



# **Innovative training program for Experts by Experience**

**Practical exercises**

**Our Strength is Experience –  
innovative training program for Experts by Experience**

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**Our Strength is Experience –  
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## 1. EXERCISES

### 1st Day

<b>Activity No. 1.1</b>	
<b>TOPIC</b>	6, 12
<b>Title of the activity</b>	<b>Getting to know each other</b>
<b>Pedagogical objective</b>	Groupmates get to know each other, introduce themselves. Team building.
<b>Target group</b>	Experts by Experience/Persons with disability
<b>Duration (minutes)</b>	30 min.
<b>Settings</b>	The pairs sit on chairs facing each other, the pairs are arranged at an appropriate distance from each other.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Pair interview game, description of partner to the others
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Each member of the group chooses a partner, a person who they have not worked with yet and who they know the least.</p> <p>The task is to find out about the partner's work experience, expectations of the Experts by Experience training, fears and to find out about a unique characteristic of the partner.</p> <p>The pairs prepare their interviews, then, based on the criteria, describe their partners to the whole group sitting in a circle.</p> <p>The trainer notes down the expectations and fears concerning the training and after the completion of the task he/she gives the group members feedback about these. If necessary, the trainer clarifies the goals, framework and methods of the training again.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>This method can be used well for the purpose of helping clients get to know each other, however, the exploration of expectations and fears should be done in a separate exercise. Interviewing and describing each other help ease the inconvenience caused by unknown people and situations as well as improve concentration.</p>	

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<b>Activity No. 1.2</b>	
<b>TOPIC</b>	7
<b>Title of the activity</b>	<b>Forming the group</b>
<b>Pedagogical objective</b>	Groupmates get to know each other, introduce themselves. Team building.
<b>Target group</b>	Experts by Experience/Persons with disability
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Whole group, plenary discussion
<b>Tools</b>	A/4 size sheets, pens, flipchart sheet, flipchart marker
<b>Description of the activity</b>	
<p>The trainer asks the members of the group about what rules they think should apply to a training group and what rules should be established in order to enable active cooperation of the group members.</p> <p>The group members discuss and suggest rules of the 3-day cooperation. Only the rules agreed upon by all members and considered necessary are written on the flipchart sheet. The rules are revised to make sure the list is complete and, if needed, any necessary additional rules are added. Having completed the task, each member of the group approves the rules with their signature.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>It is recommended that clients start the work in small groups and then discuss their lists with the whole group and create the final version accepted by everyone. The list should include the obligation of secrecy, the tenet that each member is responsible for themselves, respect for each other, refraining from judgements... The rules must be approved by each individual with their own signature and a self-made drawing which symbolises the specific client.</p>	

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<b>Activity No. 1.3</b>	
<b>TOPIC</b>	1, 2
<b>Title of the activity</b>	<b>Who do we call an Expert by Experience?</b>
<b>Pedagogical objective</b>	Clarify concepts, reinforce identity, determine limits of competence
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	30 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	brainstorming
<b>Tools</b>	Flipchart board, flipchart paper, two flipchart markers of different colours
<b>Description of the activity</b>	
<p>The trainer asks the members of the group to think over what the term 'Expert by Experience' covers. Reference is made to the e-learning material. Who do we call an Expert by Experience? What is their scope of activities, what activities fall outside of their competence?</p> <p>The participants individually give their ideas which are written on the flipchart board in a more appropriate wording. The activities and tasks which do not belong to the concept should be clearly separated on the board and written in a different colour.</p> <p>At the end of the task a summary of the concept is made, and it is clarified that the scope of the Experts by Experience's responsibilities can be different depending on the person's qualifications.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>This exercise can be utilised exclusively in trainings of Experts by Experience. The limits of competence and scope of responsibilities must be determined during the training.</p>	

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<b>Activity No. 1.4</b>	
<b>TOPIC</b>	6, 11, 12
<b>Title of the activity</b>	<b>Johari window</b>
<b>Pedagogical objective</b>	Introduction of the topic of self- and interpersonal awareness
<b>Target group</b>	Experts by Experience/Persons with disability
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	presentation, interactive discussion
<b>Tools</b>	Flipchart board, flipchart paper, markers of two different colours
<b>Description of the activity</b>	
<p>The Johari window is introduced in a short presentation illustrated by drawings. The size of the part of personality which the individual can discover in themselves by increasing self-awareness should be marked in a different colour in the drawing. Through interviews conducted with the client and through direct experience the Expert by Experience also broadens his/her knowledge of the client and is also able to determine how realistic the client's self-image is.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The introduction of the theory to the group of clients is also required as it fosters clients' interaction with each other and results in higher motivation for participation in group activities.</p>	

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<b>Activity No. 1.5</b>	
<b>TOPIC</b>	6, 12
<b>Title of the activity</b>	<b>Effect on others</b>
<b>Pedagogical objective</b>	Deepen self-awareness
<b>Target group</b>	Experts by Experience/Persons with disability
<b>Duration (minutes)</b>	40 min.
<b>Settings</b>	Chairs arranged in two small circles.
<b>Size of the group</b>	10-14 people
<b>Method</b>	structured exercise
<b>Tools</b>	photocopied feedback sheets, 4 pieces per person
<b>Description of the activity</b>	
<p>The trainer divides the participants into two groups. The groups work simultaneously. Each member of the group tells the others in their own group about a funny situation that has happened to them while the others are listening attentively. After listening to the story, the listeners fill in the data sheet about the storyteller analysing the effect the story had on them. The storytellers also fill in a data sheet about themselves. In the next phase of the exercise the storytellers are given the data sheets which had been filled in about them. The storyteller compares the sheets to his/her own one and considers whether he was surprised by some remarks and if there were any which made him/her feel good. At the end of the exercise each individual gives feedback on their impressions and experience of the task to the whole group.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise points out how it is possible to give people with disability the kind of feedback which improves their self-esteem, but at the same time improves their self-perception due to which the person will be able to form a more realistic self-image. The exercise can also be set as homework in the form of individual client assignment: the client should ask family members and friends to fill in the data sheet.</p>	



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<b>Activity No. 1.6</b>	
<b>TOPIC</b>	3, 6, 12
<b>Title of the activity</b>	<b>Asking and giving feedback</b>
<b>Pedagogical objective</b>	Communication and interaction skills development
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	interactive presentation, controlled discussion
<b>Tools</b>	laptops, projector, slides in two languages
<b>Description of the activity</b>	
Controlled discussion about the advantages and disadvantages of specific question types and about types of feedback based on the slides prepared.	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
The aim of the exercise is to broaden knowledge and develop skills. The question types and feedback types presented during the exercise will recur in practice later while doing the exercises.	

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<b>Activity No. 1.7</b>	
<b>TOPIC</b>	6
<b>Title of the activity</b>	<b>Basic rules of interviews</b>
<b>Pedagogical objective</b>	Communication and interaction skills development
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	20 min
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Controlled discussion, brainstorming
<b>Tools</b>	1 flipchart sheet, flipchart marker
<b>Description of the activity</b>	
<p>The trainer asks the participants to consider what rules should be observed while talking to their clients. The principles to be applied during controlled discussion are as follows:</p> <ul style="list-style-type: none"> <li>- judgements of any kind must be avoided.</li> <li>- acceptance without reservations</li> <li>- the partner must be listened to without expressing an opinion</li> <li>- objectivity should be maintained</li> <li>- personal emotions should be controlled</li> <li>- the discussion should be free from politics</li> <li>- religious beliefs must not be mentioned</li> </ul> <p>During the discussion fears and latent worries should be explored and processed with the expert's help.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>During the completion of the exercise the limits of competence surface again and are further refined.</p>	

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<b>Activity No. 1.8</b>	
<b>TOPIC</b>	6
<b>Title of the activity</b>	<b>Interviewing, needs analysis</b>
<b>Pedagogical objective</b>	Gathering and interpreting information, developing analytical skills
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	90 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Individual work, plenary work, groupwork
<b>Tools</b>	case study, printed data sheets to be filled in, the possible steps helping rehabilitation put in an envelope
<b>Description of the activity</b>	
<p>Everyone gets a case study and a data sheet to collect important information, risk factors and the missing information to be asked. The trainer explains the exercise, but the criteria and the tasks are also written on the sheets. Each person works individually, then during the whole group discussion everyone suggests ideas for the important information, the risk factors and asks a question related to the missing information. Following the discussion, the whole group receives ideas on small sheets concerning the client's rehabilitation and assistance in finding a job. Participants should decide which form of assistance they recommend. Decisions must be justified.</p> <p>At the end of the exercise a discussion is made about why it is important to choose the right interview questions. Information which is necessary to find out in order to progress is obtained.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The skill of ranking, proper collection and analysis of information is developed by doing the exercise. In the course of their work Experts by Experience will have different interview data sheets depending on their nationality and organisation. This exercise helps them prepare and interpret their own future data sheets properly.</p>	

