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COURSE NAME: ART THERAPY FOR SEN STUDENTS

COURSE LOCATION: MALTA

OBJECTIVES

- Enhancing understanding of the potential of art as an input for thinking critically.
- Understand music as a teaching tool in the inclusive setting
- Gain hands-on experience on lesson planning with art activities
- Encouraging teachers to engage learners in practical learning mechanisms through a participative and creative approach.
- To help teachers understand the students' different realities and better integrate them in the classroom
- Sharing experiences of art education from different organizations in order to help each of us to be more effective in our work.
- Learning how to teach the content of traditional school subjects through Art
- To develop competences regarding applying art and techniques in different formal settings in order to encourage inclusion
- To understand the dimensions of integration, identity and belonging
- To develop skills for dialogue, tolerance and collaboration, using ART;
- To develop communication, collaboration, presentation, problem-solving, negotiation, critical & creative thinking skills;
- To overcome integration barriers such as poor qualifications and language which may harm immigrants/refugees;
- To share best practices and transfer knowledge and methods between different cultural zones and different learner ages regarding successful inclusive approaches
- To develop the participants' competences of ensuring harmonious group building (taking into account diversity challenges) and transforming the class as a group into a team by usage of non-formal group dynamics
- To develop better understanding of their own competence as teachers and to develop creative intercultural strategies for dealing with inclusion challenges in their own schools and classrooms
- To be better aware of inclusion issues in different cultures
- To promote the use mediation and negotiation tools in the fight against exclusion of people with fewer opportunities

- To promote European cooperation in the field of education within the framework of the Erasmus+ program by partnership building

LEARNING OUTCOMES

By taking part in this training course, the participants will:

- Develop competences regarding applying ART in different formal settings in order to encourage inclusion
- Understand the characteristics of an inclusive and tolerant environment;
- Become aware of the importance of incorporation/integration, identity and belonging
- Develop communication, collaboration, presentation, problem-solving, negotiation, critical & creative thinking skills;
- Develop competences of ensuring harmonious group building (taking into account diversity challenges) and transforming the class as a group into a team
- Have a better understanding of their own competence as teachers and will learn how to develop creative strategies for dealing with inclusion challenges in their own schools and classrooms
- Learn how to understand the students' different realities and how to better integrate them in the classroom
- Learn how to develop non-formal tools and learn about ways of applying them in education for different age groups
- Have a better confidence in using art and non-formal tools in your school;
- Learn how to use non-formal tools that will help create bonds between the students and the teacher in a way that every student feels included
- Learn how to identify limiting & negative beliefs and how to transform them into positive and supporting ones
- Learn how to introduce new tools & resources within the classroom to foster well-being and reduce early school leaving
- To promote European cooperation in the field of education within the framework of the Erasmus+ program by partnership building

METHODOLOGY

A variety of methods will be implemented in order to give both theoretical and practical support to the teachers.

The main methods will be through practical training, exercises, role-playing, cooperative work, various activities and discussions. The content is based on „learning by doing” combined with ”reflection upon action”. The training course has a holistic approach:

- Experiencing: different educational settings, different non formal education methods (role play, simulation game, exercises etc.)
- Reflecting: on the methods and its impacts, on the power and limits of non-formal education, on building a pedagogical process etc.
- Transferring: to the own reality of participants, in order to improve ways of working with their students
- Sharing: different perceptions, current situations and experiences.
- Developing: the building capacity of the participants (to be transferred to their students) by including them in the decision process of the training course designing
- Lessons learnt and best practices on non-formal education in school activities

Detailed programme of the mobility period:

Days	Module	Details of activities and methodology
Days 1	Culture interculturality and	<p>Course introduction</p> <p>Needs and expectations evaluation Intercultural games. Working in an international project – how to communicate and connect.</p> <p>Connection between culture and inclusion.</p> <p>Stereotypes and prejudices in the classroom.</p> <p>Cultural and group values.</p> <p>Cultural – project tour exploring exterior manifestations of culture</p>
Day 2	Communication Group dynamics.	<p>Lecture: Disability as a social construct within the scope of diversity & inclusion: Theories behind the importance of ART in early childhood</p> <p>Group work: Collaborative concept mapping: What is an inclusive classroom?</p> <p>Examine full inclusion versus partial inclusion</p> <p>Explore art resources, supports for learning</p>
Days 3	Non-formal methods for inclusion	<p>What is inclusion and what does it take to make it work? – lectures</p> <p>Art in outdoor activities – workshop;</p> <p>How Art can benefit mental health – the power of creativity -group work</p> <p>Hands-on experience on choice of music, embedding the activities throughout the classroom’s routine.</p> <p>Identify the role and responsibilities for school and the teachers</p> <p>Explore opportunities for collaboration with families</p> <p>Understand differences for placements in inclusive education</p> <p>Dissemination of previous European projects applying non-formal and informal methods made by all partners.</p> <p>Midterm evaluation.</p> <p>The inclusive school and the inclusive society.</p> <p>Understanding exclusion.</p> <p>Coaching tools for young people with fewer opportunities: zone of fulfilment, values, wheel of life, comfort zone.</p>
Day 4	Conflict management	<p>Research project followed by role play: Salto: choose a method and apply it!</p> <p>Intercultural issues- creative solutions.</p> <p>Study visit to a local inclusive institution applying Art in education and non formal education methods.</p>

	and mediation	<p>Dissemination of previous European projects applying non-formal and informal methods made by all partners. Working with stakeholders.</p> <p>Conflict in the classroom – forum theatre method.</p> <p>Introduction to mediation.</p> <p>Mediation and negotiation: differences in the approaches.</p> <p>Role play: mediation</p>
Day 5	Evaluation	<p>Dissemination and valorization activities planning.</p> <p>Using European certification tools: Europass Mobility certificate, upgrading the Europass Language Passport and Europass Skills Passport.</p> <p>Project evaluation.</p> <p>Certification ceremony.</p>