environment of the Mediterranean Sea.
- **Movement- and Action-Based Learning:** Feeling the wind, waves, and movement of the water during the boat tour; increasing bodily awareness while swimming.
- **Observation and Discovery:** Encouraging students to observe marine life, the architectural details of the castle, and the ecological features of the surroundings.
- **Nonverbal Communication:** Communicating effectively with gestures and facial expressions during activities on the water and the boat.

Impact on Students with SEN (Special Educational Needs):

- **Sensory Development:** Stimulation through various sensory inputs such as the texture of the water, the warmth of the sun, and the sound of the wind.
- **Motor Development and Coordination:** Improving gross motor skills through activities like swimming and balancing on the boat.
- **Increased Self-Confidence:** Gaining new skills like swimming and being in the sea, which boosts personal self-confidence and courage.
- **Social Bonding:** Strengthening the sense of belonging and teamwork during group activities (swimming, boat tour).
- **Emotional Relaxation:** Reducing stress through the calming effects of contact with water and outdoor activity.

This plan aims to transform the **Erdemli Kizkalesi Boat Tour and Swimming** activity from a simple recreational event into an inclusive, educational, and sensorially rich experience for all students.

Leisure Activity 3: Nature Trip

Nature Trip and Artistic Activity with Natural Materials Plan

Title: Art with Nature: Discovery, Creativity, and Mindfulness

Venue: Local Forest Area / Park / Botanical Garden

Duration: 2-3 hours

Didactic Methods:

- **Learning through Discovery:** Allowing students to freely roam in nature, touching, smelling, and listening as they collect various materials (leaves, branches, stones, etc.).

- **Creativity-Based Learning:** Creating artistic products (collages, sculptures, etc.) using the collected natural materials, which allows them to freely express their imagination.
- **Developing Sensory Awareness:** Sharpening sensory perception by focusing on the different textures, colors, and scents that nature offers.
- **Collaborative Work:** Dividing students into small groups to create a joint "nature art" piece.

Impact on Students with SEN (Special Educational Needs):

- **Sensory Integration:** Supporting sensory processing skills by interacting with materials of different textures and weights (rough stones, soft moss, smooth leaves).
- **Improving Fine Motor Skills:** Strengthening hand-eye coordination and finger muscles through processes like collecting, cutting, and gluing materials.
- **Focus and Calming:** Increasing attention spans and reducing anxiety through the calming effect of nature and focusing on artistic creativity.
- **Communication and Self-Expression:** Allowing students with limited verbal skills to express themselves through art.
- **Inclusion:** Creating an environment where every student can contribute at their own pace and according to their interests, and where success is tied to the process, not just the final result.

This plan aims to transform a nature-based activity into an enriching and inclusive learning experience for all students.

Leisure Activity 4: Kite Flying Activity Plan

Kite Flying Activity Plan

Title: Dancing with the Sky: Kites and Freedom at Erdemli Beach

Venue: Erdemli Beach, Mersin

Duration: 1.5 - 2 hours

Didactic Methods:

- **Observation and Action-Based Learning:** Gaining an experiential understanding of physical principles by observing the wind's direction and force and through the act of controlling the kite.
- **Problem-Solving:** Developing creative thinking skills by finding solutions to problems encountered, such as getting the kite to take off or stay balanced.

- **Visual and Spatial Learning:** Strengthening spatial perception through the kite's movement and position in the sky.
- **Body Awareness:** Using the body's balance and coordination during the processes of holding the kite, running, and controlling its string.

Impact on Students with SEN (Special Educational Needs):

- **Sensory Integration:** Supporting the integration of the sensory system with sensory inputs like the feel of the wind, the texture of the string, and the vibration of the kite.
- **Attention and Focus:** Increasing attention span by following the kite's movement in the sky and focusing on keeping it aloft.
- **Developing Gross Motor Skills:** Improving coordination and motor skills through movements like running, stopping, and using arm muscles.
- **Sense of Achievement and Self-Confidence:** Experiencing a great sense of accomplishment and happiness when they can get the kite to fly on their own or with a friend's help.
- **Social Interaction:** Interacting meaningfully with peers by sharing the kite-flying experience and helping each other.
- **Inclusion:** Offering an activity suitable for students of all levels, as it can be done from a sitting or standing position, making it accessible even for those with limited physical abilities.

This plan aims to transform the **Kite Flying at Erdemli Beach** activity from a simple fun activity into a sensually rich, educational, and inclusive experience for all students.

Greek school: EEEEK Korinthou

Leisure Activity 1: Archaelogical Museum of Isthmia visit

Space: Archaelogical museum of Isthmia

Duration: 1 1/2 hour

Didactic Methods

- **Play-based learning:** Learning was facilitated through enjoyable and engaging play-based activities.
- **Experiential and practical learning:** Pupils were encouraged to learn through hands-on experiences and active participation.
- **Visual and multisensory exploration:** A variety of visual and sensory stimuli were used to enhance pupils' understanding and engagement.
- **Guided observation:** Pupils were supported in observing, identifying, and interpreting elements of their environment.
- **Questioning and interactive learning:** Learning was encouraged through questions, discussion, interaction, and active participation.

Impact on Pupils with SEN

- **Increased confidence and self-esteem:** Activities provided pupils with opportunities to succeed, participate actively, and build confidence in their abilities.
- **Cultural exploration and adaptation to new experiences:** Pupils were introduced to cultural heritage, traditions, and new experiences, supporting their ability to adapt to different environments and practices.
- **Enhanced curiosity and cultural awareness:** Direct experiences encouraged pupils to explore, ask questions, and develop a deeper appreciation of cultural heritage.
- **Improved communication and self-expression:** Interactive activities encouraged pupils to communicate, express their ideas, and share their experiences with others.
- **Enhanced sensory and cognitive engagement:** Multisensory experiences supported pupils' attention, understanding, exploration, and cognitive development.

- **Promoted social inclusion:** Participation in shared activities within the community encouraged cooperation, interaction, and a sense of belonging.
- **Developed respect for cultural heritage and public spaces:** Pupils became more aware of the importance of respecting cultural sites, heritage, and shared public environments.

Leisure Activity 2: Visit to Nafplio city and Palamidi fortress

Space: Palamidi fortress

Duration: 2 1/2 hour

Didactic Methods

- **Experiential and practical learning:** Pupils were encouraged to learn through hands-on experiences and active participation.
- **Visual and multisensory exploration:** A variety of visual and sensory stimuli were used to enhance pupils' understanding and engagement.
- **Guided observation:** Pupils were supported in observing, identifying, and interpreting elements of their environment.
- **Questioning and interactive learning:** Learning was encouraged through questions, discussion, interaction, and active participation.

Impact on Pupils with SEN

- Increased confidence and self-esteem: Activities provided pupils with opportunities to succeed, participate actively, and build confidence in their abilities.
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- Enhanced sensory and cognitive engagement: Multisensory experiences supported pupils' attention, understanding, exploration, and cognitive development.
- Promoted social inclusion: Participation in shared activities within the community encouraged cooperation, interaction, and a sense of belonging.
- Developed respect for cultural heritage and public spaces: Pupils became more aware of the importance of respecting cultural sites, heritage, and shared public environments.