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<b>Activity No. 1.9</b>	
<b>TOPIC</b>	3, 4, 6
<b>Title of the activity</b>	<b>Interviewing in practice</b>
<b>Pedagogical objective</b>	developing communication and conflict resolution skills
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	60 min.
<b>Settings</b>	Chairs arranged in a small circle, then a table with two chairs at it in the middle and with the other chairs arranged around them in a semi-circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Individual preparation, pair work interview activity, plenary discussion
<b>Tools</b>	Feedback sheets printed in advance, role cards with the description of the situations and roles, table, chairs, A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Half of the participants get role cards with pre-written roles on them which they will have to act out during the interview. The other half of the participants prepare the list of questions which they want to ask in order to find out about the client's needs and situation. After preparation each pair act out the interviews. The other pairs evaluate the interviews on the evaluation sheets.</p> <p>After task completion the whole group evaluates the interviews by discussing the remarks on the evaluation sheets and the feelings of the participants. Smart solutions are reinforced. Participants also discuss whether clients' real problems were explored in each specific case. Additional ideas are collected to expand the repertoire of the interviews.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise helps strengthen the self-confidence of Experts by Experience and also provides them with experience in applying interviewing and feedback techniques. The exercise also enables Experts by Experience to prepare a list of their own, continually modifiable list of questions for their future work.</p>	

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<b>Activity No. 1.10</b>	
<b>TOPIC</b>	7
<b>Title of the activity</b>	<b>Closing the day</b>
<b>Pedagogical objective</b>	Feedback
<b>Target group</b>	Experts by Experience / persons with disabilities
<b>Duration (minutes)</b>	5 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Flashlight
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Each participant thinks about what they have gained from the training that day. During a short feedback phase each participant shares their thoughts about the day: whether it was what they had expected, they were surprised, it was instructive or difficult. The trainer also evaluates the day.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise makes the Experts by Experience aware of the ideas and experiences which have improved their repertoire on the given day.</p>	

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## 2nd Day

<b>Activity No. 2.1</b>	
<b>TOPIC</b>	7
<b>Title of the activity</b>	<b>Opening round</b>
<b>Pedagogical objective</b>	Involving participants in the day's groupwork
<b>Target group</b>	Experts by Experience / persons with disabilities
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Drawing, poll
<b>Tools</b>	a/4 size sheets, coloured pencils, markers
<b>Description of the activity</b>	
<p>Everyone draws a flower with which they can identify that day. By looking at the drawings displayed the others try to guess in what mood the drawer arrived. After that each drawer describes the mood they arrived in, what feelings and thoughts they have not yet fully processed from the previous day and to what degree they can activate themselves that day.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise can be successfully applied in a group of persons with disabilities to help them leave behind difficulties and participate in group work that day.</p>	

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<b>Activity No. 2.2</b>	
<b>TOPIC</b>	3, 6, 7, 12
<b>Title of the activity</b>	<b>No communication</b>
<b>Pedagogical objective</b>	Perception of non-verbal communication tools
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in pairs facing each other, with a table (if there are any) between each pair of chairs.
<b>Size of the group</b>	10-14 people
<b>Method</b>	roleplay
<b>Tools</b>	instructions on small sheets
<b>Description of the activity</b>	
<p>The participants are asked to choose a partner for themselves and sit down facing each other, each pair at a certain distance so that they do not disturb each other. Each person in the pair gets a different task on a task sheet which they read and perform. They are not allowed to talk during and after reading the task. One of them gets the task not to communicate at all for 1 minute, the other one has to observe and write down what the partner communicates. This is the exercise they are expected to perform. The exercise is then discussed by the whole group. The trainer reveals the tasks then each pair gives their feedback on how they felt, what they experienced and what they did.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise facilitates perception and interpretation of non-verbal communication tools in groups of persons with disabilities.</p>	

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<b>Activity No. 2.3</b>	
<b>TOPIC</b>	3, 4, 6, 12
<b>Title of the activity</b>	<b>Active listening</b>
<b>Pedagogical objective</b>	Deepening self-awareness, communication skills development
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	brainstorming
<b>Tools</b>	1 flipchart sheet hung, markers
<b>Description of the activity</b>	
<p>The participants are asked to recall the interviews from the previous day (1/9) as well as the tools they used for active listening either automatically or consciously. The list is written on the flipchart sheet and is further expanded with additional items collected through brainstorming controlled by the trainer.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise highlights how it is possible to give persons with disabilities the kind of feedback which facilitates open communication and awareness.</p>	



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<b>Activity No. 2.4</b>	
<b>TOPIC</b>	3, 6, 12
<b>Title of the activity</b>	<b>Statue of the successful person</b>
<b>Pedagogical objective</b>	Deepening self-awareness, developing communication skills
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	15 min.
<b>Settings</b>	One chair placed in the middle of the room with the other chairs around it arranged in a semi-circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	structured exercise
<b>Tools</b>	chairs
<b>Description of the activity</b>	
<p>The participants sit in a semi-circle. The trainer places a chair at the open part of the semi-circle – this will be the stage. He/she asks the members of the group to consider how they think people behave when they are successful. What they look like, how they move, how they behave, whether they have any typical gestures.</p> <p>Next, the trainer asks the participants to think of a person they consider successful, then asks them to walk up to the separate chair one by one, walk for a short while on the 'stage', stop or sit down – all this, of course, should be done in the style of a successful person.</p> <p>Discussion: the trainer discusses the following questions with the participants who took part in the game and the other group members</p> <ul style="list-style-type: none"> <li>– How did they feel as a successful person?</li> <li>– Did the various actings have any features in common?</li> <li>– What do they think about success?</li> <li>– What do they think is needed for their own personal success?</li> </ul>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
Aim: to introduce the topic of accomplishment and success and to observe the roles of communication channels.	

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<b>Activity No. 2.5</b>	
<b>TOPIC</b>	3
<b>Title of the activity</b>	<b>How many per cent of communication?</b>
<b>Pedagogical objective</b>	Expanding knowledge of communication
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	5 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	instructive discussion
<b>Tools</b>	1 flipchart sheet hung, markers
<b>Description of the activity</b>	
<p>The trainer surveys the participants' understanding of communication theory: knowledge of non-verbal, verbal and para verbal communication is revised. Based on the theoretical introduction, members of the group guess what percentage each communication channel accounts for in the complete information transfer process. The trainers list the guesses on a flipchart board. Finally, they show the proportions in percentages given by research literature (20% verbal, 30% para verbal, 50% non-verbal) then, drawing on the participants' experience and utilising their own illustrative personal examples, initiate a discussion on the topic.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise helps persons with disabilities understand why it is so important to deal with non-verbal communication tools.</p>	

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<b>Activity No. 2.6</b>	
<b>TOPIC</b>	3, 6
<b>Title of the activity</b>	<b>Unilateral communication, communication losses</b>
<b>Pedagogical objective</b>	Deepening self-awareness
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	40 min.
<b>Settings</b>	Chairs arranged in two rows.
<b>Size of the group</b>	10-14 people
<b>Method</b>	structured exercise
<b>Tools</b>	an A/4 size sheet and a pen for each participant, one sheet with figures prepared in advance projector, laptop, slides prepared beforehand
<b>Description of the activity</b>	
<p>A volunteering member of the group explains a figure to the other group members in a way that they are able to draw the figure as accurately as possible. Certainly, they cannot see the original picture. They are not allowed to put any questions, the tempo and the degree of details etc. are completely left to the volunteer's decision. After completing the drawing, the trainer asks the group members to guess how many shapes they think they have managed to draw properly. He/she takes notes of the answers.</p> <p>A discussion is made on the advantages and disadvantages of unilateral and bilateral communication. The trainer asks the group members to collect real-life examples. In spite of having been given the same instructions, the participants were not able to produce identical drawings. Using slides prepared beforehand a discussion is made on how communication barriers and losses influence understanding and communication.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise helps the Experts by Experience understand why it is important to provide appropriate (short, articulate, clear) wording and a proper (free of noise, free of distraction) environment. At the same time, the exercise makes the Experts by Experience aware of the fact that anything said by the client should be interpreted taking into account communication losses.</p> <p>This is the phase during trainings for persons with disabilities when it is necessary to find out what is the easier way for the individuals in the group to work and whether the unilateral or bilateral communication environment is more suitable. The target job should be determined in the light of these factors.</p>	

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<b>Activity No. 2.7</b>	
<b>TOPIC</b>	3, 6, 7,12, 13 (Tools and techniques of job seeking strategy)
<b>Title of the activity</b>	<b>Displaying emotions</b>
<b>Pedagogical objective</b>	Deepening self-awareness, developing communication skills
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	25 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	roleplay
<b>Tools</b>	emotional states described on pre-prepared small sheets
<b>Description of the activity</b>	
<p>The trainer writes statements expressing different emotions (joy, annoyance, sadness, fear etc.) on small sheets. The group members pick from these cards. They prepare, get in the mood then individually display behaviour showing the given emotion. They use non-verbal tools to show the emotion described on the card. The others in the group are supposed to guess what emotional state was displayed by their groupmate. They also discuss what communication elements helped them recognise the specific emotion.</p> <p>The obvious non-verbal signals and signs are collected at the end of the exercise.</p> <p>Following this, the special differences are discussed based on the type of the target group (mentally disabled people’s faces do not reflect emotions, clients with autistic traits do not understand emotional signals...)</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
The exercise improves the non-verbal repertoire and also helps interpret it.	

