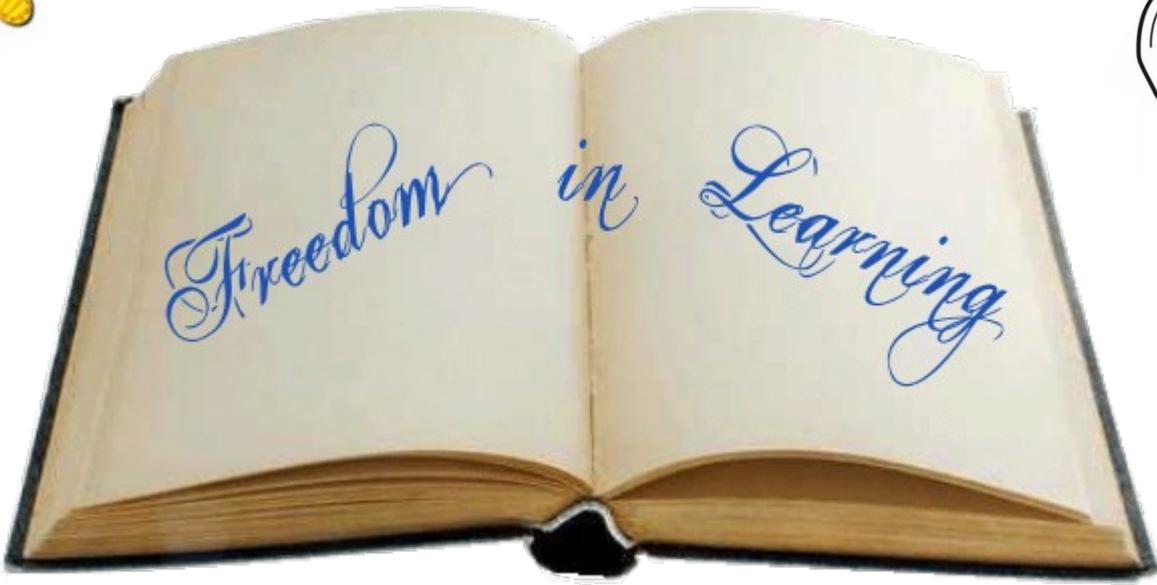


Peer education best practices and Non Formal Education tools to approach children and youngsters affected by Dyslexia and Specific Language Disorders



The project:

The Tc involved a total of 24 youth workers and leaders from 8 European NGOs in 8 different countries and focus on providing them with competences and Non Formal Education tools (NFE) to actively promote social inclusion and well-being of disadvantaged youngsters affected by dyslexia and specific language disorders.

During the Training Course the participants shared some best practices in Peer Education regarding the topic of the project and created some Non Formal Education tools.

Dyslexia:

Dyslexia is a lifelong condition that makes it difficult for people to read. It's the most common learning issue, although it's not clear what percentage of kids have it.

People sometimes believe dyslexia is a visual issue. They think of it as kids reversing letters or writing backwards. But dyslexia is not a problem with vision or with seeing letters in the wrong direction. It's important to know that while dyslexia impacts learning, it's not a problem of intelligence.

Dyslexia impacts people in varying degrees, so symptoms may differ from one child to another. Generally, symptoms show up as problems with accuracy and fluency in reading and spelling.

But in some kids, dyslexia can impact writing, math and language too. A key sign of dyslexia is having trouble decoding words (the ability to match letters to sounds and to read words accurately and fluently). One reason kids have difficulty decoding is that they often struggle with a more basic language skill called phonemic awareness: it's the ability to recognize individual sounds in words. One potential sign of dyslexia is when kids avoid reading, both out loud and to themselves. Kids may even get anxious or frustrated when reading. This can happen even after they've mastered the basics of reading. Dyslexia doesn't just affect learning. It can impact everyday skills and activities, as well. These include social interaction, memory and dealing with stress.

Specific Language Disorders:

Specific Language Disorders (SLD) are language acquisition disturbances that affect children with normal level of intelligence and hearing, without apparent neurological problems. Children affected by SLD develop some anomalies in the inter-personal and emotional relationships and behavioural disturbances.

We have 3 types of SLD:

- 1) The specific disturbance of **language articulation** is when the level of the child in using language sounds is under appropriate level for his mental age, but his linguistic competences are normal.
- 2) The specific disturbance of **language expression** is when the level of the child in using spoken language expression skills is a lot under the appropriate level

for his mental age, but his language comprehension is at a normal level.

3) The specific disturb of **language comprehension** is when the child's level of language comprehension is a lot under the appropriate level of his mental age. This is the most serious type of SLD and sometimes it comes with the other two. So also the language expression will be influenced.