Leisure Activity 3: Playing boccia

Title: Playing boccia

Space: School's gym class

Duration: 1 hour

Didactic Methods:

- Learning through play and activity
- Visual and multisensory learning
- Direct instruction
- Demonstration and imitation
- Guided discovery
- Positive reinforcement
- Cooperative learning

Impact on Pupils with SEN:

- **Improve hand-eye coordination:** Boccia helps students develop greater control and accuracy when throwing or rolling the ball towards the target.
- **Enhance gross motor skills:** Regular participation can support the development of movement, coordination, balance, posture, and overall motor control.
- **Cultivate concentration:** Students need to focus on the target, assess distances, and consider how much force and direction to use, helping to develop attention and concentration.
- **Helps to follow rules and develop patience:** Boccia encourages students to understand and follow rules, wait for their turn, and practise patience while other players are taking their shots.
- **Improve mathematical skills:** Keeping score provides opportunities for students to practise counting, comparing numbers, addition, and basic mathematical concepts in a meaningful and enjoyable context.

- **Enhance confidence and self-esteem:** Successfully completing a throw or contributing to a team can give students a sense of achievement, helping to build confidence and self-esteem.
- **Develop communication and expression skills:** Boccia encourages students to communicate with peers and adults, express their preferences, make decisions, and respond to others during the game.
- **Promote social inclusion and a sense of belonging:** Boccia can be adapted to accommodate different abilities, allowing students to participate alongside their peers and feel included as valued members of the group.
- **Team building and social bonding:** Playing together encourages cooperation, turn-taking, encouragement, and positive interactions, helping students develop relationships with their peers.
- **Entertainment and enjoyment:** Most importantly, boccia provides students with an opportunity to have fun, be physically active, and enjoy playing and interacting with their peers in a supportive environment.

Leisure Activity 4: Photography time with beekeeping costumes

Title: Photography time with beekeeping costumes

Space: School's beekeeping laboratory

Duration: 1 hour

Didactic Methods:

- Experiential learning
- Learning through play
- Cooperative learning
- Differentiated instruction
- Role-play
- Creative and project-based learning

Impact on Pupils with SEN:

- **Increased self-confidence and self-esteem:** Wearing the costume or posing for photographs can give students a sense of achievement and encourage them to try new experiences.
- **Improved communication and self-expression:** Students can express their preferences by choosing poses, photographs, roles, or accessories. They can also communicate with peers and adults during the activity.
- **Enhanced social interaction:** Working in pairs or groups encourages students to interact, cooperate, take turns, and support one another.
- **Development of creativity:** Photography allows students to experiment with poses, backgrounds, perspectives, and composition, encouraging imagination and creative thinking.
- **Improved concentration and attention:** Students need to focus on the camera, the subject, instructions, and the timing of the photograph.
- **Development of decision-making skills:** Students can make choices about how they want to pose, where they want to take a photograph, or which photograph they prefer.
- **Sensory exploration:** The beekeeping costume provides students with an opportunity to experience different textures, sounds, visual sensations, and the feeling of wearing protective equipment. This should be introduced gradually for students who are sensitive to particular sensations.
- **Development of motor skills:** Putting on parts of the costume, posing, and moving into position can support fine and gross motor development.
- **Promotes inclusion and belonging:** All students can be given a meaningful role in the activity, regardless of their level of ability. This can help them feel that they are active and valued members of the group.
- **Emotional enjoyment and motivation:** The unusual costumes and playful nature of the activity can make learning enjoyable and provide opportunities for laughter, curiosity, and positive emotional experiences.

Valorization Plan

Romanian School - Centrul Școlar pentru Educație Incluzivă ”Sf. Vasile” Craiova

Activity 1: Theatre performance

1. Activity Title

Theatre Performance: *"The Old Man’s Daughter and the Old Woman’s Daughter – Tradition on Stage"*

2. Activity Goal

To promote Romanian cultural heritage through theatre, encouraging artistic expression, international cooperation, and educational inclusion in a multicultural setting.

3. Specific Objectives

• To highlight Romanian folklore through an engaging and accessible artistic format.
• To foster intercultural collaboration between students and teachers from partner countries.
• To develop self-confidence, stage presence, and creativity in participants.
• To support the inclusion of students with SEN by involving them in a collaborative theatre project.

4. Target Group

• Students and teachers from international partner schools
• Students with Special Educational Needs (SEN)
• Parents and families
• Local community members and representatives from educational/cultural institutions

5. Venue

School's festivity hall / Local cultural center

6. Date and Time

May 2025, 17:00

7. Artistic Outputs Presented

• Stage play: *"The Old Man's Daughter and the Old Woman's Daughter"*, adapted for an international audience
• Traditional Romanian costumes
• Rustic-inspired stage decorations
• Multimedia projections to support understanding
• Romanian folk music (live or recorded)

8. Activity Implementation Stages

A. Rehearsals and Preparation (4–6 weeks prior)

Script adaptation in accessible language, with possible English inserts
Role distribution among students and teachers from all partner countries
Translation/summary of the play for international guests
Creation of costumes and sets with the help of mixed teams
Weekly rehearsals coordinated by involved teachers

B. Logistical Organization (1 week prior)

Stage setup with traditional elements
Technical testing (sound, lights, visuals)
Promotional materials: posters, invitations, event program

C. Event Execution

Official opening and welcome speech by the organizers
Brief presentation on the cultural context of the story
Full theatre performance
Final interactive session (Q&A, reflections, sharing impressions)
Optional interactive workshop (folk dance, crafts, storytelling)

D. Evaluation

Feedback forms for participants and spectators
Photo and video documentation shared on project platforms
Reflective discussion with the students: "What did we learn? What did we enjoy most?"

9. Required Resources

Adapted script (Romanian and English summary)
Traditional-style costumes
Rustic décor (e.g. peasant house, forest, well)
Multimedia equipment (projector, speakers, microphones)
Promotional materials and workshop supplies (if needed)
Volunteers for organization, translation, coordination

10. Promotion Strategies

Posters in school and local cultural spaces
Social media promotion (school and project pages)
Direct communication with parents, local media, and authorities

11. Success Indicators

High level of collaboration between students and teachers from different countries
Active involvement of SEN students
Positive feedback from the audience
Interest in replicating or continuing similar cultural initiatives

Activity 2: Discover Craiova through my eyes

1. Activity Title

"Discover Craiova through my eyes" – Student Tourist Guide within the STEPS Project

2. Purpose of the Activity

To involve students with SEN in promoting the city of Craiova through a simple and accessible guided tour, created and presented by themselves to peers and guests from the Erasmus+ **STEPS** project.

3. Specific Objectives

• Develop communication and spatial orientation skills.
• Encourage self-expression and responsibility in front of a group.

- Promote an important Romanian city to international partners.
- Support active participation and inclusion of students with SEN.

4. Target Group

- Students with Special Educational Needs (SEN)
- Students and teachers from STEPS partner countries
- Teachers and coordinators
- Parents and community members

5. Location

Craiova city – accessible tourist route

6. Date and Time

May 2025, 10:00 AM (during STEPS mobility)

7. Types of Products Presented

- Simple tourist route planned by students
- Short oral presentations in Romanian and/or English
- Printed or hand-drawn brochures and maps
- QR codes linking to audio/video materials
- Photos or symbolic objects related to the city

8. Activity Implementation Stages

Preparation

Selection of key landmarks in the city, together with teachers
Creation of presentation materials (drawings, simple sheets, brochures)
Practice sessions with students to express ideas clearly
Translation or adaptation of materials for international guests

B. Route Planning

Setting the stops and timing
Assigning student-guides for each stop
Ensuring support from teachers and volunteers

C. Event Execution

Guided tour led by students, using simple and friendly explanations
Social breaks and photo sessions
Final activity: sharing impressions or a short creative workshop

D. Evaluation

Observing student engagement
Collecting feedback from partners and teachers
Group discussion with students: how they felt, what they learned
Creating a photo album or video collage to share on STEPS platforms

9. Required resources

Simple maps, drawings, presentation sheets

Badges for student guides
Phone/tablet for photos or QR code access
English translation of key materials
Support from teachers and companions