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<b>Activity No. 2.8</b>	
<b>TOPIC</b>	3, 4, 6, 12
<b>Title of the activity</b>	<b>What's in the client?</b>
<b>Pedagogical objective</b>	
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	task sheet – group work
<b>Tools</b>	a photocopied task sheet for each participant, pens, 1 flipchart sheet hung, markers
<b>Description of the activity</b>	
<p>The trainer makes a list of different client behaviour observed during interviews. The list can be extended by the group members. Then a list of task sheets is handed out. The members of the group individually think about a specific case after which they work together and for each form of behaviour they list several reasons which might have triggered the particular client's behaviour. The exercise allows the trainer to confirm for the members of the group that a specific form of behaviour can be explained by several different reasons, one should try and refrain from stereotypes and from taking it personally.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise aims to counterbalance the Expert by Experience's misperception of or unreal thoughts about the client resulting from the expert's insufficient self-awareness or knowledge.</p>	

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<b>Activity No. 2.9</b>	
<b>TOPIC</b>	3, 4, 6, 12
<b>Title of the activity</b>	<b>Assertive communication</b>
<b>Pedagogical objective</b>	Communication skills development
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	70 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	structured exercise
<b>Tools</b>	Projector, laptop, situations described on task sheets
<b>Description of the activity</b>	
<p>With the help of an assistant the trainer presents three different communication situations. While acting out the situations they show the verbal, non-verbal and para verbal differences of aggressive, passive and assertive communication. This is followed by a controlled discussion to explore the differences of communication, what effects (actions, thoughts, emotions) the different communication styles have. Which one is more successful? After the discussion the tools of assertive behaviour are brainstormed including verbal, non-verbal and para verbal examples. The examples are written on the flipchart sheet. The definitions of the three different communication styles are shown with the help of a projector and the repertoire of assertive communication is again reinforced.</p> <p>Following the theoretical summary, the skills are reinforced in practice: in the framework of a pair work activity each pair is given a simple everyday situation. The pairs work separately, discuss how to act out the situation using assertive communication and then act out the situation in front of the whole group. After each situation has been acted out the trainer highlights the good examples.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>To encourage the group members to roleplay the tasks it is essential that the situations which the participants are expected to demonstrate are familiar, everyday ones which are commonly experienced and usually successfully solved in real life. The repertoire of assertive communication can be formed and developed through practice.</p>	

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<b>Activity No. 2.10</b>	
<b>TOPIC</b>	6, 7, 12
<b>Title of the activity</b>	<b>Jigsaw puzzle</b>
<b>Pedagogical objective</b>	Communication, interaction, cooperation skills development
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	30 min.
<b>Settings</b>	Two tables with chairs around them.
<b>Size of the group</b>	10-14 people
<b>Method</b>	structured exercise in small groups
<b>Tools</b>	2x5 envelopes containing the geometric shapes cut into pieces, 2 tables
<b>Description of the activity</b>	
<p>The participants work in two groups. Both groups are given 5 envelopes. The task: there are pieces of paper of different sizes in the envelopes, each group has to assemble 5 geometric shapes of the same size. The task is completed when there are 5 geometric shapes totally identical in size and form on the table. The participants can ask the trainer questions while working on the task, however, he/she will not answer them, only reminds the participants that they should complete the task by themselves and repeats that they are supposed to assemble 5 geometric shapes of the same size and form.</p> <p>The task can be considered completed when both groups say they are done or that they have given up.</p> <p>After the exercise a self-awareness discussion takes place: each participant gives feedback on how they were feeling while working on the task, what they did, what made them feel bad, whether they took the lead, remained passive or helped the groupmates.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
The exercise makes the participants aware of how they can work in a team. It can also be used for team building.	

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<b>Activity No. 2.11</b>	
<b>TOPIC</b>	3, 4, 6, 7, 12
<b>Title of the activity</b>	<b>Skills fair</b>
<b>Pedagogical objective</b>	Communication, interaction and cooperation skills development
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	30 min.
<b>Settings</b>	A free area in the middle of the room.
<b>Size of the group</b>	10-14 people
<b>Method</b>	structured exercise
<b>Tools</b>	10x5 skills cards divided in packs of 5 pieces (each pack containing different cards)
<b>Description of the activity</b>	
<p>Each participant gets 5 skills on small sheets and should consider whether they have those skills. They put aside the cards which contain the skills they cannot identify with then walk up to other group members and start exchanging the skills they don't need in order to keep only the skills they feel they really possess. The trainer also has some sheets with skills which can be exchanged as well.</p> <p>The participants should think over how they will effectively utilise the skills they kept in their work as an Expert by Experience. Then they share their ideas with the whole group.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>This exercise can also be used well with persons with disabilities. They should select the skills which they have, and which are useful on the job market. The final feedback phase is vital for awareness raising and reinforcement.</p>	



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<b>Activity No. 2.12</b>	
<b>TOPIC</b>	4, 12
<b>Title of the activity</b>	<b>What are the advantages of reduced capacity to work/disability?</b>
<b>Pedagogical objective</b>	Reframing
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Group discussion
<b>Tools</b>	2 pieces of flipchart sheets, 2 markers of different colours
<b>Description of the activity</b>	
<p>The trainer asks the group members what employment difficulties their peers, the people with disabilities usually mention. The difficulties mentioned are written on the flipchart sheet. The advantages of reduced capacity to work/disabilities as well as the elements of these conditions which can be useful on the job market are listed in a different colour on the other sheet.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise can also be used effectively with persons with disabilities. By placing the two sheets side by side the benefits can finally outweigh the drawbacks.</p>	

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<b>Activity No. 2.13</b>	
<b>TOPIC</b>	5, 12
<b>Title of the activity</b>	<b>The Eisenhower method</b>
<b>Pedagogical objective</b>	Developing analytical, systematic and organisational skills
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Individual work
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>The trainer gives a brief outline of the Eisenhower method, its methodological effectiveness and role then asks the group members to prepare their own matrix including their jobs and tasks to do in the quadrants named urgent-important, urgent-not important, not urgent-important and not urgent-not important.</p> <p>Having prepared the matrix each individual give feedback on what difficulties they had while performing the task. As a next step participant discuss what questions they can ask when working with their clients in order to help them summarise and prioritise their tasks to do related to job search.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>Performing this exercise with persons with disabilities is crucial both in terms of making them aware of their own duties related to job search and in terms of teaching them how to prioritise their tasks before actually performing them.</p>	

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<b>Activity No. 2.14</b>	
<b>TOPIC</b>	7
<b>Title of the activity</b>	<b>Closing the training day</b>
<b>Pedagogical objective</b>	Feedback
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Flashlight
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Each participant thinks about what they will take with themselves from the training after closing the training day. In a short feedback phase the participants share their thoughts with each other. Each participant has to name a task, a method which they found especially good and useful that day. The trainer summarises the thoughts and closes the daily work.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise makes the Experts by Experience aware of the ideas and experiences that have broadened their repertoire in the past 3 days.</p>	

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### 3rd Day

<b>Activity No. 3.1</b>	
<b>TOPIC</b>	7
<b>Title of the activity</b>	<b>Opening round</b>
<b>Pedagogical objective</b>	Involving the participants in the daily group work
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Drawing, poll
<b>Tools</b>	Objects placed in the middle
<b>Description of the activity</b>	
<p>The participants choose from the objects placed in the middle and with the help of that object they talk about in what mood they arrived, what they have not fully processed yet from the previous day and to what degree they are able to activate themselves that day.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise can be effectively utilised in a group of persons with disabilities in order to help them leave their difficulties behind and take part in the group work that day.</p>	

