PEER TO PEER

Trainings For Mothers With Special Kids

MANUAL

KA2 STRATEGIC PARTNERSHIPS
ADULT EDUCATION
Project number: 2017-1-TR01-KA204-046820

PART – 1
Promoting provisor's self-esteem.
Prepared by IASIS NGO, Greece, Athens

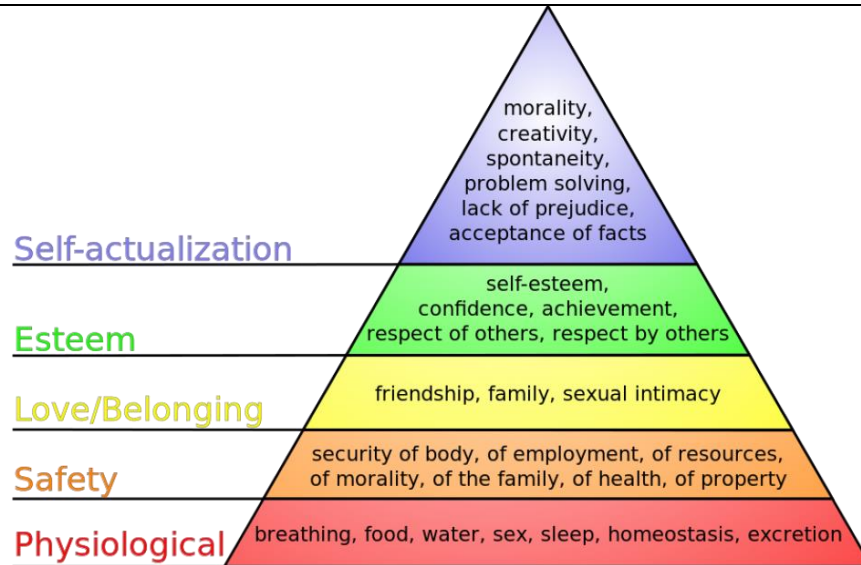| **What?** (short description)	**Learning objectives** (bullet points):
Tools and techniques for provisor's self-esteem stimulation, which can be done individually at home but also in the frame of group meetings under the guidance of an adult's instructor.	The parent/provisor must care for his/her physical and mental health, covering their needs, enjoy the pleasures of life. The guide's chapter that you are holding in your hands will give you useful tools ,with which, if you take advantage of it daily, will help you stimulate your self-esteem through : • conducting negative feelings • cognitive restructuring • effective communication • self-perception and • targeting

INTRODUCTION

Taking care of a loved person, who coping with difficulties in his/her daily life, is a hard work, which creates mixed emotions. Usually the provisors are families, which have to manage practical or operational issues regarding the needs of the person they take care of. Parents and all provisors need guidance and support so that they can effectively respond in their daily life. In order to be-able to take care of another person you must first be able to take care of yourself.

A.THEORETICAL BACKGROUND

The term self-esteem is used to describe the overall feeling of a person, regarding their personal value. Self-esteem maybe include a variety of self-beliefs for their selves, such as evaluation of physical appearance, abilities, talents, values, emotions and behavior of an individual. Individuals with low self-esteem feel losers, they sulk, they are led to depressive behavior, make incorrect choices and don't develop their valuable potential.
Three basic components of self-esteem are the following:
1. Self-esteem is a substantial human need, vital meaning for the survival and normal, healthy growth.
2. Self-esteem resulting automatically based on the beliefs and the consciousness of the individual.
3. Self-esteem appears in combination with thoughts, behaviors, feelings and actions of the individual. The need for self-esteem plays an important part in the hierarchy of the psychologist's needs A. Maslow, which shows the self-esteem as one of the most basic human motivations. Suggested that people need esteem from other people as much as the internal self- respect. These both needs should meet, so as the individual would be developed and succeed in self -realization.

morality,
creativity,
spontaneity,
problem solving,
lack of prejudice,
acceptance of facts

Self-actualization

self-esteem,
confidence, achievement,
respect of others, respect by others

Esteem

Love/Belonging

friendship, family, sexual intimacy

Safety

security of body, of employment, of resources,
of morality, of the family, of health, of property

Physiological

breathing, food, water, sex, sleep, homeostasis, excretion

Resources, references & availability:
http://lifeedited.com/moving-up-and-beyond-maslows-pyramid/

B. TIPS FOR TRAINERS

It's important that the trainer who would like to use the tools in the frame of group meeting of provisors in persons with disability, to have some basic psychology knowledge so he/she will be able to respond in some deeper concern, that may result during one exercise. In case there is no psychology knowledge, it' s better that the instructor has informed from the beginning the provisors that the exercises may spark some emotions and thoughts that will not constitute material for discussion in this meeting and a more capable practitioner may be needed for possible cooperation.

As a trainer you should remember that the image we have for our-self varies with time and the levels of our self-esteem can be improved, as long as we want to and make an effort. Focus on locating the problem, the decision to confront my fears, but also being able to evaluate my mistakes and learn from them.