10. Promotion Strategies

Posters in school and at partner venues
Online promotion (STEPS project website, social media)
Informing parents and the local community

11. Success Indicators

Active participation of students with SEN in the guide role
Positive feedback from international partners
Friendly and collaborative atmosphere
Student interest in repeating the experience

Activity 3: Performance – Inclusive Sports Competition

1. **Activity Title**
   Performance – Inclusive Sports Competition

2. **Purpose of the Activity**
   To promote physical activity, fair play, and social inclusion through a sports competition that encourages active participation of students with SEN and their peers.
3. **Specific Objectives**
   • Stimulate interest in physical activity and a healthy lifestyle.
   • Develop motor and social skills through sports.
   • Strengthen inclusion and cooperation between students with SEN and their peers.
   • Increase participants' self-confidence and self-esteem.
4. **Target Group**
   • Students with Special Educational Needs (SEN)
   • Mainstream students
   • Physical education and support teachers
   • Parents
   • Community members
5. **Venue**
   School sports field / gymnasium
6. **Date and Time**
   May 2025, 10:00 AM
7. **Types of Sports activities**
   • Adapted events (ball throwing, light obstacle courses, adapted mini-football)
   • Mixed team games (with SEN and mainstream students)
   • Skill and coordination challenges (relays, balance, target throws)

8. **Implementation Stages**
   A. Competition Planning (3 weeks before)
   Defining events and adapted rules
   Registering participants and forming teams
   Creating promotional materials

B. Logistical Preparation (1–2 days before)
Setting up the field/gym
Preparing sports equipment and prizes
Training volunteers

C. Event xecution
Opening activity with motivational speech
Conducting sports events with mixed teams

Active break and artistic moments
Awards and recognition for all participants

D. Activity Evaluation
Collecting feedback from participants, teachers, and parents
Creating a photo and video gallery
Reflective discussions with students about teamwork and inclusion

9. **Resources Needed**
   Adapted sports equipment (cones, balls, hoops, markers)
   Certificates, small prizes
   Promotional materials (posters, name tags)
   Volunteers for refereeing and support

10. **Promotion Strategies**
    Posters in the school and community spaces
    Announcements on the school website and social media
    Involvement of the student council, parents, and local partners

11. **Success Indicators**
    Number of actively involved students
    Level of cooperation and interaction between SEN and mainstream students
    Positive feedback from participants and spectators
    Interest in organizing similar future events

Activity 4: Exhibition "Creativity through our eyes"

1. Activity Title

Exhibition "Creativity through our eyes"

2. Purpose of the Activity

To promote the talent and creativity of students with SEN by providing them with the opportunity to showcase their work and increase its visibility within the school and local community.

3. Specific Objectives

- Boost students' self-esteem and motivation by recognizing their efforts.
- Develop social and artistic skills through participation in a public event.
- Create an inclusive educational environment by involving all students.

4. Target Group

- Students with SEN
- Mainstream students
- Teachers
- Parents
- Community members

5. Venue

(Example: School assembly hall, Library, Local Cultural Center)

6. Date and Time

(Example: May 15, 2025, at 12:00 PM)

7. Types of Exhibited Products

- Artistic works (paintings, drawings, collages)
- Handmade items (origami, decorations, handmade accessories)
- Digital projects (posters, multimedia presentations)
- Objects made from recycled materials

8. Activity Implementation Steps

A. Exhibition Preparation (1 month before)

- Selection of students' works
- Obtaining approval for the venue
- Preparing necessary materials (panels, tables, labels)
- Creating promotional posters

B. Space Arrangement (1-2 days before)

- Organizing the exhibition according to a chosen theme
- Setting up an interactive corner (guestbook, photo area)

C. Event Execution

- Official opening speech by a teacher or student
- Guided tour for visitors
- Possible live demonstrations (e.g., painting, modeling, digital creation)

D. Activity Evaluation

- Collecting feedback from students, teachers, and visitors
- Photo documentation and social media posting
- Discussions with students about the impact of the exhibition

9. Required Resources

- Panels, frames, labels for works
- Tables, chairs for arrangement
- Laptop, projector for digital works
- Promotional materials (posters, invitations)
- Volunteers for organization

10. Promotion Strategies

- Posters in school and community spaces
- Announcements on social media and school website
- Direct communication with parents and official guests

11. Success Indicators

- Number of participants at the event
- Level of student involvement
- Positive feedback from visitors
- Increased interest in future similar activities.

Polish School - Specjalny Ośrodek Szkolno Wychowawczy nr 4

Activity 1: Theatre performance

1. Activity Title: Theatre Performance: Theatre performance: "Is it good or bad?" directed by Tadeusz Dylawerski

2. Activity Goal:

The main goal is to promote artistic expression and support the development of social and emotional competences of students with special educational needs (SEN) through participation in a theatre project. The activity aims to present students' skills on stage and integrate the school and local community around a cultural event.

3. Detailed Goals:

Pedagogical Aspect:

- Developing acting skills, such as diction, intonation, stage movement.
- Strengthening the ability to memorize texts and roles.
- Shaping teamwork skills and dividing tasks in a group.
- Developing the ability to follow the director's instructions and adapt to changing stage conditions.
- Strengthening concentration and discipline during rehearsals.

Psychological Aspect:

- Building self-esteem and self-confidence through public performances.
- Reduction of stage fright and fear of performances.
- Development of creativity and imagination in character interpretation.
- Strengthening empathy and the ability to empathize with others.
- Promoting positive emotions related to artistic success.

Social Aspect:

- Supporting group interactions and building bonds between students and teachers.
- Developing verbal and non-verbal communication skills.
- Building a sense of belonging to the theater team and a common goal.
- Promoting acceptance of differences and mutual respect in the creative process.
- Integration of the school and local community through joint experience of a cultural event.

4. Target Group:

- Students with special educational needs (SEN) from a Polish school (actors).
- Teachers and coordinators (direction, pedagogical and logistic support).
- Parents and families of students.
- Local community, representatives of educational and cultural institutions.

5. Location:

SCKM auditorium

6. Date and Time:

May 2025

7. Presented Artistic Products:

- Theatre performance: "Is it good or bad?" directed by Tadeusz Dylawerski, adapted to the abilities and needs of students with SEN.
- Stage costumes.
- Musical setting (pieces selected for the performance).
- Performance program (printed or digital).

8. Stages of Activity Implementation:

A. Rehearsals and Preparation (4–6 weeks before the event):

Scenario Adaptation: Adapting the "Is it good or bad" scenario to the specifics of the group of students with SEN, adding visual, movement or musical elements supporting understanding and expression.

Role Distribution: Distribution of acting roles and technical tasks among students and teachers, taking into account their individual predispositions and interests.

Creation of Scenography and Costumes: Preparation of scenography, props and costumes.

Rehearsals: Regular rehearsals (e.g. once a week), coordinated by director Tadeusz Dylawerski (or a teacher fulfilling this role), focusing on stage movement, interpretation of roles.

B. Logistical Organization (1 week before the event):

Stage Preparation: Assembly of scenography and preparation of the space for the performance.

Technical Tests: Checking the sound system, lighting, possible multimedia projections.

Promotional Materials: Designing and distributing posters, invitations, event programs.

Backstage: Organization of dressing rooms, waiting rooms for actors.

C. Event Realization (Performance Day):

Official Opening: Welcome of guests by the organizers.

Short Presentation: Introduction to the play, director and acting group.

Full Performance: Theatrical performance.

D. Evaluation:

Feedback Forms: Collecting feedback from participants and viewers.