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<b>Activity No. 3.2</b>	
<b>TOPIC</b>	3, 4, 6, 9, 12, 13 (Tools and techniques of job seeking strategy)
<b>Title of the activity</b>	<b>Devil's advocate</b>
<b>Pedagogical objective</b>	Developing argument skills and self-interest enforcement skills
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in two rows, the rows facing each other
<b>Size of the group</b>	10-14 people
<b>Method</b>	Preparation in small groups, a debate forum
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>The trainer divides the group into two parts. One of the groups is the 'Angel's advocate' and its members have to list the arguments for the employment of persons with reduced capacities to work or with disabilities (what these people can offer the employer). The other group is the 'Devil's advocate' whose task is to list the arguments against employing such people: acting in the role of the employer they need to articulate what requirements they have towards their employees. The two groups sit down facing each other and start the debate which is coordinated by the trainer: they convince each other about the benefits of employing persons with reduced capacities to work. The participants who have ideas similar to those in the other group are allowed to change sides. (If the trainer deems it necessary, even the two groups can change sides.)</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>In the case of persons with disabilities this exercise is crucial in order to make them aware of their own worth. The proofs and arguments mentioned are written / quantified on the board, which strengthens the sense of reality in the participants.</p>	

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<b>Activity No. 3.3</b>	
<b>TOPIC</b>	8, 9
<b>Title of the activity</b>	<b>Actors of the labour market (network)</b>
<b>Pedagogical objective</b>	Deepening knowledge of the labour market and partner networks
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	30 min.
<b>Settings</b>	One table for each group
<b>Size of the group</b>	10-14 people
<b>Method</b>	Preparation in small groups, a debate forum
<b>Tools</b>	A flipchart sheets for each group, markers
<b>Description of the activity</b>	
<p>The participants representing the different countries work separately.            They collect and illustrate on a flipchart sheet the actors of the labour market in their own countries and the connections between them.            They present their work in front of the whole group.            At the end of the exercise they also make a list of the points in the system where the Expert by Experience can connect and work in the given country.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>Having broadened their knowledge through this exercise Experts by Experience will be able to direct persons with disabilities to the right offices with their problems.</p>	

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<b>Activity No. 3.4</b>	
<b>TOPIC</b>	13
<b>Title of the activity</b>	<b>Difficulties of job search</b>
<b>Pedagogical objective</b>	Introducing the topic of job search skills
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	15 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Brainstorming
<b>Tools</b>	2 sheets of flipchart paper hung side by side
<b>Description of the activity</b>	
<p>Exercise 2.12 is revised, the flipchart sheet made then can be used again. Supervised by the trainer participants make a final list of job search difficulties. Next to this sheet the trainer hangs another one which will include the suggestions for solving the specific problems. The suggestions which the participants can already make at this phase of the exercise are written on the sheet.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>Drawing on the method of reframing the exercise helps the participants consider the problem from a different perspective and find alternative solutions.</p>	

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<b>Activity No. 3.5</b>	
<b>TOPIC</b>	13, 4
<b>Title of the activity</b>	<b>Job search pyramids</b>
<b>Pedagogical objective</b>	Reframing. Confronting participants with irrational ideas
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	40 min.
<b>Settings</b>	Chairs arranged first in a circle then in two groups
<b>Size of the group</b>	10-14 people
<b>Method</b>	Structured exercise (group work, presentation)
<b>Tools</b>	A/4 size sheets, pens, 2 flipchart sheets, 2 markers of different colours
<b>Description of the activity</b>	
<p>E-learning knowledge is refreshed with the help of the trainer. The trainer defines the term 'job information':</p> <p>'Any information which refers to positions to be created, existing positions or vacancies.' The participants continue brainstorming ideas on the flipchart which they started during the exercise titled '<i>History of my employment</i>'. They collect ideas about where, how and in what situations it is possible to find job information.</p> <p>At least 20 information situations or bases should be collected. In the next step the participants evaluate the sources of information regarding whether additional activity is needed to obtain the information from those sources. Following this the participants work together to prepare a diagram representing the <i>percentage of job seekers who apply the individual methods for finding jobs</i>.</p> <p>The trainer divides the participants into two groups. Their task is to collect ideas: if they were employers what they would do to find the right applicant for the position they need to fill. The highest possible number of options should be collected in the first step (after this phase the groups compare and complement their lists of ideas).</p> <p>Second, they analyse the options in terms of costs – effectiveness.</p> <p>Finally, based on the costs – effectiveness analysis, they propose an order of the steps to be taken. The groups discuss their findings with each other and, based on that, try to create a series of steps which is the most ideal from the perspective of the employer.</p> <p>To demonstrate the results the trainer shows a slide about the job search pyramids. Then in a short presentation he/she summarises how the employer thinks and how a typical job seeker thinks. The trainer highlights the differences in thinking and the significance and diversity of the tasks related to job search. He/she makes the participants aware of the numerous ways of job search which are all worth trying and applying. This can increase the chances of employment.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise has an effect on satisfying the need for achievement, on self-worth and it also highlights the fact that success is partly the job seeker's personal responsibility.</p>	



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<b>Activity No. 3.6</b>	
<b>TOPIC</b>	5, 13 (Tools and techniques of job seeking strategy)
<b>Title of the activity</b>	<b>Passive job search – speculative job search</b>
<b>Pedagogical objective</b>	Reframing. Confronting participants with irrational ideas
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	25 min.
<b>Settings</b>	Participants work at two tables
<b>Size of the group</b>	10-14 people
<b>Method</b>	Small group work, plenary discussion
<b>Tools</b>	2 flipchart sheets, markers of different colours
<b>Description of the activity</b>	
<p>The trainer divides the participants into two groups. Both groups get the same task: to create a flow chart illustrating the job search of persons with disabilities/reduced capacity to work. The charts are then presented to the whole group by a spokesperson from each group. The trainer collects the verbs and activities expressing a passive attitude from the presentations summarises them and makes the participants aware of their drawbacks: waiting, being at other people's mercy, helplessness... Next, the active type of job search is presented.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise has an effect on satisfying the need for achievement, on self-worth and it also highlights the fact that success is partly the job seeker's personal responsibility.</p>	

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<b>Activity No. 3.7</b>	
<b>TOPIC</b>	6, 13 (Tools and techniques of job seeking strategy)
<b>Title of the activity</b>	<b>Assistance with CV writing</b>
<b>Pedagogical objective</b>	Expanding knowledge
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	40 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Controlled discussion
<b>Tools</b>	1 flipchart sheet, markers
<b>Description of the activity</b>	
<p>E-learning knowledge is refreshed with the trainer’s help. Assisted by the participants the trainer defines the purpose of the CV.</p> <p>A discussion is made about what information should be obtained and clarified in order to enable the client to write a proper CV.</p> <ul style="list-style-type: none"> <li>- personal particulars and the necessity to include them</li> <li>- education (courses, on the spot trainings at work as well as studies not completed)</li> <li>- work experience, jobs done</li> <li>- skills, special competences</li> <li>- other information which might help the employer</li> <li>- relevant target job and positions based on the above skills, work experience and competences</li> </ul> <p>A short presentation of a personal CV – a general CV – a CV written for the position advertised by the employer.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise has an effect on satisfying the need for achievement, on self-worth and it also highlights the fact that success is partly the job seeker’s personal responsibility.</p>	

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<b>Activity No. 3.8</b>	
<b>TOPIC</b>	3, 4, 13 (Tools and techniques of job seeking strategy)
<b>Title of the activity</b>	<b>Job interview</b>
<b>Pedagogical objective</b>	Communication skills development, strengthening self-confidence
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	60 min.
<b>Settings</b>	Chairs arranged in two small circles. Then rearrangement: a table with two chairs, the rest of the chairs arranged in a semi-circle around them.
<b>Size of the group</b>	10-14 people
<b>Method</b>	Structured exercise (small group activity, plenary discussion)
<b>Tools</b>	A/4 size sheets, pens, a table, two chairs for the roleplay
<b>Description of the activity</b>	
<p>The participants work in two groups. One of the groups make a list of the things the applicant should pay attention to when arriving at the interview (clothes, introduction, verbal and non-verbal communication, handshake...), the members of the other group make a list of the typical questions asked at job interviews.</p> <p>Presentation and completion of the task by the other group and the trainer.</p> <p>2 volunteers act out a job interview roleplay. (Before the roleplay the trainer helps the employer and the interviewee prepare, they work together to invent the environment and conditions belonging to the roles.) The others listen to the interview, take notes then in the form of a plenary discussion the tools used properly are reinforced.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
The exercise helps develop communication skills and improve self-confidence.	