Learning outcomes

Self-esteem has to do with how I see and realise myself and the value I attribute to myself as a person. The main target of the chapter is the mobilization of the provisors towards the healthy self-evaluation of their own actions, and the stimulation of their self-esteem through practical and easy exercises that may be performed at any time.

C. TOOLS

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Tool – 1 : Stress management

Learning objectives:

It's about a stress management technique through cognitive restructuring, which helps in tracking problems through thought's and behavior's levels and in modification of them for having self-esteem stimulation of a person as the ultimate goal.

Instructions:

Stress is a normal reaction of our body system against an imminent danger (e.g. disaster). It help us to motivate and adjust ourselves in positive and negative situations and triggers us facing various situations .It's about a situation which is creating towards requirements ,obstacles or life opportunities. There is also stress that is being described by an indefinite unpleasant feeling of fear and worry which is being inflamed without the existence of a realistic danger / threat .A stressed person worries about unknown dangers because they translate situations in a negative way of thinking.

STRESS SYMPTOMS:

1.PHYSICAL SYMPTOMS (headaches, cough, tenseness, indigestion, abdominal pains, insomnia, sweating, breathlessness ,fatigue e.t.c)
2.PSYCHOLOGICAL SYMPTOMS (irritability, worry, fear, feeling of failure, lack of interest, cognitive difficulties)
3. OCCURRENCES IN BEHAVOR (avoiding activities, overconsumption of food/drinks/substances, aggressiveness, propensity to accidents e.t.c.)

"PEOPLE ARE NOT INFLUENCED BY OTHER THINGS BUT FROM THEIR OPINION ABOUT THESE THINGS''-EPIKTITOS

According to G.S.TH., stress is related to the way in which human interprets situations around him. A situation occurs . This situation is being translated / becomes perceivable in a negative tone. Negative feelings are attracted as a result of thoughts. The individual functions in his/her environment .The body also acts as an answer to the feeling that he/she experiences.

Lots of times stress triggers from the kind of our thoughts. Can this change? Yes, it can! In order to be able to manage stress we must firstly discover which situations trigger it. An easy and practical way of doing that, is using the following diary. Use the dairy daily recording the situations in which you experienced stress, the thoughts that crossed your mind and evaluate the percentage of stress that you feel. After you recorded, observe, are there any repeated patterns? Are there any specific situations that stress you out? Later on evaluate the kind of thoughts that you make .Do you have any proof that they are valid? Are they realistic? If a friend of your's was thinking that way, what would you advise him? After that, record a positive alternative thought and evaluate your feelings again .How do you feel now?

Example: Situation -what happened? I've been called from my child's school and they want a meeting. Feeling -at what percentage am I experiencing it: Stress 76 %, Worry 68%, Fear 40%

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Automatic thought – What crossed my mind? What did my child do that they didn't like? I am a bad mother. Data that contradict the conference: My child is obedient and kind he/she doesn't cause problems, it's unreasonable thinking that I am a bad mother only because I had that call. Alternative thought: Maybe it's a typical update that they do to every parent, in fact I may actually ask them and ask them .Feeling – How do I feel now? Relief 78%, Stress 15%, Worry 12%, Fear 0%.

As often as you observe and record your thoughts that much you will be in a position to replace automatically negative thoughts with alternative, much positive ones, and with that way you will feel calm and relieved inside you. Remember that everything around us is neutral .We "colour" them depending on the way we filter them .This is the reason why all people don't stress with the same situations.

This exercise is best to be done on daily basis. Completing the dairy may take up to 5 to 25 min. depending on the issue that concerns an individual

Situation - Fact	Emotion	Automatic thinking	Alternative thinking	Emotion
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....
....	....	....	....	....

Resources, references & availability:
American Psychological Association-Stress
http://www.apa.org/topics/stress/index.aspx

A way to relax and be able to think clearly at any time is focusing on breathing.
Breathe in deeply, like you do when you are smelling a flower and breathe out all the air like you do when you are blowing a candle.

TOOL 2: Mandala

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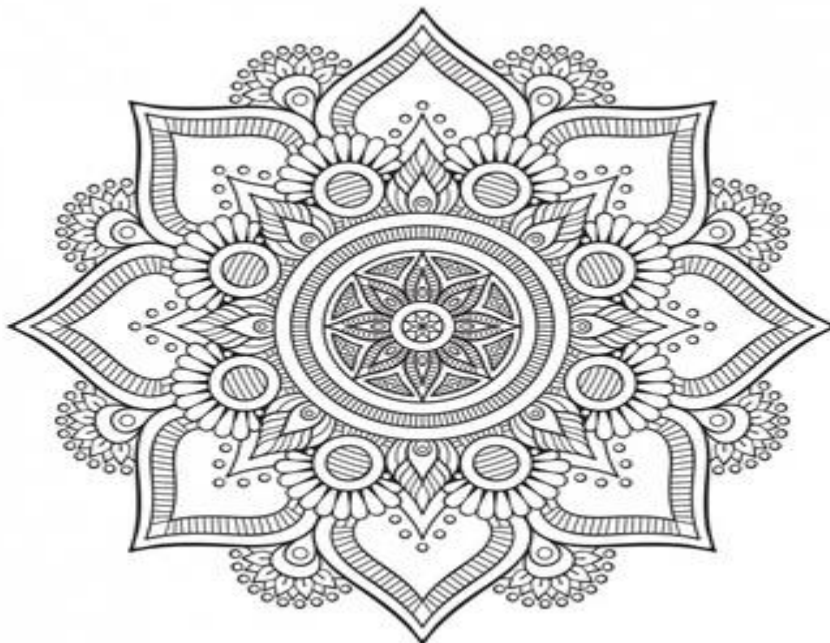A.D.A.P.T.O.

