 

**Project Title: “The effectiveness of learning through Sports and Outdoor Activities for SEN students”**

**Action: Strategic Partnerships**

**Field: Strategic Partnerships for school education**

**Beneficiary:**

**MONTHLY ACTIVITY REPORT**

***1.Identification data***

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| Reporting Month | September |
| Name of school | High school of electrical engineering in Trnava |
| Coordinator | PaedDr. Monika Kučerková |

***Activity 1***

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| Name of activity | Help me with social interaction and non-verbal expressions, show me, I'm visually oriented because my senses work differently |
| Learning Goals | The primary objectives of primary education for pupils with autism or other pervasive developmental disorders with intellectual disabilities are to develop key competences at a level that is personally achievable for them and the maximum possible integration into society.   1. develop non-verbal skills and socializing in the collective, 2. Recognize the need for visual and auditory stimulation |
| Methods and Strategies | Autism is a neurodevelopmental disorder characterized by deficits in social communication and repetitive, stereotyped behavior. In most children, autism symptoms are already present before the third year of life.  **Three areas of autism definition**  social interaction disorders  disorders of verbal and nonverbal communication  repetitive and stereotipic behavior  In our school we have students aged 15-20 years, when the manifestations of autism are stabilized with conditions of temporary improvement or deterioration. We have 78 pupils with special needs (learning disorders, behavioral disorders, DMO and other two pupils with mild autism disorders prone to asperberg syndrome.  Young people with autism are more difficult to perceive and difficult to establish, are indifferent to, and often avoid eye contact  Young people with autism cannot create reciprocal verbal and nonverbal communication (gestures, facial expressions, pantomimics and body language).  **Our strategy**  Our strategy was to integrate, pupils with autism among intact pupils, and develop social interaction  **We used the method of play** to promote social interaction and verbal and non-verbal communication (game communicating with the ball)  **We used the method of visual and auditory stimulation**  was visual and auditory stimulation through music and solar projectors (technical room visit, photo documentation included in the power point)  In addition to these special methods for working with integrated pupils, we **use educational methods:**  methods of clarification  exeplification methods  methods of exercise |
| Learning materials and resources | Classrooms equipped with multipurpose, height adjustable furniture, with space for relaxation and undemanding physical activity during the class.  Strong labeling of all dangerous objects and areas, regular safety checks,  First-aid kits in the workplace - equipped according to the regulations in the available places, contacts for emergency medical help, helpline.  Interactive whiteboard, interactive room, pens, drawings, string, magazines  1. BARON-COHEN, S. 2009. Duševná slepota- Nevidieť do mysle. Esej o autizme a teórii mysle. Bratislava. 2009. ISBN 978-80-89111-42-8  2. ČADILOVÁ, V., ŽAMPACHOVÁ, Z. a kol. 2012. Edukačně- hodnotící profil dítete s poruchou autistického spektra (do 7 let). 2012. Praha  3. MARTINKOVÁ, M. 2013. Sociálne vzdelávanie žiakov s Aspergerovým syndrómom. Bratislava. 2013. ISBN 978-80-971304-0-4  4. RIFFLE, P. 2007. Asperger Syndrome in the Inclusive Classroom. Advice and Strategies for Teachers. US. 2007. ISBN 9781 84310 840 5 |
| Description of the activity | In the class of intact pupils there are integrated pupils with learning disabilities and one boy with borderline signs of autism. We will establish a circular form of teaching and begin with a controlled interview with the ball. At the beginning of the activity, the pupils hold hands and say hello. The teacher throws the ball to one of the pupils and asks him a question. For autistic children, it is important to address them by name so they know you are responding to them. The teacher asks: “How do you feel today?” Express both verbal and non-verbal. The pupil responds and demonstrates his feelings through facial expressions. There is also an ineractive whiteboard where you can draw feelings. Then he throws the ball to the student he wants to hear how he feels. They continue according to time availability. We also realized this game with a string, when each question was entered, the pupils connected with each other by means of a string. Finally, the students were connected and connected to an autistic student. This activity eased the tension and resulted in a debate about why a particular student feels like the smiley.  **This activity helps the autistic learner to make himself feel free, not necessarily talking about his feelings, but can draw them or express them non-verbally.**  The second activity is accompanied by a video |
| Participants  Students  Teachers | Fifteen students of an intact class and two students integrated with special  needs and four students with learning disabilities  PhDr. PaedDr. Tatiana Nevolná, PhD., teacher of psychology, ethical education, teacher of physical education  Mgr. Lukáš Ilavský, teacher of informatics  Mgr. Mária Cipárová, teacher of ethical education and religious education,teacher civic education |