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<b>Activity No. 3.9</b>	
<b>TOPIC</b>	5 ,12
<b>Title of the activity</b>	<b>SMART PLAN</b>
<b>Pedagogical objective</b>	Encouraging action
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Presentation, plenary discussion
<b>Tools</b>	Projector, laptop, pre-prepared slides
<b>Description of the activity</b>	
<p>The trainer shows a slide on the SMART plan theory. The participants may ask questions about it. Then they think about how the Expert by Experience can help his/her client in an effective job search using the SMART plan.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise can be the most effective tool to encourage client action during individual and group work later. There they will need to act according to the SMART plan in the job search process and to take notes about their tasks and experiences.</p>	

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<b>Activity No. 3.10</b>	
<b>TOPIC</b>	13 (Tools and techniques of job seeking strategy)
<b>Title of the activity</b>	<b>Difficulties of job search – turning over</b>
<b>Pedagogical objective</b>	Reframing
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Plenary discussion
<b>Tools</b>	Flipchart sheets from previous sessions
<b>Description of the activity</b>	
The group members find solutions and alternatives to all the difficulties listed in exercise 3.4, which are then written on the flipchart sheet. A short presentation on perspectives and the repertoire of cognitive behavioural therapy.	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
The exercise helps change the way Experts by Experience and clients think about the difficulties.	

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<b>Activity No. 3.11</b>	
<b>TOPIC</b>	3, 4, 6, 12
<b>Title of the activity</b>	<b>Motivation, closing points of relationship with client</b>
<b>Pedagogical objective</b>	Developing conflict management skills
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Plenary discussion
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Within the framework of controlled discussion, it is clarified what the Expert by Experience can do in the case of dealing with an unmotivated client and how he/she can detect lack of motivation. Designating the points of closing the relationship, gathering ideas on closing.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise mainly aims at tactfully finding the limits of competence.</p>	

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<b>Activity No. 3.12</b>	
<b>TOPIC</b>	1, 2
<b>Title of the activity</b>	<b>What makes me a good Expert by Experience?</b>
<b>Pedagogical objective</b>	Improving self-awareness
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	10 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Individual work
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Each participant completes the following thoughts by writing a list on the dotted lines:            I will be a good Expert by Experience, because I am ....., because I can ..... (personality traits, skills, work experience, qualifications...)            Everyone reads out their completed sentence.            If someone wishes to give additional feedback on feelings, they can do it at the end of the feedback round.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise makes the Experts by Experience aware of the fact that they possess skills and traits which they can put to good use in their work later on.</p>	

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<b>Activity No. 3.13</b>	
<b>TOPIC</b>	7
<b>Title of the activity</b>	<b>Closing the training</b>
<b>Pedagogical objective</b>	Feedback
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in a circle
<b>Size of the group</b>	10-14 people
<b>Method</b>	Flashlight
<b>Tools</b>	A/4 size sheets, pens
<b>Description of the activity</b>	
<p>Each participant thinks about what they will take with themselves from the training after it ends. In a short feedback phase all the participants share their thoughts with the others. Everyone should name an exercise, a method which they have found especially good and useful in the past three days. In the next phase everyone words a catchy message to the others in the group with regard to their work as Experts by Experience in the future.</p> <p>The trainer summarises the thoughts and closes the three-day work.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
<p>The exercise makes the Experts by Experience aware of the ideas and experience that have expanded their repertoire in the past 3 days.</p>	



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Optional exercises to help work with the specific methods:

<b>Activity No. I</b>	
<b>TOPIC</b>	3, 4
<b>Title of the activity</b>	<b>Four ears</b>
<b>Pedagogical objective</b>	Reframing. Developing communication skills
<b>Target group</b>	Experts by Experience/persons with disabilities
<b>Duration (minutes)</b>	40 min.
<b>Settings</b>	Chairs arranged in circles in four groups
<b>Size of the group</b>	10-14 people
<b>Method</b>	Individual work on text, work in small groups, roleplay, plenary discussion
<b>Tools</b>	Task sheets prepared in advance, a pre-prepared figure on a flipchart sheet which can be later completed
<b>Description of the activity</b>	
<p>The group is given a short description of the News-square theory. The trainer divides the participants into four groups. The participants discuss the theory in small groups and with the help of a task sheet they think over which side of the news square is presented by the situation then they fill in the data sheet. The four small groups act out the situation one after the other in front of the whole group then the whole group discuss the performances. Aided by the trainer they specify the side of the News-square which was emphasized in each performance. The solution is written in the ear on the flipchart sheet.</p> <p>It is important to make the participants aware of the need to listen to all the four aspects in order to react properly in a communication situation.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
Theoretical knowledge of communication is improved by the exercise, which also significantly broadens the repertoire of assertive behaviour.	

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<b>Activity No. II</b>	
<b>TOPIC</b>	4
<b>Title of the activity</b>	<b>4-Word-Build Exercise</b>
<b>Pedagogical objective</b>	<ul style="list-style-type: none"> <li>● increase the level of consensus regarding a particular topic or initiative or concept or issue and its potential for application is extremely broad.</li> <li>● a wider understanding of the different views about a training topic being given</li> <li>● a more consensual decision and greater shared vision about a new initiative</li> <li>● a greater insight into the relevant issues affecting or causing a difficult situation</li> <li>● to elicit a shared understanding, or a shared vision of an idea or concept.</li> </ul>
<b>Target group</b>	Expert by experience/people with disabilities
<b>Duration (minutes)</b>	40 min
<b>Settings</b>	inside the room, chairs in a circle
<b>Size of the group</b>	10-14
<b>Method</b>	individual and groupwork frontal discussion
<b>Tools</b>	Paper, pens, flip/chart
<b>Description of the activity</b>	
<p>Ask each person to write down 4 words that come up for them when they think of the word or concept being explored. They should not consult with others, just write down their own ideas. If they seem hesitant, point out that there are no 'right' or 'wrong' words, just their own ideas.</p> <p><b>Next, ask the members of the group to form pairs.</b> In the pairs, there will now be 2 people with 8 words between them which represent, for them, the word being explored, in this case 'conflict'. Ask them to agree on 4 words to keep from their 8 original words, and therefore they will also have to eliminate 4 words. <i>This can lead to a lot of discussion about the words and the reasons why they chose them. Through doing so they will come to understand each other's reasons for the words they chose and how they understand the original word or concept. Their decision to keep or eliminate a word will need some form of decision making and the means by which this happens can, in itself, be of interest later in the exercise.</i></p> <p><b>Next ask each pair to join with another pair and do exactly the same thing.</b> That is, there will be groups of 4 people discussing 8 words and they will need to reduce the 8 words down to 4. <i>This further discussion of the original word, this time with each pair bringing their learnings and insights from their own discussion, creates even deeper exploration of the word or concept.</i> The outcome of this will be groups of 4 people with their group's 4 words to represent the word being explored.</p>	

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*This process can obviously continue again and again, but ideally you need to end up with about 8 words for the whole group of people you are working with.*

**Next, the review of the activity:** Ideally, have the whole group's 8 words visible to all, for example on a flip-chart or whiteboard, with the original word or concept above the list of 8 words. Various different questions can then be asked about the exercise. Choose from some or all of those given below and, of course you can create other questions that you feel are relevant. The group will already have had a rich discussion of the word or concept the exercise is exploring, but now they can see where they got to *as a group*. This is likely to have led to various insights and learnings for many of them and sharing them in the group is likely to increase this.

**Text of the instructions for learners**

Please write down 4 words that come up for you when you think of the word /conflict/.  
Now please form pairs! Try to agree on 4 words to keep from your 8 original words, and therefore you will also have to eliminate 4 words.  
Each pair has to join with another pair and do exactly the same thing!  
Now let's review the activity

What is your opinion about the final words?  
Are there any new insights into the original word you gained through the exercise?  
How do you feel about doing the exercise?  
What did you learned from doing it?

**Summary**

Increase the level of consensus regarding a particular topic or initiative or concept or issue and its potential for application is extremely broad. This is likely to have led to various insights and learnings for many of them and sharing them in the group is likely to increase this. They will come to understand each other's reasons for the words they chose and how they understand the original word or concept. Their decision to keep or eliminate a word will need some form of decision making.