Documentation: Creating photographic and video documentation of the performance, sharing on school platforms (with the consent of parents/guardians).

Reflective Discussion: Talking with students about their experiences, acquired skills and emotions related to the performance.

Team Meeting: Analyzing successes and challenges in the process of implementing the performance.

9. Required Resources:

Human: Director (Tadeusz Dylawerski or a teacher performing this function), supporting teachers, students (actors and technical assistance), volunteers (for organization, service).

Artistic Materials: Script (adapted), materials for creating scenography and props, sewing materials for costumes.

Technical Equipment: Sound equipment (microphones, speakers), stage lighting, projector (if multimedia projections are used).

Promotional Materials: Materials for creating posters, invitations, programs.

10. Promotional Strategies:

- Posters in the school, local cultural institutions and public spaces.
- Promotion in social media (school website, project pages/groups).
- Direct communication with parents, local media and authorities.
- Possible short video "previews" on the school website.

11. Success Indicators:

- High level of involvement of students with SEN in the preparation process and the performance itself.
- Positive feedback from the audience and partners.
- Visible increase in self-confidence and communication skills of participants.

- Effective cooperation within the student team and between staff.
- High attendance at the performance.
- Interest in continuing similar cultural initiatives in the future.
- A sense of pride and satisfaction among students in the implementation of the artistic project.

Activity 2: supporting the homeless

1. Activity Title: "Pomagamy Przytulisku" - supporting the homeless

2. Activity Objective:

The main objective is to direct students' attention to the needs of other people, arouse empathy and motivate them to undertake long-term aid activities for people in difficult life situations, especially homeless men staying at the Albertine Brothers' Shelter in Krakow. The project also aims to integrate students with the local environment and build social awareness.

3. Detailed Objectives:

Pedagogical Aspect:

- Shaping manual and artistic skills (making cards, planting plants).
- Strengthening the ability to organize collections and cooperate in a group.

Psychological Aspect:

- Arousing empathy and sensitivity to the needs of others.
- Building a sense of agency and satisfaction from helping.
- Increasing self-esteem by experiencing being needed by others.
- Developing responsibility for actions taken.

Social Aspect:

- Promoting attitudes of mercy and social solidarity.
- Integration of students with the local community (Shelter).
- Supporting mutual cooperation within the school community.
- Building awareness that it is worth sharing what you have with others.

4. Target Group:

- Students belonging to the Student Aid Section (main implementers).

- The entire school community (to actively participate in collections and creating cards).

- Patients of the Albertine Brothers Shelter at ul. Skawińska in Krakow (homeless men).
- Guardians of the Student Aid Section.

5. Location:

Special Educational and Upbringing Center (place of preparations and collections).

Albertine Brothers Shelter at ul. Skawińska in Krakow (place of donations).

6. Date and Time:

Project implementation period: September 2024 – June 2025

Detailed schedule of activities:

October 2024: Introduction to the figures of St. John Paul II and St. Brother Albert.

November – December 2024: Hand-made greeting cards with Christmas wishes; Organizing a collection of material gifts (cosmetics and hygiene products).

December 2024: Handing over cards and collected gifts at the Shelter, presentation of Nativity plays.

February – March 2025: Hand-made spring gifts (planting potted plants, Christmas decorations, commemorative pictures).

April 2025: Handing over spring gifts for Easter.

April 2025: Meeting summarizing the project (discussion, refreshments, viewing photos).

May 2025: Preparation of a project summary newspaper.

7. Types of Products Presented:

- **Hand-made greeting cards with Christmas wishes.**
- **Collected cosmetics and hygiene products.**
- **Potted flowers planted in decorative pots.**

- Easter decoration.
- Souvenir pictures referring to the figure of St. Brother Albert.
- School theatrical presentation.
- Photographic and video documentation of the implementation of activities.

8. Stages of Activity Implementation:

A. Preparation:

- Familiarizing students with the idea of mercy and the figure of St. John Paul II and St. Brother Albert (presentations, films, discussions).

- Jointly designing with students the type and scope of assistance and establishing a detailed schedule of activities.
- Informing the entire school community about the project's goals and encouraging them to join in the collections.
- Preparing materials for making Christmas cards (paper, decorations), planting plants (seedlings, soil, pots, materials for decorating).

B. Implementation of Activities:

- Creative workshops: Organization of classes during which students make Christmas cards themselves and plant and arrange potted plants.
- Collection of donations: Carrying out a collection of cosmetic and hygiene products on the premises of the Center, with the active participation of the entire school community.
- Gift transfer: Ceremonial visits to the Albertine Brothers' Shelter, during which students personally hand over prepared gifts. During the December visit, students will also present the prepared Nativity play.
- Documentation: Collecting photographic and descriptive materials from each stage of the activities.

C. Evaluation:

- Summary meeting: Joint discussion with students of the implemented activities, reflections on the experiences gained and viewing photos from the project.
- Feedback: Collecting opinions from the Shelter's charges.
- Visualization of effects: Preparation of a newspaper summarizing the implementation of the project for the display case of the Student Aid Section.
- Formal evaluation: Creation of a separate report on the implementation of the project in accordance with the requirements of the regulations

9. Required resources:

Human: Students of the Student Aid Section, project supervisors (coordinators, catechists, teachers), the entire school community (support in collections).

Materials: Art materials for creating cards (paper, paints, crayons, decorations), cosmetic and hygiene products (from the collection), potted plant cuttings, soil, decorative pots, materials for decorations.

Equipment: Possibly equipment for screening films/presentations during classes, camera/camcorder for documentation.

10. Promotional Strategies:

- Involving the entire school community in project activities.
- Presenting the results of activities on the school's website and in social media.
- Displaying a project summary bulletin in a visible place in the school.

11. Success Indicators:

- Active planning and high involvement of students in all project activities.
- Students experiencing agency in joint action and mutual cooperation.
- Increased awareness of the students that it is worth sharing with others.
- Involvement of the entire school community in the campaign (e.g. visible amount of gifts collected).
- Students feeling joy and satisfaction from the implementation of the project.
- Expressions of gratitude and joy in the eyes of the Shelter's charges.
- A sense of being needed among students, especially those with special needs.

Activity 3: Joyful Movement with Music

1. Activity Title: Joyful Movement with Music – Music-Movement and Music-Dance Classes

2. Activity Goal:

The main goal is the comprehensive psycho-motor and emotional-social development of students with special educational needs (SEN) through music-movement and music-dance activities. The activity aims to use music and movement as tools to stimulate development, build a sense of agency and integration.

3. Detailed Goals:

Pedagogical Aspect:

- developing movement coordination, balance and awareness of the body schema,

- supporting the ability to imitate dance movements and sequences,

- shaping a sense of rhythm and tempo,

- developing the ability to follow verbal and non-verbal instructions,

- strengthening concentration and movement memory.

Psychological Aspect:

- reducing emotional tension and stress through free movement,

- increasing awareness of one's own body and its capabilities,

- developing creativity and expression through movement improvisation,

- building self-esteem and self-confidence through experiencing success in movement,

- strengthening internal motivation for physical activity.

Social Aspect:

- supporting group interactions and cooperation skills,

- developing the ability to express emotions and needs through movement,

- building a sense of belonging to a group and joint action.

4. Target Group:

Students with special educational needs (SEN) attending a Polish school with the possibility of adjusting the level of difficulty to individual needs.

5. Location:

Gym

6. Date and Time:

Proposed cycle of classes, e.g. once a week, for 45-60 minutes, as part of boarding classes

7. Types of Presented Products:

- developed movement and dance sequences (e.g. to specific songs),

- movement improvisations of students,

- group dance arrangements,

- smiles and positive energy of participants!