Connected Disturbs:

Behavioural disturbs:

- Go against – provocatory disturb
- Attention deficit disturb with/without hyperactivity

Emotional disturbs:

- Avoid disturb
- Separation disturb (separation anxiety and hyperanxious disturb)

Best Practice: Latvia

Name: "Jaunietis - Jaunietim" - From Youngster to Youngster

When: 2015.y. 17. - 19. april

Where: hotel „Ērgļi” Vidzemes region, Latvia

Who: Youth International Program Agency in collaboration with the association "Latvian Rural Forum" (YIPA regional partner of Vidzeme region) Latvian-Swiss Cooperation Program "Support for youth development initiatives in peripheral or disadvantaged regions" program

Target: 22 people From 13-18 y.o.

Description: Training goal: to provide young people with the necessary knowledge on the concept of peer

education and develop the skills and attitudes necessary for the implementation of high-quality peer education Latvian.

Training objectives:

- to inform about peer education and how to participate in Latvia;
- to update the non-formal education and various aspects of the use of peer education;
- to provide information on opportunities to develop themselves as peer educators;
- to support the learning process by providing a safe and supportive environment for non-formal education;
- to build mutual peer educators networks for future action.

Pictures:



Best Practice: Italy

Name: "Teacher I'll handle that!"

Where: Rome

Who: Manes Associazione

Target: Elementary Schools Students from
1st till 5th grade

Description: "The amazing thing was that, while keeping each one of their personal characteristics, most of the older pupils

This kind of horizontal approach has also been of great help to pupils with difficulties and specific learning disabilities. A fifth grade child can support a second grade in the first column operations and be able to experience the satisfaction of being heard and considered competent. I perfectly remember the experience with a child who had developed the "school sickness", he was ten years old: stomach ache, headache, restlessness, weeping, to the fatal point "I don't want to go to school anymore". The approach with him was like this: "Here we listen, we do or we help" and in the helping part, support was also provided for the younger ones.

He started helping the younger students, and this made him grow confidence in himself and after six months of being peer educator he became a student again and started to like school again.

There were also cases of peer educator younger than the student.

Educators left the children the chance to resolve by themselves the conflict, and only intervened in case of need.

<http://www.associazioneman.es.it>

Picture:



Best Practice: Romania

Name: National camp for development and creativity for dyslexic children

When: 9-14/08/2014 – 7-11 years old kids
15-20/08/2014 – 12-15 years old kids; Big brother section
09-20/08/2014 – 16-24 years old

Where: Ighiu, Alba County

Who: Romanian Association for Dyslexic children

Target: 20 – 7-11 years old

35 – 12-15 years old

15 – 16-24 years old

Description: The camp's aim was to encourage creativity and personal expression of young people and children with Dyslexia, their personal and social development.

There have been used non formal education methods, to enhance creativity and expression, handmade workshops, digital arts and different creative games.

The peer education was used between the young participants with the age between 11 and 15 years old with the "Big brothers" as facilitators.

Also, the big brothers acted as mentors for the young participants and in the same time they used peer to peer education to reflect upon their process as mentors.

<https://www.facebook.com/copiidislexici/>

<http://www.dislexie.org.ro/services-view/sagittis-risus-sit/>

<https://www.facebook.com/asociatiaromana.copiidislexici?fref=nf>

Picture:



Best Practice: Portugal

Name: Peer education in a class

When: During the academic studies

Where: Education institutions (i.e. School, University)

Who: Professionals involved (i.e. teachers, educators)

Target: Students

The target group/students are divided in different groups in order to learn and share knowledge between peers. Each group may organize a presentation about their topic for the others.

This is an innovative practice even though it is commonly used because it stimulates the students to develop social and cognitive in a dynamic way.

This practice improves the knowledge, multiple intelligence, autonomy, creativity and sociability. By applying this practice we are promoting the transmission of knowledge/ideas in order to the students being able to get to an agreement.

Especially for dyslexics, this system helps with the auditive perception, logical reasoning and linguistic expression (oral and written).

Picture:



Best Practice: Spain

Name: ACTIVITY OF RECEPTION,
ATTENTION AND VISUAL MEMORY

Where: CEIP San Gines primaru school in
Purchena

Who: The therapeutic pedagogue of the
school

Target: 10 children with 7-11 years old

Description: To identify objects. Cut out pictures of magazines, catalogs, etc. And we make a sample of drawings that starts with a simple sound, depending on the level that we are working.