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<b>Activity No. III</b>	
<b>TOPIC</b>	8
<b>Title of the activity</b>	<b>Marshmallow Spaghetti Tower</b>
<b>Pedagogical objective</b>	Promoting the own role definition within the group, supporting self-awareness.
<b>Target group</b>	Expert by experience/people with disabilities
<b>Duration (minutes)</b>	45 min
<b>Settings</b>	inside the room, chairs in a circle
<b>Size of the group</b>	10-14
<b>Method</b>	individual work, groupwork frontal discussion
<b>Tools</b>	Paper, pens, flip/chart, 20 pieces of spaghetti, tape, string, marshmallow
<b>Description of the activity</b>	
<p>In this exercise, teams must build the tallest free-standing structure with 20 pieces of spaghetti, one yard of tape, one yard of string, and one marshmallow in just 18 minutes. I have found that you need to leave ample time to discuss the exercise and strategy and ask follow-up questions.</p>	
<b>Text of the instructions for learners</b>	
<p>Please build the tallest free- standing structure with 20 pieces of spaghetti, one yard of tape, one yard of string, and one marshmallow in just 18 minutes. Please let us discuss about what strategy did you use? Answer the following questions: Who was the leader? Could you have accomplished this task without a leader? Were team members helpful? Were everyone’s ideas well-received? How did the time limit impact the team? What could you have done differently? Did your team celebrate small wins?</p>	
<b>Summary</b>	

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<b>Activity No. IV</b>	
<b>TOPIC</b>	10
<b>Title of the activity</b>	<b>Design a store!</b>
<b>Pedagogical objective</b>	Consider the aspects of physical accessibility, become sensitive to the needs of disabled people.
<b>Target group</b>	Expert by experience/people with disabilities
<b>Duration (minutes)</b>	45 min
<b>Settings</b>	inside the room, chairs in a circle
<b>Size of the group</b>	10-14
<b>Method</b>	frontal discussion, group work, role play
<b>Tools</b>	Paper, pens, flip/chart, colour paper, scissors
<b>Description of the activity</b>	
<p>Participants rearrange the classroom so that everyone can go through a route without blindfolding or blindfolding with blindfolded eyes. They think together what obstacles they need to overcome to solve the problem.</p> <p>In the wheelchair accessible classroom, three persons lock their eyes and answer three different starting points. A fourth companion speaks some kind of sound source (eg, key ring, chime, flute). The task of participants with blindfolded eyes is to get to the sound source. If they have succeeded, they can play more rounds with their roles.</p> <p>The participants work in groups of 4 people. Each group will receive a picture of the wheelchair boy in Annex 1. The groups will jointly name the boy on the picture. They will then sketch the picture.</p> <p>The trainer introduces to the participants that the boy on the picture is about to buy. The groups discuss what the four different things the boy wants to buy and write on a common writing sheet. The trainer tells the participants that they will have the task of designing the store where the four things can be bought by the boy. Before planning, think about what the store should look like. The groups will receive the cards in Annex 2. Cards are divided into two groups depending on whether or not the idea for them is included in the participant's store design plan or not.</p> <p>The groups present each other their solutions and discuss the aspects of accessibility.</p> <p>The groups plan the store and work together on a big wrapping paper. (We recommend cutting out colored paper and gluing participants to shops and equipment.)</p> <p>In the finished store, all participants lead the boy to the store where he can buy the goods he has been thinking. The members of the group should check if the route is really unobstructed.</p> <p>Groups tell each other how they managed to shop.</p> <p>We can arrange exhibitions from the finished department stores. With a tap fastener, we can strengthen the purchasing child on the wrapping paper. Make stores available to the height so that participants can play "buyers" in the breaks.</p>	
<b>Text of the instructions for learners</b>	

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Please rearrange the classroom so that everyone can go through a route without blindfolding or blindfolding with blindfolded eyes.

Now please think together what obstacles you need to overcome to solve the problem.

I need three persons to lock your eyes and answer three different starting points.

The fourth companion speaks some kind of sound source (eg, key ring, chime, flute).

Those participants with blindfolded eyes are to get to the sound source.

Work in groups of 4 people. I will show you a picture with a boy in wheelchair, who wants to get in a store to buy some things. Discuss what the four different things the boy wants to buy and write on a common writing sheet.

Your task is to design a store where the four things can be bought by the boy. What the store should look like? You will receive the cards in Annex 2.

Present each other your solutions and discuss the aspects of accessibility.

Lead the boy to the store where he can buy the goods he has been thinking. Check out if the route is really unobstructed.

Tell each other how you managed to shop.

### **Summary**

Development of oral expression, self-expression of arguments and opinions. Observing human behaviors and life situations, discussing everyday situations from the point of view of different actors. Creative use, interpretation, modeling of visual signs, symbols.

Empathy, tolerance, co-operation, helpfulness, responsibility, decision-making, opinion making, discussion skills.

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<b>Activity No. V</b>	
<b>TOPIC</b>	10
<b>Title of the activity</b>	<b>Matching positions</b>
<b>Pedagogical objective</b>	Reframing. Acting in the role of the employer
<b>Target group</b>	Experts by Experience
<b>Duration (minutes)</b>	20 min.
<b>Settings</b>	Chairs arranged in pairs
<b>Size of the group</b>	10-14 people
<b>Method</b>	Pair work, plenary discussion
<b>Tools</b>	Pre-prepared situation sheets, A/4 size sheets, pens
<b>Description of the activity</b>	
<p>The pairs pick from the task sheets which contain the personal needs of a disabled person at the workplace. The task is to consider what position is suitable for the client based on the personal needs and what changes the participants would suggest to the employer (which are really feasible) so that the client will really be able to carry out his/her tasks required by the position. The pairs present their suggestions to the whole group and the others can suggest further ideas related to the situation.</p>	
<b>Summary – How to utilise this exercise during work with persons with disabilities</b>	
The exercise shows the Experts by Experience how to do position matching at the workplace.	

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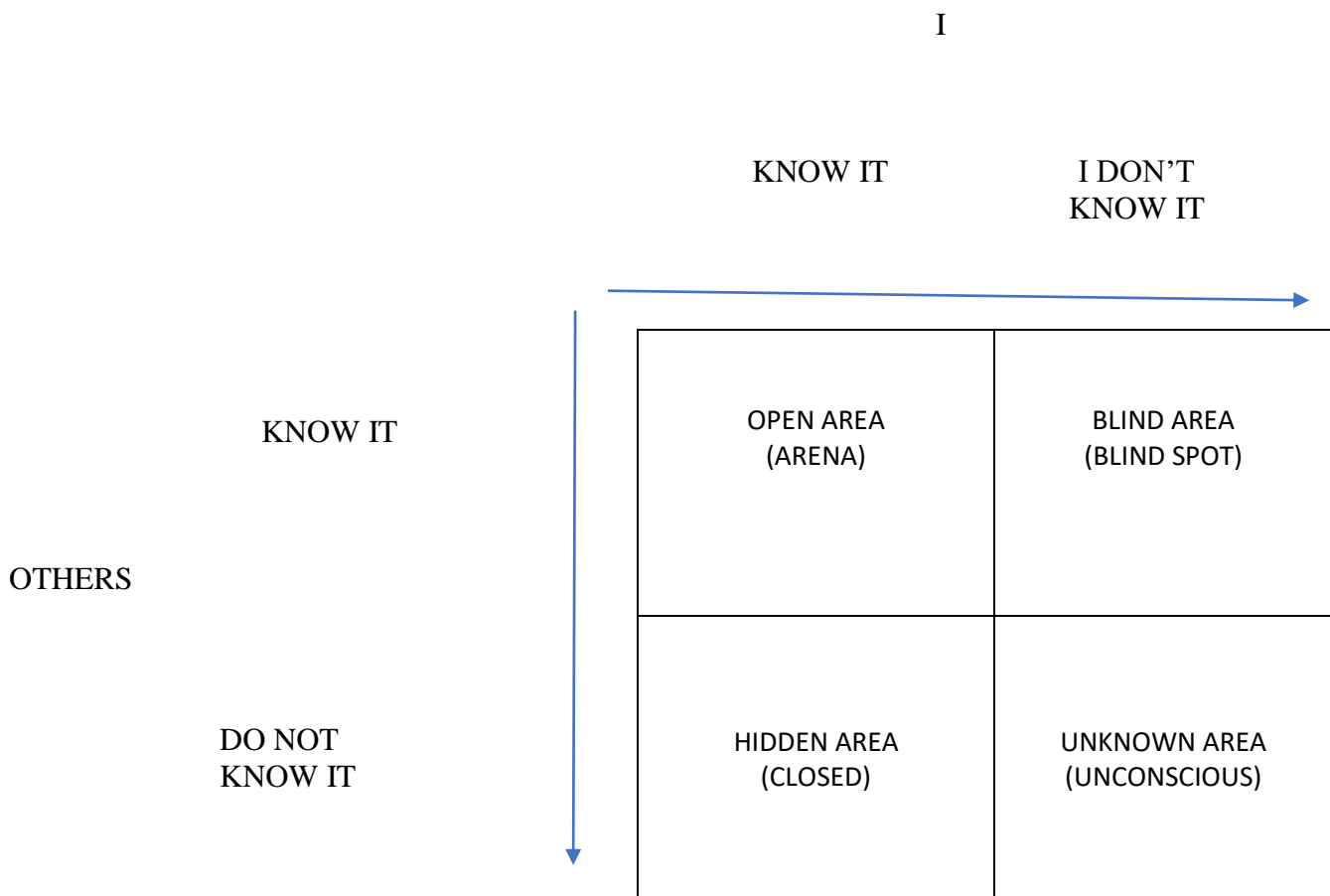
<b>Activity No. VI</b>	
<b>TOPIC</b>	11
<b>Title of the activity</b>	`I am ..`
<b>Pedagogical objective</b>	Facilitate to define personality, and how to introduce yourself in a group
<b>Target group</b>	Expert by experience/people with disabilities
<b>Duration (minutes)</b>	30 min
<b>Settings</b>	inside the room, chairs in a circle
<b>Size of the group</b>	10-14
<b>Method</b>	individual, and groupwork frontal discussion
<b>Tools</b>	Paper, pens, flip/chart, markers
<b>Description of the activity</b>	
<p>Give each participant a piece of paper and a marker and ask them to write their names on the top and to finish the statement, "I am ...,"using six different endings. Ask the participants to attach their papers to their chests with masking tape and then walk around the room and read each other's statements. Suggest that people spend at least thirty seconds talking with one another. When the exercise has been completed, the "I am" sheets can be taped to the wall as a "Group Gallery". If you have photos of participants these can also be added.</p>	
<b>Text of the instructions for learners</b>	
<ol style="list-style-type: none"> <li>1. Please write your name on the top of the paper and finish the statement, ``I am...`` using six different endings.</li> <li>2. Attach your papers to your chest with masking tape and then walk around the room and read each other`s statements.</li> <li>3. If finished, you can tape your sheets to the wall as a ``Group Gallery``.</li> </ol>	
<b>Summary</b>	
<p>Describing our own personality using traits, characteristics we get more self- awareness, and by doing this exercise we can see other`s personality as well. Thus, we have the opportunity to deepen our knowledge about personality.</p>	