8. Stages of Activity Implementation:

A. Preparation:

- development of a detailed scenario of classes, including the choice of music and movement proposals, and the needs of the group,

- preparation of equipment: audio equipment (player, speakers), safe space, possibly props (scarves, balls, ribbons, percussion instruments),

- providing appropriate sports attire for participants.

B. Planning the Course:

- initial warm-ups with elements of imitation (e.g. animal movements, imitation of machines),

- rhythmic exercises using different types of music (fast, slow, cheerful, calm),
- creating simple dance routines to well-known songs,

- movement improvisation classes to music (free dance),
- musical and movement games and activities supporting cooperation (e.g. dancing in pairs, playing with an animation scarf),
- relaxation and calming exercises with calm music at the end of classes.

D. Evaluation:

Observation of students' participation and engagement.

Collecting feedback from supporting teachers (if any are present) and from students themselves (e.g. using simple questions, choosing pictograms).

Evaluation of achievement of specific goals (e.g. whether coordination has improved, whether students are more willing to interact).

Analysis of the strengths and weaknesses of classes in order to continuously improve them.

9. Required Resources:

Human: Class leaders, supporting teachers

Materials: Music recordings of various types, equipment for playing music, possible props (scarves, ribbons, balls, percussion instruments - safe for children with SEN), hand hygiene materials.

Space: A suitably large, safe and ventilated room.

10. Promotional Strategies:

- informing parents/guardians about the goals and course of classes,

- presenting the effects of classes (photos, short films - respecting privacy) on the school's website or wall bulletin,

- sharing good practices with other teachers in the institution,

- including classes in the School's Open Days program

11. Success Indicators:

Increased student involvement in physical activities.

Improved motor coordination and balance in participants.

Increased freedom in emotional expression through movement.

Lowered stress and tension levels in students.

Increased positive interactions between students during classes.

Positive opinions from parents and teaching staff.

Visible increase in students' joy and satisfaction with participating in classes.

Activity 4: My Polish School in the Lens

1. Activity Title: My Polish School in the Lens – Online Film Workshops as part of the Erasmus+ STEPS Project

2. Activity Objective:

The aim of launching students is to provide educational needs (SEN) in creating a short promotional film about a Polish school, developed online partner of the Erasmus+ STEPS project. The activity aims to develop communication and creative skills of students, as well as to promote Polish schools and culture in the experience of the environment.

3. Specific Objectives:

Pedagogical Aspect:

- Strengthening presentation and self-presentation skills.
- Shaping project planning and implementation skills.
- Developing the ability to work in a group and on foldable devices.
- Strengthening attention and focus while working on the film.

Psychological Aspect:

- Gaining self-confidence and self-esteem by presenting one's own work.
- Developing creativity and imagination in creating a script and possible.
- Strengthening awareness of agency and responsibility for the project.
- Reducing fear of introducing public and online interactions.

Social Aspect:

- Supporting verbal and non-verbal communication in the online context.
- Building intelligent belonging to the project group and school community.
- Promoting an alternative and alternative approach to teamwork.
- Enabling cultural exchange through the presentation of the Polish school and its values.

4. Target Group:

- applications from the educational needs edition (SEN) from Polish schools.
- teacher from the Polish school.
- provided by the administrator from the STEPS project partner countries (as recipients of the online presentation).

- Members of the community (as recipients of the valorization).

5. Location:

Polish school (school room, area around schools).

The online communication platform (e.g. Google Meet, Zoom) allows the presentation of the partner film.

6. Data and Time:

Film workshops: broadcast series of meetings at school, e.g. once a week for 2 weeks (more details depending on the school schedule).

Online meeting: Selected date and time during online meetings with STEPS project partners.

7. Types of presented products:

- **short promotional film about the Polish school**
- **video material with recording of online meetings (for participants' results)**
- **photos from the film creation process**

8. Stages of Activity Implementation:

A. Preparation:

- Selection of Students: Selection of students to participate in the workshops, taking into account their availability and possibilities
- Presentation materials: equipment for the equipment (transmission equipment - smartphones/tablets/camera, software for simple video editing, props, posters, etc.).
- Translation/Adaptation: Preparation of side descriptions in English or pictograms for partners.

B. Recording and editing:

- Scene production: Broadcasting of the film scene in different schools, according to the script.
- Editing: Joint editing of the video material, adding subtitles, music (licensed or own), checking the narration.
- Presentation rehearsals: Practice of the film presentation and preliminary constraints/summaries by students.

C. Online presentation:

- Organization of Online Meetings: Setting a date and link to online meetings with partners.

- Introduction: Short introduction by teachers to the activity and presentation of students.
- Film playback: Broadcasting of the prepared promotional film.
- Interaction: A prior invitation to ask questions and provide feedback.

D. Evaluation:

- **Engagement Monitoring:** Monitoring students' engagement during workshops and online presentations.
- **Feedback:** Collecting feedback from international partners (e.g. online surveys, joint discussion).
- **Student Reflection:** Discussing with students their feelings, acquired skills and impressions from the online presentation.
- **Film Quality Assessment**: Analyzing the technical and substantive quality of the resulting film.
- **Documentation:** Creating a photo album or a short video collage of the entire activity.

9. Required Resources:

- Human: Project coordinators, teachers leading the workshops, student participants, supporting teachers.
- Technical: cameras with video recording function, stabilizers (optional), computers with internet access, video editing software (e.g. free mobile or computer applications), video conferencing platform.
- Materials: Film script, school props (e.g. textbooks, student work, sports equipment), possibly decorative elements.

10. Promotional Strategies:

Online promotion of the event among the local community and project partners.

11. Success Indicators:

- Active participation of students with SEN in every stage of film creation.
- Positive feedback from international partners on the film and presentation.
- Increased digital and communication skills of students.
- Increased sense of belonging and pride of students in their school.
- Increased interest in film and multimedia topics among students.
- Creation of valuable, engaging promotional material of the school.

Turkish school: Erdemli Özel Eğitim Uygulama Okulu (II. Kademe)

Activity 1: Treats and Service Activity

1. Activity Title: "Erdemli Young Chefs" – Treat Preparation and Service Activity

2. Purpose of the Activity: To develop students' independent living skills, to keep the culture of hospitality alive, and to increase their self-confidence through social interaction.

3. Specific Objectives: To practice daily living skills (food preparation, table setting).

- To develop social communication skills (greeting, presentation, thanking).
- To strengthen the sense of responsibility through the host role.

4. Target Group: Host students

- STEPS international guests
- Parents and school administration

5. Location: School Practice House / Multi-Purpose Hall

6. Date and Time: October 2025, 3:00 PM

7. Types of Products Presented: Cookies and snacks prepared by students

- Service table reflecting Turkish hospitality
- Menu cards prepared in English and Turkish

8. Activity Implementation Stages:

Preparation: Selecting simple and safe recipes under teacher supervision; preparing ingredients.

- **B. Route Planning:** Planning the service flow (who will do the greeting, who will do the service).
- **C. Event Execution:** Preparing the treats, arranging the tables, and serving the guests politely.
- **D. Evaluation:** Collecting thanks from the guests; reinforcing the students' sense of achievement.

9. Required resources: Kitchen utensils, catering ingredients, service trays, napkins, name tags.

10. Promotion Strategies: Adding a video clip themed "We Produce Together, We Share Together" to the STEPS project final report.

11. Success Indicators: * The level of independent movement skill of the students during service.

- Positive and warm communication established with the guests.

Activity 2: Clay and Pottery Workshop

1. Activity Title: "The World at My Fingertips" – Clay and Pottery Making Workshop

2. Purpose of the Activity: To enable students to shape the earth using their tactile sensitivities and to support their skills in creating three-dimensional forms.

