



Cuprins

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General introduction

This guide has been developed within the project DS Leisure, co-funded by Erasmus+ 2017 Programme Key Action 2.

Was developed with the direct participation of people with Down syndrome (DS) with the main objective of determining the key contents, methodologies and tools needed for creating and improving their critical competences and their supports for increasing their quality of life through the implementation of Inclusive Leisure. The involvement, within the project, of territorial contexts with different logistic situations and people with different cognitive and cultural levels aims at the construction of a model reproducible in other contexts. The intervention and the tools developed in it, even if built within a specific condition (Down syndrome), will therefore be transferable to other conditions of intellectual disability.

Guidelines for organising and managing leisure activities with people with Down Syndrome

Leisure activities for adolescents and adults with intellectual disabilities (ID) often focus only on the activities themselves, not in any way anticipating the previous phase of choice and organization (which is done by operators or family members), which is equally important in terms of identity and acquisition of skills. To help people with ID organized themselves, it is important to provide a structured activity that give them the opportunity to know, choose and decide, either alone or with others, and then think about the steps to be taken to achieve the goal. To enable everyone to participate actively, it is also good practice to create work tools that are easy but at the same time "attractive" and fun.

“Organizing your leisure time” means knowing how to make proposals, choosing activities according to your interests, sharing choices with others, discovering that having friends is also this.

All this does not come about spontaneously, but is the result of an educational process.

Being autonomous does not mean doing everything by yourself, but integrating one's own competences with those of others or asking for help. For these reasons there will be situations in which we will still ask for the help of others, but in order to ensure a possible protagonist for each one.

For a person with intellectual disability, as well as for those who have never done so before, it can be very difficult to organize to go out with friends.



4) For each category, proposals shall be voted on.

For example, a vote is taken by a show of hands between the proposal of a concert and of an outdoor excursion. The proponent is invited to promote his/her idea before the voting. Group discussions and reflections on quality and originality are welcome for each proposal. Voting continues until a choice is made for each category in play. In this phase the operator enhances the original proposals and guarantees over time the choice of ideas for everyone.

5) The person who launched the winning idea is given a ticket with the useful items for the organization of the activity.

TODAY I ORGANIZE....



NAME:

I GO WITH MY FRIENDS TO:

BRING MONEY:

VENUE: TIME.....

THE RETURN IS..... TIME

6) Once all the activities chosen by the group have been organized, a final program of the following meetings is created. The program must be formulated in a simple way, so that it can be used by everyone.

IMPORTANT: Each participant must return home with a reminder of the activity to be performed the next time.

In organizing activities, it can be useful:

- Ask frequently asked questions to verify your understanding of the topics covered.
- Use billboards where you can "stop" and summarize information that has emerged during discussions.
- Use dramatization as a way to shape one's own behavior and learn from it new.
- Use the activities to work transversally on important tools for autonomy such as telephone, clock, calendars, telephone services, yellow and white pages, internet, use of vehicles public transport and taxi use, etc.

During the activities, the construction/use of facilitating tools will also be crucial, i.e. considering the skills and needs and difficulties of participants, who have an intellectual disability. The instruments must be written in a



List of the most voted leisure activities

At the end of the Co-creation working sessions, held in each country, the 10 most voted activities by participants are:

1. *Going to the Cinema or Theatre*
2. *Going to a Restaurant*
3. *Going to the local sport stadium*
4. *Going to a concert*
5. *Going to Disco*
6. *Going to hairdresser*
7. *Going shopping*
8. *Picnic in a park*
9. *Organizing a party in a club*
10. *Organizing an afternoon in a tearoom, ice-cream shop or pub.*

These activities will be developed during DS Leisure project.

Easy reading guidelines

In summary, the guidelines for drafting texts in high comprehensibility must be provided or predicted:

For phrases

- Simple structure: subject, verb, complement (*es. I go to school*).
- Short sentences are preferred (max 20-25 words) and what can be said with one is not said with many words (instead of "in the light of all this" it is enough "therefore").
- Do not put too much information in one sentence.
- The active form is preferred to the passive one (*I have prepared this cake - This cake was prepared by me*).
- The affirmative one to the negative one (*I am nice - I am not unpleasant*).
- Use of the present tense, as much as possible.

For words

- When facing a pair of synonyms, the least complex one is chosen.
- Use a common vocabulary, drawing as much as possible from the basic vocabulary, that is the minimum set of words that guarantees the possibility of communicating.