To make slides with attractive drawings and ask students to name and designate all things that start with a certain sound

To deliver different kinds of objects or drawings and ask them to group them by categories (colors, shapes, semantic families...)

To draw pictures of things that are related, such as: chair-table; Button-shirt; fork-knife.

Make identification games: cut, point, color, drawings that represent your family, animal.

Pictures:



Best Practice: Macedonia

Name: “Book promotion: “Introduction to Logopedy”

When: 7 June 2013

Where: Negotino, Vardar

Who: Institute for Rehabilitation of Hearing, Speech and Voice – Skopje –



Erasmus+

Prof. Silvana Filipova, PhD

Target: 30 people from 25-50 y.o.

Description: Event goal: to provide participants with the necessary knowledge of logopedy, especially designed for students for the course of Defectology, but also for the programme of Logopedy.

Learning outcomes:

- Theoretical basics of logopedy
- Verbal communication
- Organism of verbal communication
- Speech language communication pathology

Pictures:



Best Practice: Poland

Name: Peer Education Programme

“Learning to pay it forward”

When: 29 October 2012 - 9 March
2013

Where: Estonia, Sweden, Poland

Who: Poland National Agency of Youth in
Action Programme (National Agency)

Estonian National Agency of Youth in
Action Programme (National Agency)

Swedish National Agency of Youth in
Action Programme (National Agency)

Hungarian National Agency of Youth in
Action Programme (National Agency)

Description: “Learning to pay it forward” is a 3 phase programme which aims to explore and promote peer education approaches within the youth field, by reflecting on practices and developing young people’s competencies to support other young people.

In first phase – training course in Estonia (29.10-3.11.2012):

- share their project experiences
- reflect on the learning from their own project experiences
- develop the learning to learn competence
- understand the essence and potential of peer education
- build their own peer education competences
- identify the opportunities to apply their peer education competences for the benefit of other young people in their communities

In the second phase – practice in home country (November 2012 – March 2013):

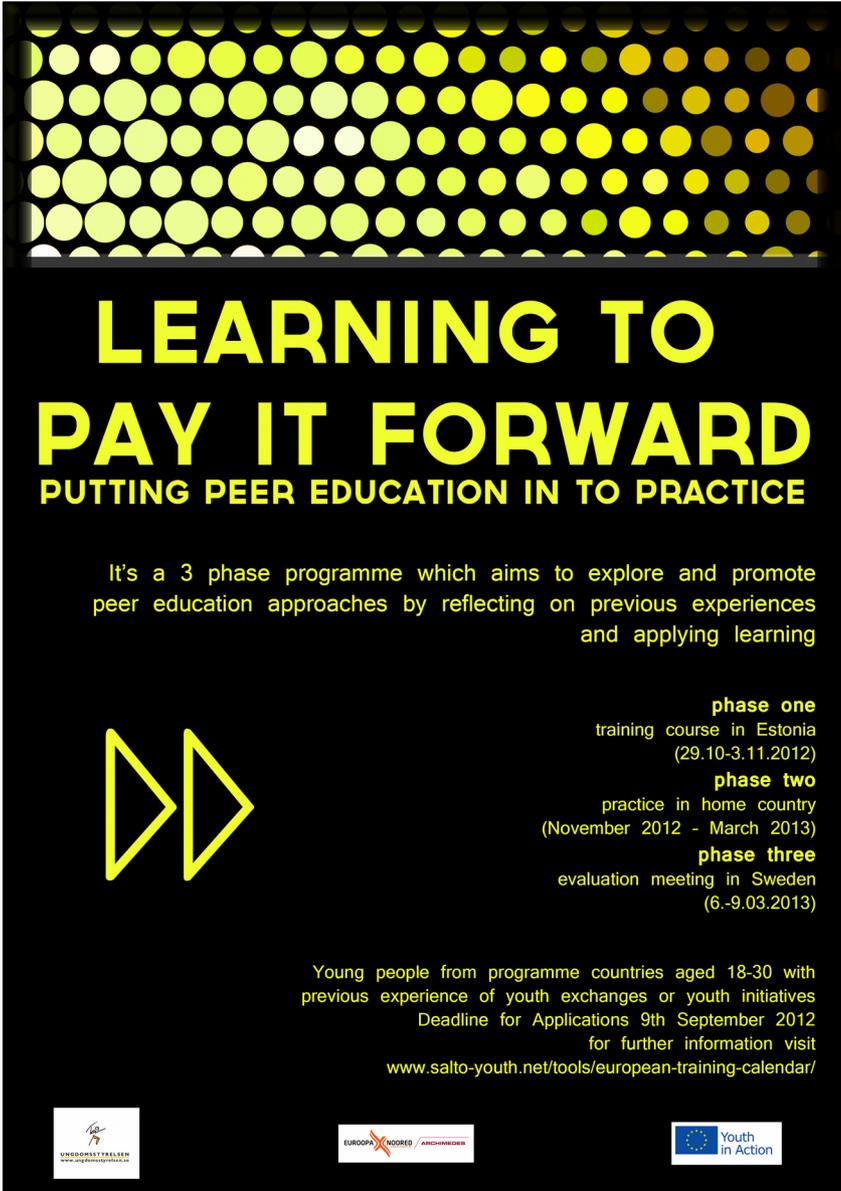
- initiating and implementing the peer education process in their community
- explore and reflect on their role as a peer educator