## 2. ANNEX – WORKSHEETS

### Activity No. 1.4

#### *JOHARI- WINDOW*



**Activity No. 1.5**

**Effect on others**

spontaneous	3 2 1 1 2 3	thoughtful, disciplined
open, sociable	3 2 1 1 2 3	reticent, reserved
adaptable	3 2 1 1 2 3	represents his own opinion
contemplating	3 2 1 1 2 3	decides quickly
conscientious	3 2 1 1 2 3	generous
opinion leader	3 2 1 1 2 3	team member
altruistic	3 2 1 1 2 3	self-confident
tolerant	3 2 1 1 2 3	confronter

The figures show the intensity of the impact:

E.g. by a spontaneous characteristic:

3 = strongly spontaneous

2 = quite spontaneous

1 = rather spontaneous than disciplined

## Activity No. 1.8

### Interviewing, needs analysis

#### CASE REVIEW

The 57-years-old woman has already been to the family support service and to the employment organisation. Her last employment ended 3 years ago, when her husband, who has sold their common house, has suddenly disappeared and brought the income gained from the selling with himself, and ever since then, he disappeared from the county, without leaving any traces behind. The termination of the employment relationship also took place along with the disappearance of the husband, because the client managed the enterprise of her husband.

Due to this situation, her depression evoked by her former tumour disease has now recurred again. She has not done anything to improve, and to change her life, her mother and her sisters gave her help, so she managed to get lodgings and food. The labour organisation has tried to impose several means of enforcement in order to facilitate the employment of the client: she was offered semi-skilled jobs. Due to the low level of the jobs offered to her, she started to think about contacting her own acquaintances, that's how she got to the expert by experience as well. She told the expert by experience that her intention was to get into employment.

Based on the residuums of her cancer disease, gynaecological operations, locomotory problems, high blood pressure and depression illness, her total organic damage was qualified as 41%. The client did not submit an appeal.

The client had serious gum problems due to her illness. It seriously prevented her in her speech, and it also worn her psychologically. Despite of her good communicational skill, she was ashamed to speak at official places.

Her mental state has strongly been influenced by the series of unsuccessfulness (e.g. she started a logistic course, supported by the labour centre, but she missed a lot due to her illness, which left behind deep traces in her.)

The client has cried several times during the first interview, as it turned out, she does not take any medicines for her psychic problems, she feels that the problems are not solved by the medicines, she only gets slower and blunter as a consequence of chemicals.

The client graduated, she gained many qualifications (book keeper, insurance salesman, security guard and surveyor, computer operator, catering manager). She speaks good German, she is a practised driver (having a „B” category driving licence). During her former employment, she gained practice in jobs such as bookkeeper, occupational safety presenter, catering manager, salesmen, security guard, management lecturer positions, she fulfilled all organising, management, negotiating and entrepreneurial activities of a security guard. She had been having a continuous employment until three years ago.

On the occasion of a later meeting, the client shared the expert by experience his fears about getting into employment: before, her husband took a personal loan, the guarantee of which was undertaken by the wife, and he made further debts on the account of his wife. Due to the unavailability of the husband (his pace of residence is unknown), these charges will be deducted

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from the incomes of the client. So, he will not get much salary.

What are those important information that must be taken into consideration in relation to the getting into employment of the client?

What risk factors should be taken into consideration in the framework of the employment of the client?

Further information that are necessary for the proper assistance? (What else should still be explored, asked?)

## Activity No. 1.9

### Interviewing in practice

Viewpoints for the assessment of the interview	Assessment scores from 1 to 5				
	pair 1	pair 2	pair 3	pair 4	pair 5
Has communication been adjusted to the health state/disability of the client?					
Did you manage to explore the needs of the client?					
The variety and the efficacy of questioning techniques?					
notes:					

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**Introduction of the clients:**

You have been looking for a job for 1 month, but you do not get any allowance. You are a career starter, you finished a special vocational school this summer, where you attained an ornamental plant cultivator profession. You do not have any medical certificates, you have not been to a complex assessment. You live with your mother, who is seriously ill. You only have a MAWI test, which established an IQ of 60. You would like to work, but not in your profession, because you do not like it. You keep changing the subject of the conversation e.g. you praise the clothes of his helper, you stand up, you look out of the window, you ask what is your favourite car brand...

You had the complex assessment of persons with changed working capacity half a year ago. You get a low-level allowance, you suppose that besides that, you are not allowed to work, only a couple of hours. (In fact, you are allowed to work, even 8 hours). The complex assessment took place due to a gastrointestinal cancer disease. Your highest level of completed scholar education is the final exam. Besides that, you have an NQR qualification as a merchant-shop manager, attained in the framework of a course. You are not a registered job seeker by any labour organisations. You are very disappointed, you keep scolding everybody, you „cannot do about anything” yourself, it is all the other people’s fault that you got here.

You are a physically disabled person, you have a serious scoliosis. You receive an allowance from several places. You have an up-to-date assessment. You are registered at the labour organisation as well as at rehabilitation administrators. You have a qualification as a poultry producer, and so far, you have only gained experience in this profession. You want to get a job immediately, and you think you are here to be immediately allotted to a job somewhere.

You are a visually severely impaired, young person, who receives a disability allowance. You have a qualification as a masseur according to the NQR. Your health damage is 70%. You are not a registered job seeker. You were accompanied to the advisor by a parent, who keeps continuously responding instead of you.

At the employment organisation, where you were taken into administration, you were suggested that you should contact an expert by experience. Before, they tried to help you at the family support service, but they could not, therefore you are angry and even now, you still do not trust about the fact that they can help you here, and you also reiterate it, you have frustrated reactions. You receive a grant from the local government, they wanted to oblige you to fulfill a job that you are not suitable for. You have an eighth grade qualification, you have a psychic problem, but you do not talk about that, and you also have an asthma.

You are a client living with bipolar depression, and you are staying in the maniac (elevated) stage. You have contacted the service provider upon a friends proposal. You get invalidity benefit. You have a university degree, you used to work as an English language teacher, then you dealt with interpretation. You regularly go to the labour organisation for counselling.