- Prefer concrete words to abstract expressions (*better "worker" than "clerk"*).
- Acronyms or abbreviations are not used if possible (*human resources is better than HR*).
- The use of technical-specialist terms is limited and those which cannot be done without are explained in simple words (*leg is better than lower limb*).

For text and its appearance

- The information is not presented in random order, but in a logical or chronological order that helps to follow the thread of the discourse.
- The text is fragmented into paragraphs (*as this methodological guide*).
- Title, subtitles, highlighted words guide the reader.
- Numbered or bulleted lists are used to sort information.
- Examples and summaries are used.
- Use large characters, at least body 12.
- Some characters are more readable (es. Arial).
- Left alignment better than justified text.
- The various parts of the text are separated by white spaces that make the page and reader breathe.
- A sober style without excess of the various forms of relief offered by word processing.
- Never use too many colors.
- Consistency of graphic choices throughout the document.

Attitude of the operator and volunteers

Another important aspect during the meetings is the attitude of the operator and volunteers.

It is important that, during the working group, they adopt the following criteria in communicating with participants:

1. Feeling of Competency:

It is closely related to motivation and self-esteem. It is important that the participant feels to "be capable of".

2. Control of Behaviour:

It means exercising control over oneself, to listen and to cooperate with each other in order to establish a positive learning environment.

3. Sharing Behaviour:

To share and to develop the attitude of cooperation, support and mutual help so that the interests of the whole group are pursued rather than individual ones.



4. Individuation, Psychological Differentiation: It implies accepting the participant's uniqueness as an individual, considering him/her an active participant in learning, capable of thinking in an independent and different way from the other participants.

5. Goal seeking, Setting and Achieving:

Fostering in the participant the urge to work on pre-established learning targets while setting effective methods in order to reach the set goals, which may vary from one participant to another.

6. Search for Novelty and Complexity:

Intellectual curiosity, originality and divergent thinking are encouraged.

7. Awareness of the Potential for Change:

The main objective is to help the mediated learner perceive himself/herself as an active subject, capable of generating and processing information. The participant needs to be aware of his/her new learning experiences as much as possible together with his/her potential for change.

8. Optimism:

If the mediator is optimistic, the course of mediation will be too and, logically, the learner. The mediator has to believe in the capacity for change of the persons he/she is working with; this implies and requires an optimistic spirit.

9. Feeling of Belonging:

Foster a sense of belonging not only to a small group, but also a particular cultural milieu and civic society at large. The learner is determined by certain socio-cultural experiences and background. The mediator has to establish links between the general socio-cultural reality and that which pertains to the individual participant. In conclusion, it is necessary to try to take in consideration all these criteria while implementing the working group since it is pinned on the principle of active participation and the self-determination of persons with intellectual disability.

Due to the diversity abilities that each learner might possess, it is necessary to adapt the contents or timing that is presented here according to the specific capacities and skills of every participant.



ICT tools proposal for the Methodological Guide

The DS LEISURE project will focus heavily on educating people with Down syndrome and other intellectual disabilities/relatives with specific contents in self-care and self-management programs, through innovative tools and methods. More specifically, we will develop the following tools:

1. An e-learning portal

It will be based on Moodle, an open source, well known e-learning content management system, currently in use by thousands of institutions. It is also backed up by a huge supporting community. Health care professionals will develop courses related to specific cases. Each course will provide valuable to the participant and their relatives, as well as targeted information about conditions and activities.

In order to increase the efficiency of the education, we will develop a set of guidelines for the educators, in order to prepare the learning material in a way that learners will learn from interactions with other people, content, and beyond. This can be done by using forums, quizzes, self-assessment tests, etc. These actions can happen anywhere, and it will be accessible using desktop computers, tablets or smartphones.

Each learning object will have clear, well defined learning outcomes.

The e-learning portal can be available under: <http://learn.dsleisure.eu/>

2. Scenario-Based Learning

Interactive virtual scenarios (VS) or simulations (Scenario-Based Learning; SBL) are recognized by many teachings and learning communities, including medicine, as effective tools for developing reasoning skills. Based on these facts, the DS LEISURE will use Virtual Participants (VPs) as an effective method to educate participants and relatives. Health care professionals will develop evidence-based VP cases, to train participants/relatives on how to respond in specific cases, related to their conditions.