In third phase – evaluation meeting in Sweden (6.-9.03.2013):

- collect and share different examples of peer education based on their experiences (phase 2)
- further reflect on their learning as peer educators

- clarify and deepen the understanding of peer education in youth projects
- transfer the learning for their own personal and professional development and the development of the communities

Picture:



LEARNING TO PAY IT FORWARD

PUTTING PEER EDUCATION IN TO PRACTICE

It's a 3 phase programme which aims to explore and promote peer education approaches by reflecting on previous experiences and applying learning



phase one
training course in Estonia
(29.10-3.11.2012)

phase two
practice in home country
(November 2012 - March 2013)

phase three
evaluation meeting in Sweden
(6.-9.03.2013)

Young people from programme countries aged 18-30 with previous experience of youth exchanges or youth initiatives
Deadline for Applications 9th September 2012
for further information visit
www.salto-youth.net/tools/european-training-calendar/





Best Practice: Slovakia

Name: Predajme sa! (“Sell ourselves!”)

When: 10.-12.4.2015

Where: Tatranska Lesna

Who: Stredoskolska studentska unia Slovenska (Slovak High School Students' Union)

Target: A lot of high school students from all around Slovakia

Description: The topic of the project was mass media communication and the role of mass media nowadays. The participants had an opportunity to gain not only theoretical knowledge about the topic, but also practical skills and

eventually, show what they learned during the project in the Final LIVE show. Students were divided into three groups in regard of the media of their interest. Working in smaller groups enabled the students to show their skills and fully use their potential and creativity. The first group's motto was „Vocal cords in high alert!” Leaders of this group were students from the Faculty of mass media communication, who prepared workshops and other activities with the focus on different techniques and voice exercises for radio announcers. They also created slogans, reportages and prepared the programme for the Final LIVE show.

The second group lead by young director focused on television media and advertising. They learned about different roles of the members of television staff. Their role was also to create the Final LIVE show with world news, sport news, weather forecast and advertisements. The topic of the third group was press, where the participants created their own magazine, gained knowledge and skills in the field of stylistics, article writing and advertising, with the priority being to engage the attention and impress the reader.

Picture:



Non Formal Education Tools

Ice Breaking Game: The Farm

Materials:

- Paper
- Things to cover your eyes
- Big space



Procedure:

- You should make pieces of paper and write on them twice the name of different animals. For example twice

Dog, twice dinosaur...

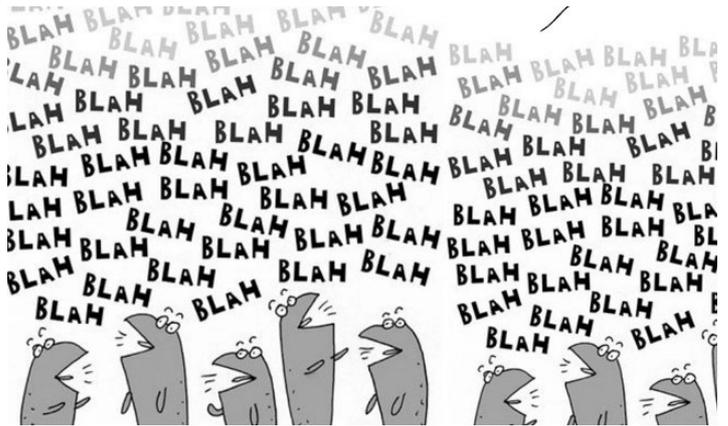
- Each person must take one piece, and keep what is written on it for themselves
- Now we need to go to the big space and spread all around
- It's time to cover your eyes!!!
- Start making the sound of your animal and walk around looking for your peer!
- If you find it, introduce yourself to him/her, like "I'm Roky the elephant"

Objectives: This Ice Breaking Game will help the children to feel all in the same level, in all senses. And also, it can be a great strategy to break the ice and can be also used as a team building activity.