3. Specific Objectives: To strengthen fine motor skills and finger muscles.

- To benefit from the natural calming and "grounding" effect of working with clay.
- To develop the ability to transform imagination into a concrete object.

4. Target Group: Special students of the school

- STEPS project participants
- Local artisans from Erdemli district (as observers)

5. Location: School Handicrafts and Ceramics Workshop

6. Date and Time: October 2025, 11:00 AM

7. Types of Products Presented: Clay plates, cups, and figurines

- Exhibition of dried ceramic objects

8. Activity Implementation Stages:

Preparation: Kneading the natural clay, distributing it to tables, and preparing shaping tools.

- **B. Route Planning:** A process schedule from the production stage to the drying and exhibition stage.
- **C. Event Execution:** Students shaping the clay with their hands; using mold or freehand methods.
- **D. Evaluation:** Students introducing the objects they made and sharing their feelings about the process.

9. Required resources: Natural ceramic clay, shaping tools/pens, water containers, aprons, exhibition tables.

10. Promotion Strategies: Sharing a photo exhibition themed "Touching the Earth" at the school entrance and on social media.

11. Success Indicators: * Increase in the duration of students' interaction with the material.

- Number of completed products with intact forms.

Activity 3: Ebru Art Workshop

1. Activity Title: "The Color of Water" – Traditional Ebru Art (Paper Marbling) Workshop

2. Purpose of the Activity: To support the sensory development of students by experiencing traditional Turkish arts and to showcase their aesthetic skills on an international platform.

3. Specific Objectives: To increase patience and focus duration.

- To provide sensory therapy through the interaction of colors on water.
- To mediate the promotion of cultural heritage to international guests.

4. Target Group: Students with SEN

- STEPS project guests
- Art teachers and the local community

5. Location: Erdemli Special Education Practice School Art Workshop

6. Date and Time: October 2025, 1:30 PM

7. Types of Products Presented: Battal, shawl, and floral Ebru papers

- Dried and framed artworks
- Video collage of the workshop process

8. Activity Implementation Stages:

Preparation: Preparation of the thickened water (tragacanth gum) and seasoning of earth paints with bile.

- **B. Route Planning:** Creating a rotation plan where each student and guest will take turns at the marbling tray (tekne).
- **C. Event Execution:** Creating patterns on the water with needles (biz) and brushes under the guidance of the teacher; transferring the pattern to paper.
- **D. Evaluation:** Exhibiting the resulting works within the institution and collecting the impressions of the guests.

9. Required resources: Ebru trays, tragacanth/thickener, ox gall, earth paints, horsehair brushes, rose branch handles, Ebru paper.

10. Promotion Strategies: Creating a digital catalog of the prepared works and publishing it on the STEPS platform.

11. Success Indicators: * Every student producing at least one original work.

- Increased interest of international partners in traditional Turkish art.

Activity 4: Kite Festival

1. Activity Title: "No Obstacles in the Sky" – Kite Making and Kite Festival

2. Purpose of the Activity: To develop the motor skills of students with SEN, to enable them to socialize with their peers outdoors, and to carry out an inclusive physical activity with Erasmus+ STEPS project partners.

3. Specific Objectives: To improve hand-eye coordination and fine motor skills.

- To experience a sense of achievement and gain self-confidence by building a product from scratch.
- To reinforce the spirit of teamwork in an international environment.

4. Target Group: Students of Erdemli Special Education Practice School

- International partners of the STEPS project (students and teachers)
- School staff and parents

5. Location: School garden and Erdemli coastline (open area)

6. Date and Time: October 2025, 10:30 AM

7. Types of Products Presented: * Handmade traditional framed kites

- Kite tails decorated by students
- Event souvenir photos

8. Activity Implementation Stages:

Preparation: Procurement of kite sticks, covering papers, and strings; setting up a safe working area.

- **B. Route Planning:** Determining the most suitable flight point in the school garden or on the coastline according to wind conditions.
- **C. Event Execution:** Making the kites in the workshop and then launching them into the sky together.

- **D. Evaluation:** Observing the happiness levels of the students during the activity and collecting feedback from partners.

9. Required resources: Wooden sticks, adhesive, nylon/paper, durable strings, decoration materials.

10. Promotion Strategies: News bulletin on the school website, social media (Instagram/Facebook) posts, and invitation to local press.

11. Success Indicators: * Number of participating students.

- Number of kites successfully soaring in the sky.
- Satisfaction level of the participants with the event.

Greek school - EEEEK Korinthou

Activity 1: Modern dance activities

1. Activity Title: Modern dance activities

2. Purpose of the Activity: To promote physical activity, play and rythm through music and dances.

3. Specific Objectives:

- to engage students into physical activity and dance moves, while entertaining them
- to involve them into actively participating and following the rules in a fun way
- To boost intercultural collaboration between students and teachers
- To endure team building and social bonding
- To enhance self-confidence, self esteem and stage presence

4. Target Group: Students with SEN

5. Location: school's festivity classroom

6. Date and Time: 8th of May 2026, 11:30 am

7. Types of Products Presented: 4 different dance activities were presented. Students had to follow instructions while dancing and performing, while following the rhythm and the team flow.

8. Activity Implementation Stages

Preparation: the dance activities were prepared by our music teacher with a core team of some students from our school. The preparation took 2 weeks, in order to choose carefully the songs, prepare the movements and make rehearsals with our students. The festivity classroom was also prepared for this event, the stage was empty and chairs for the audience were placed. Also a sound system and speakers were placed at the classroom for this event.

B. Route Planning: the classroom was carefully selected, as we needed a big classroom that could host the event.

C. Event Execution: Teachers and students were all gathered at the school's festivity classroom. Students stood at the stage and followed teachers instructions

D. Evaluation: students satisfaction and smiles, evaluation questionnaire for students and teachers

9. Required resources: a spacious classroom**,** sound system and speakers.

10. Promotion Strategies: in - school bulletins and information package, invitations to school teachers and parents

11. Success Indicators: Students' smiles and joy, team bonding, satisfaction

Activity 2: Exploring Ancient Corith and Corinth city

1. Activity Title: Exploring Ancient Corith and Corinth city

2. Purpose of the Activity: To learn the history of the region, to explore the ancient greek civilisation and culture, to blend with new city and greek habits, to interact with greek heritage and public spaces

3. Specific Objectives:

- to explore Greek civilization through multisensory ways and play
- to interact with Greek culture and heritage
- To boost intercultural collaboration between students and teachers
- To endure team building and social bonding
- To enhance self-confidence, self esteem and stage presence

4. Target Group: Students with SEN

5. Location: Ancient Corinth old city, Archaelogical Museum and site of Ancient Corinth, Cotinth new city

6. Date and Time: 5th of May 2026

7. Types of Products Presented: Students and teachers of the participant countries visited the Ancient Corinth city and strolled arount. We all visited the Archaelogical Museum of Ancient Corinth and the Archaelogical site of Ancient Corinth, in order to learn the history and the culture of the region. Furthermore, we visited the new town of Corinth and came accross the most significant sites of the city.

8. Activity Implementation Stages

Preparation: teachers have visited the Ancient Corinth city beforehand and had explored the region in order to schedule the visit. They had also visited the museum and taken photos, in order to plan the activities that will be carried out the day of the visit.

B. Route Planning: the visit was carefully planned by the teachers of the Greek school beforehand. They had visited ancient Corinth and the museum, in order to prepare the visit and the activities. They also had planned the visit in the new city of Corinth and the places to visit.