## Activity No. 2.2

### No communication

**TASK:**

Do not convey anything, do not communicate in any way with the partner opposite to you!!!

**TASK:**

Observe what your partner opposite to your messages, what he communicates for you! Put down in written what you observed!!!

## Activity No. 2.7

### Displaying emotions

Oh, no! I am fed up with it!

Don't hurt me!

I am very upset!

Whoa, I am very satiated!

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Well, I don't know... (I still have to speculate on that)

Nothing good came up of it!

I think that's hopeless as it is!

I am all over myself from happiness!

Just a minute, please!

I feel hurt.

There you are, I told you!

I am not the least interested.



## **Activity No. 2.8**

### **What's in the client?**

**What might be going on in the client?**

**The behaviour of the client with the helper during the interview**

nervous

impatient

aggressive

hyperactive

high-minded, telling off

## Activity No. 2.9

### Assertive communication

<b>PASSZÍV / PASSIVE</b>	<b>ASSZERTÍV/ ASSERTIVE</b>	<b>AGRESSZÍV / AGGRESSIVE</b>
His rights are violated, he is being exploited	He protects his own rights.	He violates other people's rights.
He fails to achieve his objective	He achieves his objective without offending others	He achieves his objectives at the expense of others.
Unhappy, distressed	He feels good, has the right confidence.	He is defensive, combative, he offends
Other people decide instead of him	He decides independently	He imposes his decision on others
He has negative feelings about himself	He listens to others.	He is not interested about other people's feelings.
Lack of self-confidence, low self-assessment	Self-confidence, realistic self-assessment	Lack of self-confidence
Hesitant, quiet voice, little eye contact, nervous movements, bent (body) posture.	Balanced intonation, speech with evenly spaced, calm voice; straight look and gestures but are not authoritative.	Sharp, strong voice, fast speech, despising look, closed jaws, threatening fingers.

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**ASSERTIVE COMMUNICATIVE SITUATION PRACTICES**

You lent your favourite book to a friend. When you get it back, you immediately realize that the first two pages are torn, and the third one is missing. What do you do and what do you say? Solve the situation in an assertive way!

You are standing at the row at the cashier, when someone stands in front of you? What do you do and what do you say? Solve the situation in an assertive way!

At work, in the break, you go out to smoke a cigarette together with your colleague. Your colleague never has a cigarette, he always asks a cigarette and never gives it back. This situation begins to annoy you. What do you do and what do you say? Solve the situation in an assertive way!

You have been waiting for a long time at the GP, because you feel sick. It's just your turn, but an old man asks you to let him in front of you, because he would only like to get his medicines prescribed. What do you do and what do you say? Solve the situation in an assertive way!

You have to buy a present for your friend's birthday party! Due to the fact that you left buying a gift for the last moment, you definitely have to go to a shop, which is open until 8 o'clock. You arrive to the shop 5 minutes before 8, and the security guard does not want to let you in. What do you do and what do you say? Solve the situation in an assertive way!

## Activity No. 2.11

### Skills fair

communicative	cooperative
conflict manager	sees the point
aesthetic sense	empathic
brave	sympathetic
inventive	practical
versatile	learns quickly
team player	self-confident
reliable	foreign language literacy
tidy	stands good monotony
tolerant	negotiative
problem-solving	analysing
flexible	curious
sense of humour	independent
enthusiastic	thorough
reliable	patient
burdenable	helpful
he/she has a good manual skill	initiating
has a driving licence for driving a car	persevering
is able to convince others	
calm	

## Activity No. 2.13

### The Eisenhower method

#### *EISEHHOWER MATRIX*

	URGENT	NOT URGENT
IMPORTANT	EMERGENCY	MAGIC
NOT IMPORTANT	INTERRUPTIONS	TIME-CONSUMERS

## **Activity No. 3.12**

### **Closing the training**

I will be a good expert by experience, because I am ....., because I am able to  
..... (personality traits, skills, working experiences, qualifications.....).

## Activity No. I

### Four ears

To listen with four ears
Schulz van Thun's model
<p>The listener decodes the message from the information sent by the speaker in a complex way. Based on the different aspects of the news, we speak about four sides of communication between people, a <b>news square</b>. From the side of the message, these are the following:</p>
<p>1. State of facts (information)</p> <p>On the one hand, the person, who sends the message communicates factual information with his partner. The state of facts can only be expressed by words. E.g. Today it did not rain. These factual communications of course can be right or wrong. There are very few situations, when the speaker only wants to communicate a fact in itself as a news.</p>
<p>2. Call (would like to get the listener to do something)</p> <p>Every news try to reach an aim. It tries to reach some kind of aim. It tries to motivate the listener: in its most basic way to pay attention for us. And besides that:</p> <ul style="list-style-type: none"><li>- to do something</li><li>- not to do something</li><li>- to stop something</li><li>- to think about something</li><li>- In most cases, the communicator wants to reach some kind of impact. In many cases, he adds the call to the communication of the facts.</li></ul>
<p>3. Self-revelation (the communicator also communicates things about himself)</p> <p>Every news include information about the person of the communicator. Non,- and paraverbal communicational elements have special significance in this area (body language, mimicry, gestures, intonation, etc.)</p>
<p>4. Relationship</p> <p>By communicating a news, the speaker also says something about what he thinks the listener is like and what their relationship is like. This can be formal, informal-confidential, intimate, friend, etc. It demonstrates whether the parties are equal or whether there is a hierarchical relationship between them.</p>
<p>The speaker (communicator) communicates factual information, in the meantime, he also shows himself, he expresses his own relationship towards his partner, and he would like to reach something with him.</p> <p>In order to be able to understand all the information given by the speaker, the whole of the news square: he would need four ears. In most cases, however there are some of the different</p>

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information that will become more, better emphasized. Every person has each of the four ears, everybody can be able to understand each of the four information, however, based on one's education and life story, one or the other becomes more emphasized in a different way. One of the ears of the listeners is too sharp, the other one is too weak in many cases. According to which „ear“ the listener sets as a „receiver“, the outcome of the conversation can be different.

Which of the 4 ears?

- Stars are shining very brightly...
- Stars do not shine! It is only the dissipation of light in the atmosphere!

Discussion:

- What happens if people only hear the facts of the message?
- Say examples for when people only hear the facts of the message!
- How do you feel when you are communicating with such a person?

Which of the 4 ears?

- Your room is a total chaos! You're a crappy dump! It must be terrible to live in such a dirt.
- Did you have a bad day at work, daddy?

Discussion:

- What happens in the next stage of communication? Will the father reach his real aim?
- Tell me every day examples when the things said are meant only with a self-revelation ear?
- How can such things be paraphrased so that they can also hear the message with the ear of expectation?

Which of the 4 ears?

- What is this green thing in the soup?
- You can go to eat again with you mother if you do not like my dishes!

Discussion:

- What happens in this scene?
- What kind of problems will the couple have if the wife will always hear the things with a relationship ears?
- Tell me examples for situations, where the things told are meant with a relationship ear?

Which of the four ears?

- Is there some more coffee left, darling?
- I will make another coffee in a minute.

Discussion:

- What happens to people if they understand messages uttered within communication as an expectation? How will other people react on such expectation-hearers?
- Tell me every day examples for expectation-hearers, expectation-hearing?
- How can you protect yourself from having a strong expectation-ear?



## Activity No. II

### 4-Word-Build Exercise

Cases for position adjustment
34 years old man with a wheelchair. There is a receptionist position available at the local newspaper publishing editorial. It's a two-storey building, the reception is on the groundfloor. The man lives in the centre, the publisher is at an external area of the city.
53 years old woman, suffering from epilepsy. She would like to get into employment at the local library. The library is at the busiest place of the city centre. The woman would do background work, she would take into administration the newly arriving books and she would have to collect the books, journals requested from the warehouse in the cellar and bring them to the readers' service part.
24 years old man, living with a mild mental disability, besides that, he also has a movement coordinational disorder (incoordination of fine manual movements). Simple movement processes such as folding something, or buttoning, fastening the belt, etc...) He would have an opportunity for getting into employment at a hypermarket, he would have to collect the shopping trolleys and push them to their place.
47 years old woman, living with bipolar depression. She would be employed by a small-sized enterprised consisting of 25 people, dealing with the manufacturing of packaging material, where she should cut the nylon foil to size, and then weld it. Mostly women work at the plant, the work is one-shift.
30 years old man, living with a serious visual impairment. A local hotel would employ her as a masseur. The man lives in the city centre.
31 years old, deaf man. He knows sign language well, and he can read well from mouth. He is a carpenter. He could do auxiliary carpentry work in the local village museum, and his work would be needed at thatching and in other physical activities.