Workshop: Drawing...broken...Phone

Rules:

- Players : 5-10
- Age: 11-14
& 15-18
- Make a line
- The trainer starts with a sentence
- All the players have to pass the message that they understand
- All the people have to draw the sentence they heard



This activity is about showing how a simple message can be misunderstood differently depending on the background condition of each one of the participants. Because everybody have different point of view and reality, so it's important

that the communication between participants is equal.

Objectives:

- To show “normal people” what happens when you have a specific language expression disorder (empathy)
- To give the opportunity to people with specific language expression disorder to express their soul and what happens in their mind
- To make an easy and fun way to integrate them into the group
- To develop their imagination, attention, listening and awareness of people with a specific language disorder

Workshop: The Path of Senses

Target group: Preschool/

First grade kids (6-8 yo)

With dyslexia

How? It's a tool for teachers,

Therapists, educational

Institutions, etc.



The organizer creates a path with stops, where different activities will be done.

Kids are working in a group of 3/5

Activities:

- Station 1 – La-La-Land

Kids will learn in a simple way by heart, afterwards they will be shown the lyrics.

The understanding of the text and reading should be easier for the kid, who

already knows the words by heart. A simple choreography

Objectives:

- To improve the capacity of reading by singing the text before reading it

Materials:

- Music player
- Printed text

• Station 2 – Imaginarium

The kids will paint pictures representing a specific letter in association with an object starting with that letter

Objectives:

- To improve the understanding, being able to recognize characters/ symbols, creating association

Materials:

- Canvas / paper
- Paint
- Objects

• Station 3 – Body Language

Kids will create a letter using their bodies

Objectives:

- To help to memorise alphabet letters

Materials:

- Indoor/outdoor activity

• Station 4 – Feel and Discover

Kids will be blindfolded and will touch the objects and try to guess, recognize

- and subsequently memorize the form of the letter/number

Objectives:

- To help recognize and memorize the letters/numbers

Materials:

- Shapes
- Letters/numbers made of wood, plastic and other various materials
- Scarf to cover the eyes

- Station 5 – Yummy Game

Kids are working as a team. They have letters of one word mixed (ex. Chocolate) and smell/taste will be used to make them memorize the word.

They have to put the letters in the correct order.

Objectives:

- To improve the ability to learn letters, to compare words, by creating associations with their smell and taste

Materials:

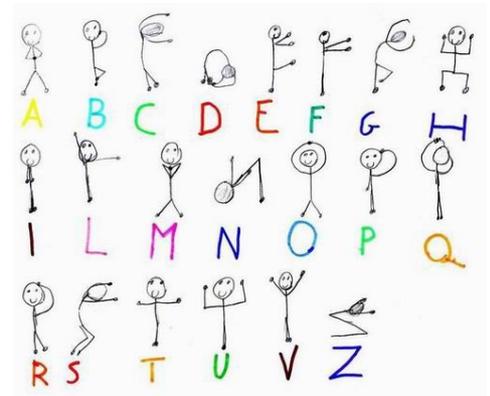
- Food

Aim: improve their ability to perceive, understand, express themselves by using all senses.

Workshop: Letters Flashmob

Target group: people with

Dyslexia (10 – 18 years)



Description:

- 1) the aim of this activity is to learn through music and dance
- 2) to involve people with dyslexia and other types of SLD
- 3) raising awareness
- 4) Create an interesting way of learning about dyslexia and SLD

Methods:

Training & tips

- Forming a group of professionals in the field of:
- dance coreographer
- logopedic teacher
- staff from the organization

That will organise a proper training

especially developed for this group. Individual approach to every participant in order to prepare them with knowledge and skills for dancing and forming letters.

Working in groups

This activity is especially designed so participants can work in a group, they set a common goal and the fact that they learn new things by making performance makes them even more motivated to take a part.

Brainstorming

Giving an opportunity to participants to be actively involved in the process of creating the performance with giving ideas, socializing and giving

them an important role leads to their proactive development.

Music, Dance & Message

Connecting the music with dance and letter performance, participants sent message to the society about their current situation and their capability to do different things that make them same as everyone. Dance performance is well in the auditorium.

Forming Letters

With the previous tips and trainings, participants have a certain goal to form a letter, this helps them to develop logical skills and sense of combining music with dance

Outcome: Raising awareness toward people, by creating positive impact, but also showing that people with dyslexia or SLD can do and can participate in organising activities and being active citizens in the society.

Learning outcomes:

- Improving the self confidence toward people with dyslexia and/or SLD's
- Motivation for continuous learning and overcome their current situation
- Developing social skills and positive attitude.

The Group