VS offer a learner-centric approach, promotes critical thinking, and shows the consequences of failure. Virtual case examples, created for participants can be found at: www.dsleisure.eu.

As a result, the learners will be able to act on specific situations, e.g. they will be able to decide when it is necessary to communicate with others or take an action for a self-response to the situation. Thus, the participant will be more autonomous, self-confident and educated.

The project will use beyond state-of-the-art technologies and tools, where the ARISTOTELIO PANEPISTIMIO THESSALONIKIS, the Greek partner has an important role.



Ability to make choices and make proposals:

- propose activities for the group;
- listen and choose the activities he/she prefers;
- adhere to the choices of others (just answer yes or no);
- vote on the proposals independently;
- seek and propose new activities;
- know how to draw up and plan its own proposal (in association);
- know how to organize its own proposal (in a situation);
- know how to involve and interest others.

Transversal Skills

Communication:

- express one's needs, desires and thought;
- express them both to known people and to strangers;
- ask for information to reach what you want;
- ask for information to ask for help in case of trouble.

Orientation:

- learning to read and follow directions;
- identify landmarks;
- recognize bus, taxi and underground stops;
- ask for information and follow simple and complex instructions.

Street behavior:

- know and respect the pedestrian signals (traffic lights, pedestrian crossing ...);
- pay attention to incoming vehicles;
- have an attitude to prevent hazards;
- orientate oneself along one's usual path.

Use of money:

- understand the meaning and use of money (exchange value);
- recognize the different denominations of coins and banknotes;
- know how to count coins and banknotes;



- know the value of the most commonly used main items;
- read the prices;
- provide the requested money;
- understanding when to receive the change;
- knowing how to check the change.

Use of services and transports:

- recognize and use the most commonly used shops and services;
- identify the shops that can be used to purchase the various products;
- know and use the main public offices (Post office, banks ...);
- know and use the most common places of entertainment (cinema, bowling, fast food ...);
- transports: develop orientation skills in space (routes) and time (timetable);
- develop skills to the use of the specify transport.

Events behavior:

- know how to buy a ticket;
- know how to find the right place;
- know how to behave at an event (how to dress, how to act, know the importance of being on time)



<i>(just answer yes or no)</i>									
votes on the proposals independently	1	2	3	4		1	2	3	4
seeks and proposes new activities	1	2	3	4		1	2	3	4
knows how to draw up and plan its own proposal (in association)	1	2	3	4		1	2	3	4
knows how to organise its own proposal (in a situation)	1	2	3	4		1	2	3	4
knows how to involve and interest others	1	2	3	4		1	2	3	4

Communication

	First observation					Second observation			
express one's needs, desires and thought	1	2	3	4		1	2	3	4
express them both to known people and to strangers	1	2	3	4		1	2	3	4
asks for information to reach what you want	1	2	3	4		1	2	3	4
asks for information to ask for help in case of trouble	1	2	3	4		1	2	3	4

Orientation

	First observation					Second observation			
learning to read and follow directions	1	2	3	4		1	2	3	4
identifies landmarks	1	2	3	4		1	2	3	4
recognizes bus, taxi and underground stops	1	2	3	4		1	2	3	4
asks for information and follow simple and complex instructions	1	2	3	4		1	2	3	4



Use of services and transports

	First observation					Second observation			
	1	2	3	4		1	2	3	4
recognizes and use the most commonly used shops and services	1	2	3	4		1	2	3	4
identifies the shops that can be used to purchase the various products	1	2	3	4		1	2	3	4
knows and uses the main public offices (Post office, banks ...)	1	2	3	4		1	2	3	4
knows and uses the most common places of entertainment (cinema, bowling, fast food ...)	1	2	3	4		1	2	3	4
knows orientation skills in space (routes) and time (timetable)	1	2	3	4		1	2	3	4
knows skills to the use of the specify transport	1	2	3	4		1	2	3	4

Events behavior

	First observation					Second observation			
	1	2	3	4		1	2	3	4
Knows how to buy a ticket	1	2	3	4		1	2	3	4
Knows how to find the right place	1	2	3	4		1	2	3	4
Knows how to behave at an event (how to dress, how to act, know the importance of being on time)	1	2	3	4		1	2	3	4



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**DS LEISURE
promotes
inclusive leisure
for persons with
Down
Syndrome.**

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