





#### **EOS PROJECT**

IO4 - Model of teaching methodology

ET.2 - Defining the main problems

- 1. Identified nodal challenges for the methodology of teaching people with with disability
- Implemented classes in the area of building independence of people with disability are usually simulating in artificial conditions, often not corresponding to reality.
- 2. The methods used are rooted in the tradition of special education, they are still based on the biomedical paradigm of understanding disability, focusing activities on the compensation of disturbed functions.
- 3. Although many teachers declare the use of activating methods in didactic work, they are directive-led by teachers students are not involved in the process of deciding on their own learning, which means that key "soft" competences such as a sense of agency, responsibility for their own learning, initiative or creativity are developed mostly in the declarative layer.
- 4. Competences in in terms of making a choice, and thus practical training in the field of critical thinking skills remains on the margins of didactic and educational work.
- 5. In the methodology of conducted classes with students with deeper disabilities, practically no attempts are made to build competences for self-evaluation and assessment of own learning by students with disabilities.
- 6. In the education process, the main emphasis is on developing technical skills building skills to perform specific activities, often in detachment from contexts related to real life, thus many times, students are able to perform often complex activities, but they do not know why, or are unable to apply / use the acquired skills in everyday life.
- 7. Independent living competences are often taught by different teachers in different activities and subjects there is no coordinated activity in common work model.
- 2. Conclusions for the development of a prototype model of teaching methodology:



- When designing educational activities in the field of developing independence, care should be taken to ensure that the conditions and the learned possible skills correspond very closely to the living reality of the students.
- 2. By creating an individual educational and therapeutic program for a student with a deeper disability, in particular by selecting / adapting methods of working with the student should pay more attention to the student's resources by looking for compensation and support mechanisms in organization of the work environment and selection of teaching aids.
- 3. When designing prototype solutions within the education methodology, look for solutions that maximally involve students in the education process (teaching and learning) in order to build their co-responsibility for their own development. In pay particular attention to the organization of didactics in a way that enables students to make as many independent choices as possible regarding both the content and the methods and forms of education.
- 4. When developing the methodological model, care should be taken to ensure that it is closely correlated with the proposed diagnosis / assessment strategy and take into account activities aimed at building students' skills for self-evaluation of their own development and assessment of their own development.
- 5. Prototyped work methodology should, as far as possible, focus on developing both hard skills to perform specific activities and tasks, but also create space for the development of soft skills in system i methodical way.
- 6. When developing a methodology of work, it would be important to develop a strategy that would allow for performing various tasks by different teachers and within different subjects while maintaining a uniform work structure. The flexibility of the method is crucial. In this sense, it will be very important to create a coherent structure of didactic work that allows for the integration / use of other methods of work.



IO4 - Model of teaching methodology

ET.3 - Creating prototypes

Description of activities:

Based on the diagnosis, especially on the identified key problems and challenges for the methodology of teaching people with deeper intellectual disability in the perspective of developing their independence and independence, it was planned to develop a comprehensive teaching method taking into account indications / recommendations developed on the basis of diagnostic activities. The proposed method is a solution based in its essence on solutions taken from the concept / strategy of the formative assessment (OK - CEO.ORG). The methodology worked out in the work was called fitness formative assessment ("SOK"), which is a learning strategy that activates the multidimensional development of students, adapted to the needs and capabilities of students with intellectual disabilities and allows for flexible individualisation of didactic work and adaptation to the requirements and resources of individual recipients.

The developed strategy is based on methodically organized acquiring of skills (skills), similar to the scouting system, closely related to the developed program proposals, containing an integral evaluation component (assessment and evaluation of students' own learning) and complementary to the diagnostic tool developed.

A detailed description of the developed didactic strategy is included in the attachments to this study. When creating this strategy, many efforts were made to put the main emphasis of the teacher's work on building independence in the very teaching-learning process, thus developing the subjectivity of students, building their soft skills and, most importantly, their self-confidence and their own abilities.