C. Event Execution: The visit started on Tuesday noon, after the activities carried out at the host school. All students and teachers were departed from the Greek school by bus and they first visited Ancient Corinth and later on the new city of Corinth.

D. Evaluation: students satisfaction and smiles, evaluation questionnaire for students and teachers

9. Required resources: information leaflets, maps, support from the teachers

10. Promotion Strategies: in - school bulletins and information package, invitations to school teachers and parents

11. Success Indicators: Students' smiles and joy, team bonding, satisfaction

Activity 3: Planting flowers

1. Activity Title: Planting flowers

2. Purpose of the Activity: To create a flower garden as part of the friendship emerged between STEPS partners, to plant various flowers, to arrange where to plant each flower so as to have a beautiful result, to create a common memory and power the bond between partners.

3. Specific Objectives:

- To plant the flowers and follow the steps of the procedure.
- to engage students into working together
- to involve them into actively participating and following the rules in a fun way
- To boost intercultural collaboration between students and teachers
- To endure team building and social bonding
- To enhance self-confidence, self esteem and stage presence

4. Target Group: Students with SEN

5. Location: school's outdoors

6. Date and Time: 5th of May 2026, 11:00am

7. Types of Products Presented: 4 different dance activities were presented. Students had to follow instructions while dancing and performing, while following the rhythm and the team flow.

8. Activity Implementation Stages

Preparation: Teachers of the agricultural sector of our school had chosen the exact spot where the garden should be created and prepared the ground. They opened up the holes in order to have the ground prepeared for the students. Various species of flowers, soil, tools (like shovels, hoes, watering cans, etc.) were gathered at the spot and were at the disposal of the students.

B. Route Planning: The spot of the garden was chosen so as to be visible when entering the school outdoor entrance. We wanted to be s nice, shiny and visible spot so as to remember this partnership.

C. Event Execution: Teachers and students were all gathered outdoors and were given direction on how to plant the flowers.

D. Evaluation: students satisfaction and smiles, evaluation questionnaire for students and teachers

9. Required resources: an outdoor space with soil, gardering tools (shovels, hoes, watering cans, etc.), variour types of flowers, soil

10. Promotion Strategies: in - school bulletins and information package, invitations to school teachers and parents

11. Success Indicators: Students' smiles and joy, team bonding, satisfaction

Activity 4: Playing at the museum of Isthmia

1. Activity Title: Playing at the museum of Isthmia

2. Purpose of the Activity: to actively explore the museum and learn through play by using the guide and playing activities that EEEEK Korinthou has prepared. The guide contains information about the region and the museum and has multiple activities design for students with SEN, such as exhibits scavenger hunt, matching exhibits icons, drawing, etc.

3. Specific Objectives:

- **Explore** the museum and identify different exhibits using the educational guide.
- **Recognize and match** selected exhibits with their corresponding icons or images.
- **Develop observation skills** by searching for specific objects or features in the museum through the scavenger hunt.
- **Acquire basic knowledge** about the region, the museum, and its exhibits through age-appropriate and accessible information.
- **Follow simple instructions** and complete structured activities independently or with appropriate support.
- **Develop communication skills** by discussing exhibits, sharing observations, and expressing preferences or ideas.
- **Express themselves creatively** through drawing or other art-based activities inspired by the museum exhibits.
- **Improve attention and concentration** by participating in interactive tasks that require observation and problem-solving.
- **Encourage active participation and autonomy** by giving students opportunities to make choices and complete activities at their own pace.
- **Develop social skills** through cooperative activities, such as working with peers, sharing materials, and taking turns.
- **Build confidence and enjoyment in learning** by experiencing the museum as an accessible, interactive, and welcoming learning environment.
- **Connect museum learning with real-life experiences** by relating objects and information from the exhibits to the students' local environment and everyday life.

4. Target Group: Students with SEN

5. Location: Archaelogical museum of Isthmia

6. Date and Time: 4 May 2026, at 12:00

7. Types of Products Presented

- **Educational guide/worksheet** completed by the students.
- **Exhibit scavenger hunt sheet** with the objects identified by the students.
- **Matching activity sheets** connecting exhibit icons with the corresponding exhibits.
- **Students' drawings** inspired by the museum exhibits.
- **Photo documentation** of students participating in the activities and exploring the museum.

8. Activity Implementation Stages

Preparation

B. Route Planning: the visit, the guide and the activities played were carefully planned by the teachers of the Greek school beforehand. They had visited the Archaelogical museum of Isthmia a few times in order to see the exhibits, to take photos, to carefully design the activities for the students

C. Event Execution: All partners visited the museum on the first day and had some time to see the museum exhibits and the archaeological site. Students had some time to get around the museum and feel comfortable. Afterwards, they were given the printed activities (translated in their language) and got separated in small groups. They enjoyed much the procedure and were very happy that they succeeded in the activities carried out.

D. Evaluation students satisfaction and smiles, evaluation questionnaire for students and teachers

9. Required resources: printed versions of the guide and the activities, information leaflets, support and guidance from the teachers

10. Promotion Strategies: in - school bulletins and information package, upload of the guide and the activities to the school's website

11. Success Indicators: Students' smiles and joy, team bonding, satisfaction

Annex 1 – Step by Step guide for workshops

This is a visualized step by step guide for the workshops. It was made by the polish team and was translated in all 4 languages and given to students in order to visualize each task and better understand what they are doing.





What do you need?





Colorful pebbles- small and large



Colorful beads- small and large



Optional pearls



Elastic string or cord



Scissors



Glue (if making a pendant)



Clasps (if used)



Container for sorting pebbles



Great work and fun!



How to do it?





Choose the pebbles you like



Place them on the table and create the pattern you want to make.



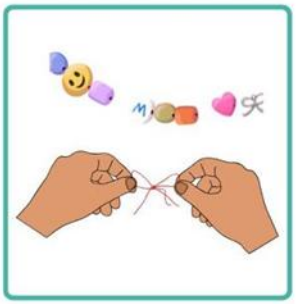
Prepare fishing line or string



Measure the appropriate length and cut



String the stones and beads alternately, carefully



When you're done, make a strong knot at the end.



If you are using a clasp, ask for help.



No more work. Done!

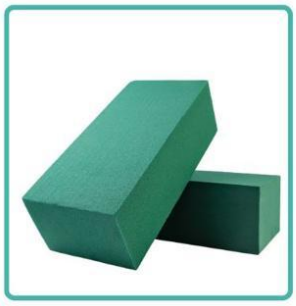


Bravo! Wear your handmade jewelry with pride!



What do you need?





Floral sponge



Water to soak the sponge



Fresh or artificial flowers



Scissors or pruning shears



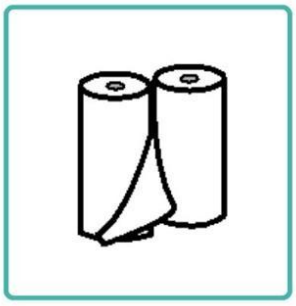
Flowerpot, basket or plate



Floristic greenery, live or artificial



Water sprayer



Paper towel



Great work and fun!



How to do it?





Put the sponge in the water – for about 10 minutes.



Place the wet sponge in the pot or container



Choose flowers



Trim the stems to different lengths



Stick the flowers into the foam starting from the center, then from the sides



Add greenery – leaves, twigs



Spray the flowers with water



Clean up, the work is over

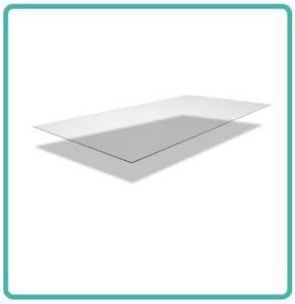


Way to go!
You have a beautiful bouquet



What do you need?





