

LANGUAGE IS A KEY

HOW TO BREAK PATTERNS OF OUR CREATIVITY

Find our way, how use our creativity working with disabled children.

Find our limits of creativity and improve them.

Find different solutions.

target group

ADULTS LEARNERS

A1 - A2 English level



Introduction:

WARM UPS

Warm up 1:

Stand up in a circle. Show an animal with your body without sounds. One must guess which animal you show. The rule of the game is that someone starts, chooses an “animal” and guess. Then the person whose “animal” was called continues by choosing other person-animal.

Warm up 2:

For this step people must present the animal just making the sound. The rule of game is the same.

TASK 1: SCISSORS.

This task is about different ways of learning. Make pairs. One will be a teacher. The Second will be a child with autism. The task for “the teacher” is to teach “the kid” how to use scissors without touching a child and giving short and clear instructions. Teachers’ sentences should consist of 3-4 words, “teachers” cannot touch “children” because autistic kids focus on the point, not emotions and story, they do not like touching and they have social fear.

TASK 2. TRIP.

This Task is about perception and flexibility.

For this task you must choose 5 people who play roles of children and one person who will be a teacher. "The children" are given their roles with disfunctions that they must show:

1st child moving left sometimes

2nd child having problems with walking, orientation in the area

3rd child always trying to run away

4th child moving right direction sometimes

5th child is without disfunctions

Firstly, "the teacher" observes children with different disfunctions for a while, e.g., in their classroom before taking them for a trip. "Children" must act according to their disfunctions that they are given them on the separate paper.

Secondly, "the teacher" tries to put "the children" in a line or get them together before a trip taking into consideration that there is a busy street next to the pedestrian area and almost all "the children" have different disfunctions.

TASK 3. "SWITCH OFF"

This task is about our creativity and patience.

For this task you also must choose 6 volunteers for pretending being "children", one person - for being "the teacher". All "children" have different disfunctions and their own "switches off" to stop doing their disfunctions and be quiet. "The teacher" should find their individual switches off by using the creativity and patience. Each "child" is given the paper with instructions consisting of a description "children's" behaviour and their proper switches off, e.g.:

1st child screams every 9 sec., switch off: Teacher's gesture like putting a finger on a mouth saying "shhh"

2nd child makes a noise talking to child 3rd, their switch off: Teacher can give them something like "silent bear" or a toy.

4th child makes a noise hitting on the table with fists, switch off: Teacher touches this child slightly saying, "be quiet".

5th child sings a song, switch off: Teacher starts singing too.

6th child has orphan disease, moves the body towards and forwards, talking to themselves, switch off: Teacher has to say "be quiet" loudly.

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AFTER EACH SESSION WE ASK THE GROUP OF PARTICIPANTS FOR REFLECTION BY ASKING THE QUESTIONS:

- a) What exercise was the most difficult from the workshop? Why?*
 - b) How do you evaluate this experience?*
 - c) What do you think, how this experience could be usual for real life?*
 - d) How do you feel in the role of “teacher”?*
 - e) How do you feel in the role of autistic children?*
 - f) What skills do you need to control a situation with mentally disabled children?*
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DESIRE OUTCOME

We think that our creativity has limits but working with mentally disabled people we realise that our creativity has no limits.

We learn how to be more flexible and patient working with disabled people.