#### Appendices:

- Methodological manual a strategy for agile formative assessment adapted to the needs and abilities of people with disability;
- 2. For example, a developed fitness card;
- 3. Blank fitness card;
- 4. Multimedia presentation for training classes for teachers.



IO4 - Model of teaching methodology ET.3 - Creating prototypes

Appendix No.1

Izabela Jaskółka-Turek

METHODICAL MANUAL - EDUCATION STRATEGY SOK-BASED - EFFICIENT



#### I. What is a SOK?

The abbreviation SOK comes from the first letters of the term Fitness Assessment.

SOK is a combination of the scouting method, which consists in gaining skill by scouts with formative assessment.

So what is efficiency? As stated in the Scout Skills Regulations: "Efficiency is a skill acquired and proven by action, whicha scout or scout can useif necessary (...) action. The acquired skills indicate thata girlscout or scout has knowledgeskills with in a certain field and is able to use them. (...) The choice of the acquired skill depends on the individual decision of the girl scout and the scout.and Formative assessment in short OK is "support accompanying students in learning. In English, we speak of formative assessment, i.e. formative assessment, diagnosis and evaluation. This means that the student, with the support of the teacher, reflects on the task he has performed and determines what further steps he can take to improve it. The teacher notices the student and what stage of development they are at and what possibilities they have. 2 information for formative skills More on assessment can found Ш https://pomagajsieuczyc.ceo.org.pl/tematy/ocenianie-ksztaltujace/at

content/uploads/2020/03/zalcznik\_20140617\_94951\_zal\_u\_gk\_24\_sprawnosci\_harcerskie.pdf

<sup>&</sup>lt;sup>1</sup> Scout skills. The published regulations and fitness programs were adopted by the resolution of the Headquarters of the Polish Scouting Association No. 24/2014 of 11 June 2014. https://work.zhp.pl/wp-

<sup>&</sup>lt;sup>2</sup> https://Pomocajsieuczyc.ceo.org.pl/topics/grading-ksztaltujace/definition/Pro-



. Why is it worth working with SOK?

Working with the SOK method, we implement the fifth form of formative assessment, i.e. we help students to become responsible authors of their learning process. The essence of the fifth OK strategy is to support female and male students in independence and to provide them with opportunities to make choices.

You can read more about the OK strategy, among others at <a href="https://pomagajsieuczyc.ceo.org.pl/tematy/ocenianie-ksztaltujace/strategie/">https://pomagajsieuczyc.ceo.org.pl/tematy/ocenianie-ksztaltujace/strategie/</a>

SOK is a response to the noticed by me, the need to strengthen self-management competences in students (...).

Self-management improves competences that will allow students to be better prepared to deal with the challenges of adulthood in a dynamically changing world.

This is especially important for students with intellectual disabilities. Self-management is one of the clusters of pro-innovation competences distinguished in The School for an Innovator program<sup>3</sup>, based on the publication of Fazlagica<sup>4</sup> management requires building two attitudes in students and students and developing two skills.

#### Attitudes:

- Perseverance is an attitude that involves resisting the temptation of immediate reward, nondiscouragement, and cognitive curiosity.
- Future orientation is an attitude that is inextricably linked with the ability to set goals and achieve them step by step.

#### Skills:

- Learning it is a skill that includes ways and strategies for learning and evaluating the process.
- Developing your interests is a skill that involves going beyond your curriculum and seeing a hobby as a resource.

<sup>&</sup>lt;sup>3</sup>innovative competences <a href="https://szkoladlainnowatora.ceo.org.pl/kompetencja-proinnowacyjne/">https://szkoladlainnowatora.ceo.org.pl/kompetencja-proinnowacyjne/</a>

<sup>&</sup>lt;sup>4</sup> School for an Innovator. Shaping pro-innovation competences. PDF publication. Kalisz 2018



Formative assessment of skills shapes and strengthens pupils to a large extent the attitudes of perseverance and learning skills.