Plexiglass plate (or foil pouch)



Contour liner (e.g. black paint or glass marker)



Glass paints or permanent markers



Template with picture



Adhesive tape



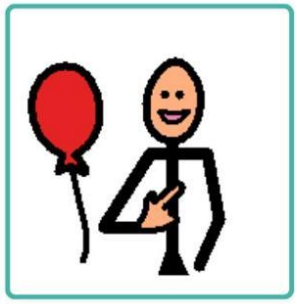
Paper towel



Have a nice one



work

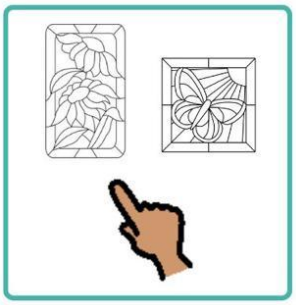


and have great fun

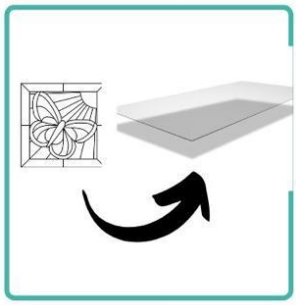


How to do it?

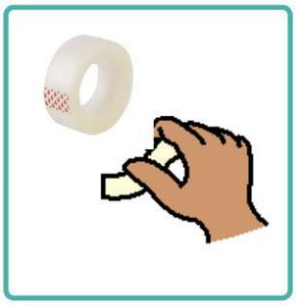




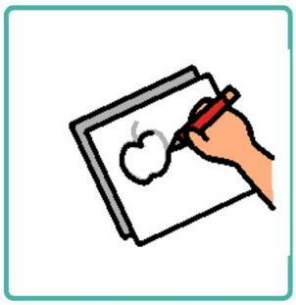
Choose an image – e.g. flower, butterfly



Place the picture under the plexiglass,



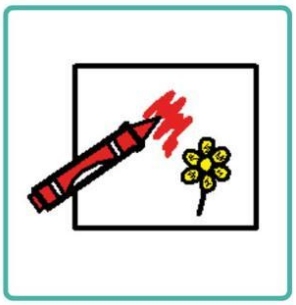
Secure with tape



Trace the outline of the image on the plexiglass with a marker



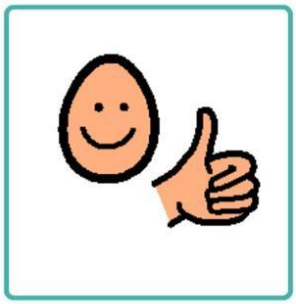
Wait for the outlines to dry (approx. 10 minutes).



Paint the areas between the outlines with paints



Set aside to dry flat



Ready!

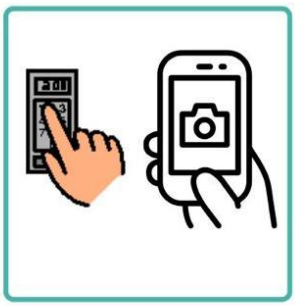


Stained glass can be hung in the window - it shines beautifully in the sun!



Diploma with photo





Turn on the camera on your phone or tablet. Find the camera icon and tap it.



Hold the device steadily with both hands, do not move.



Set the frame, the subject should be in the center



Take a picture. Press the "shutter" button



Check if the photo is sharp.
If not, do it again.



Save photo - it will be saved to "Gallery" or "Photos".



Click "Upload" → "Upload File" → select a photo from your device.



Paste into a frame in Canva



Click "Share" → "Download" → select the format (e.g. JPG, PNG,



What do you need?





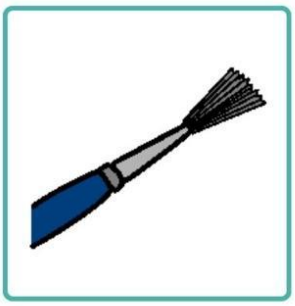
Wooden disc



Patterned napkins



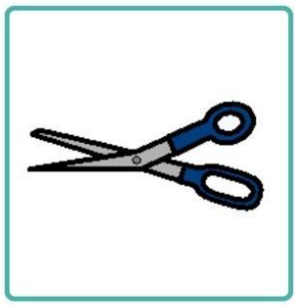
Decoupage glue (or diluted vinyl)



Brush



Clear varnish



Scissors



Hot glue



Magnet

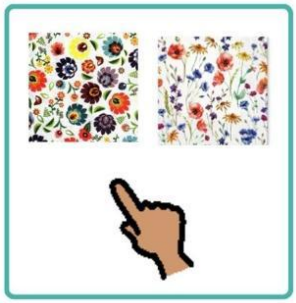


Great work and fun



How to do it?

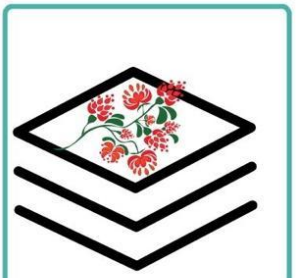




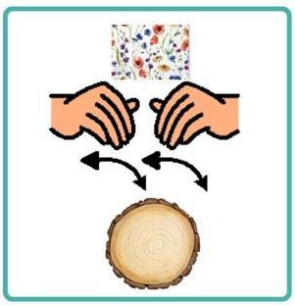
Choose a pattern from the napkin



Cut out or tear out the pattern gently



Separate the thin top layer of the napkin.



Place the napkin on the wood



Gently apply glue from the top



Smooth over with a brush – be careful not to tear the napkin!



Set aside to dry flat



Glue the magnet with hot glue

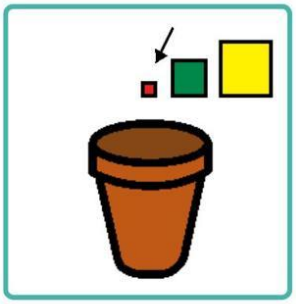


Way to go!
You have a beautiful magnet!



What do you need?





Small flower pot (can be decorated in advance)



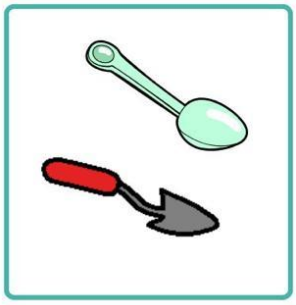
Pebbles or expanded clay



Garden soil



Herb seedlings: basil, mint, parsley, dill



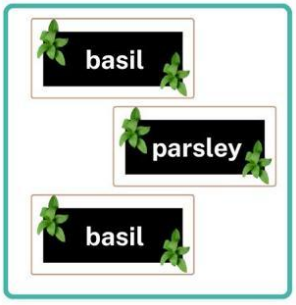
Spoon or plastic spatula



Water sprayer or small watering can



Garden gloves



Name tag



Happy planting!



How to do it?



Choose a pot



Pour some pebbles on the bottom



Pour soil into the pot, leave some space



Make holes in the ground with your finger or a spoon



Plant a seedling in the holes



Cover the seeds with a thin layer of soil



Water gently (spray or pour very little)



Place the pot in a bright, warm place and water regularly.



Once the herbs have grown, you can add them to your sandwich!

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eTwinning

STEPS

SPECIAL TIME FOR EACH PUPIL'S SKILLS

Pictograms from the ARASAAC website and Boardmaker were used

ERDEMLİ ÖZEL EĞİTİM UYGULAMA OKULU II. KADEME

CENTRUL SCOLAR PENTRU EDUCATIE INCLUZIVA 'SF. VASILE' CRAIOVA

SPECJANY OŚRODEK SZKOLNO WYCHOWAWCZY NR 4

Asociația SELLification4EDUcation

EEEEK KORINTHOU

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