The core curriculum of general education for special schools Preparing to Work for students with moderate or severe intellectual disability and for students with multiple disabilities specifies that one of the goals of general education is shaping a sense of responsibility for the choices made and decisions made (predicting the consequences of one's own decisions, drawing conclusions and predicting the consequences of your actions), and one of the tasks of the school is, among others creating conditions conducive to undertaking independent initiatives by students and responsible decisions.

Managing oneself is one of the competences that favors the implementation of the abovementioned sentences and goals resulting from the provisions of the core curriculum. Learning to learn - part of this bundle - is also one of the key skills developed in the education system.



III. How to work using SOK during lessons and classes?

- When starting work with the SOK method, the teacher, based on the goals contained in the
  core curriculum and the developed curriculum (skills catalog), plans the skills to be focused
  on in a given department / school period in work with schoolgirls / students.
- 2. Then, based on these skills, he plans the achievable skills that students will acquire and develops agility cards.
- 3. It is worth basing the distributions of material z individual subjects and revalidation programs.
- 4. The next step is for the teacher to define success criteria for each of them efficiency. Criteria for success that is, facts that will show the teacher and students that they have achieved the goal of the lesson / class that is, they have acquired a given skill. The criteria should be specific and measurable, so that the students can decide whether or not to implement them. If possible, the students choose the order in which to implement the success criteria, either by themselves or with the help of the teacher. More information on the success criteria can be found, among others, at https://pomagajsieuczyc.ceo.org.pl/material/1-strategia-ok/
- 5. At the beginning of the school year, the teacher discusses with students what SOK is and what it is about. It is worth that information on this subject should also be directed to parents / guardians.
- 6. After meeting each of the fitness criteria, the students make a self-assessment.

They use the lighting technique for self-evaluation.

-Green light - alone and I did the task correctly -

yellow light - it went well, but I did / made a few mistakes or needed support.

Red light - I had difficulties with completing the task - I needed the teacher's help.

More information about self-assessment techniques can be found at <a href="https://www.edunews.pl/narzedzia-i-projekty/narzedzia-edukacyjne/4304-narzedzia-ok-ktore-pomagaja-uczniom-i-nauczycielowi">https://www.edunews.pl/narzedzia-i-projekty/narzedzia-edukacyjne/4304-narzedzia-ok-ktore-pomagaja-uczniom-i-nauczycielowi</a>



7. After completing all the success criteria and self-assessment - students do self-reflection - that is, summarize the entire process of gaining fitness. They can do this by answering questions, completing sentences, or otherwise. You can find more about reflection here; <a href="https://www.edunews.pl/narzedzia-i-projekty/narzedzia-edukacyjne/4897-osiem-pytan-">https://www.edunews.pl/narzedzia-i-projekty/narzedzia-edukacyjne/4897-osiem-pytan-</a>

pomocnych-uczniowi-w-refleksji

and here:

https://okiemipiorembelferki.pl/wp-content/uploads/2020/03/refleksja-techniki.pdf

8. On the basis of the self-assessment of the performance of each of the success criteria, the students, together with the teacher, decide whether they have achieved a given skill. If they decide they need to perform some of the criteria again, they do. The teacher supports them in this process by providing feedback.

Feedback allows students to find out what they already know and what they can do how they should still work.

The traditional MA consists of four elements;

1.indication and appreciation of what is done correctly in the student's work,

2.information about what is missing at work or what is done incorrectly, 3.specific

tips - what and how to improve so that the work meets the criteria set for it success,

4. recommendations, what skills and how to develop further

More information on feedback can be found here <a href="https://blog.ceo.org.pl/informacja-zwrotna-czyli-ocena-ksztaltujaca/">https://blog.ceo.org.pl/informacja-zwrotna-czyli-ocena-ksztaltujaca/</a>

and here:

https://osswiata.ceo.org.pl/2021/05/04/blyskawiczna-informacja-zwrotna/

- For achieving each skill, students receive individual diplomas or badges of fitness, which they
  collect in notebooks or diaries prepared by the teacher efficiency. Skills can be documented
  in their OK notebooks.
- 10. The list of skills can be shortened or extended as needed and psychophysical abilities of pupils and students.



11. SOK can also be implemented during possible distance or hybrid learning.



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Appendix no. 2

## **EXAMPLE OF FITNESS CARD**

Skill: "Spaghetti master"

	Nacobezu	Self- assessment
1.	Together with my colleague I will do task 1 from the worksheet.	
2.	I will do task number 2 from the worksheet.	
3.	I will do task number 3 from the worksheet.	
4.	Together with my friend, I will do task number 4 from the worksheet.	
5.	I'll tell you what to watch out for when making spaghetti - which can be dangerous.	
6.	I will watch on YouTube how to eat spaghetti culturally https://www.youtube.com/watch?v=3Y40DsKFUKM	
7.	read the "Spaghetti Recipe"	
8.	by myself.	
9.	I'll put the spaghetti on the plates.	
10.	prepare the table: - I will spread out the napkins, - spread out the plates and cutlery	
11.	. I will eat spaghetti culturally with my friend and Mrs. Iza	
12.	. I will wash the dishes and clean the table.	



Work card.

Task no.1

#### 1. I will read the text.

Italian cuisine - one of the two most popular

European cuisines. Italian cuisine is characterized by the use

of a large amount of vegetables and spices such as oregano, basil, pepper, tarragon, thyme, rosemary, as well as the use of Parmesan.

The dishes of Italian cuisine are:

- spaghetti.
- Pizza.
- lasagne.
- tagliatelle
- risotto.

### 2. I'll match the name to a picture of



Pizza

Spaghetti.

Lasagne.

Tagliatelle.

Risotto









Exercise 2.

I will enter the ingredients of the salad in the appropriate column:



1.	Minced meat		5. Salt.	5. Salt.				
2. Tinned tomatoes.			6. Basil	6. Basil				
3.	Pasta		7. Orega	7. Oregano				
4. Yellow cheese.			8. Knorr	8. Knorr sauce				
4. Garlic								
	Meat	Vegetables	Spices	Pasta	Dairy			
					_			
					_			
					_			
Task 3 I will watch the video and remember at least 1 interesting fact about Italy. I will write it HERE								
. Task number 4 Count how much the products for the salad cost.								
1. Minced meat - 9 PLN								
2. Pasta - 4 PLN								
3. Canned tomatoes - 3 PLN								
4. Cheese - 2 PLN								
5. Garlic -1 PLN								
Total:								
An	swer:							



#### Recipe for spaghetti bolognese:

#### Ingredients:

- Spaghetti pasta.
- Minced meat
- Canned tomatoes
- 3 cloves of garlic
- Knorr sauce for spaghetti bolognese
- Yellow cheese
- Seasoning: basil, oregano
- Salt

#### Preparation:

- 1. Prepare the sauce:
- Wash
- Fry the minced meat in 2 tablespoons of oil
- Open the canned tomatoes. Put them on the meat cook for 3 minutes
- . Pour in 1 cup of water.
- · Add knorr sauce and mix.
- Peel 3 cloves of garlic, put them in the juicer, squeeze them and add to the sauce.
- · Add half a teaspoon of basil and oregano.
- Put the sauce aside.

#### 2. Prepare the pasta:

- Boil the water for the pasta add 1/2 tablespoon of salt,
- pasta on the boiling water cook according to the recipe,
- After cooking, drain the pasta in a strainer and pour cold water.
- 3. Grate the cheese.



- 4. Transfer the pasta to plates.
- 5. Pour over the sauce.
- 6. Sprinkle with grated cheese.



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Appendix no. 3

## EXAMPLE OF EFFICIENCY CARD

Skill: .....

What I Will focus at:	Self-assesment Worksheet



No. 1		
Task no. 2		
Task no. ()		