Learning objectives:

Focusing in what you are doing right now, helps you relax and live in today. A creative way of focusing on project and relaxation of negative thinking is painting.

By coloring mandala, it gives you the ability of concentration, contact with the subconscious, relaxing and combating stress!

Instructions: Through internet you can find a large variety of mandala to print and color .If you wish you may light up candles and play relaxing music during painting mandala.

Duration of activity: From 10 min. to 1 hr.

Materials: Printed pages of mandala and colors.

Resources, references & availability:
http://www.supercoloring.com/coloring-pages/arts-culture/mandala

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TOOL 3: Non-violence communication

Learning objectives: Communication is one of the basic needs of human beings. It is the need to be in contact with ourselves but also with others. Good communication depends on our relationship with ourselves. By contacting substantially and efficiently with other people we upgrade our self-esteem.

Instructions:

Non-violent communication, is a method of communication which was evolved by the American Psychologist Marshall Rosenberg (1934-2015), as a way of conflict's resolution in peaceful means. The purpose of non-violent communication is the redefinition of the way in which we express ourselves, but also in the way we listen to others. In non-violent communication we don't focus that much on solving the problems, but on the contact among people and strengthening interpersonal relationships. This method values to a language that upgrades good mood and enhances self-esteem encouraging the person to take their personal responsibility as concerns their communicational options but also the improvement of the quality of their relationships.

According to the method of non-violent communication there are 4 basic steps to follow in order to communicate efficiently and without criticism in what we want. It's called the language of the heart and is symbolized by an animal that has one of the largest hearts in the animal kingdom the giraffe.

Duration of activity: Daily application

4 STEPS OF NON VIOLENT COMMUNICATION

1st Step – Observation
We observe what really happens in a situation and describe the fact without explanation or judgement. The fact is more analytical and specific while judgment creates generalizations and arbitrariness. In that step we use verbs that are directly linked with our senses such as: see, hear, smell, touch , taste .
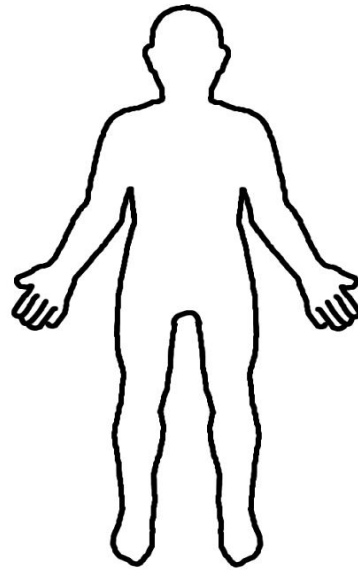
E.g. I see the dirty plate on the living room table.

2nd Step – Emotions
In that step we focus on our emotions, we express how we feel about the specific fact.

E.g. I see the dirty plate on the living room table, I feel bothered and irritated.

We get angry because of the thoughts that we do, not because of what another person has done to us. In fact violence, either verbal or physical is the outcome of the case of what our feelings are caused by not by what happens inside us but probably by what happens < out there>. As an answer, we say things with the intention to hurt, to punish or to blame the person that we imagine has hurt our feelings. Having in knowledge that tension, the giraffe will note "I am angry because my expectations haven't met ". As giraffes we take the blame for our feelings. At the same time we are trying to give the others the ability to react in a way that can help us to feel better.

In that stage of feelings you can do the following exercise: Sit comfortably and focus on yourself. Observe what you feel. Next, take a pencil and write down on the body of the photo the emotion that you feel, where do you feel it and in what way you feel it's intensity.

3rd Step – Needs

In this step we express our needs but of course after we first recognize how are they associated with our feelings .E.g. I see the dirty plate on the living room table , I feel bothered and irritated .I need, for the house, to be tidy and we all contribute to it .

When our needs are not satisfied inside us a feeling of discomfort is being created and when we don't express it directly but indirectly (accusations, conclusions, explanations) then the others may perceive it as criticism and tend to defend, attack or come to a standstill.

4th Step - Request

In this step we express what we really want to satisfy our need. It is better to use questions in this step and take care of our relationship by asking our interlocutor how he/she feels about what we are telling him/her.

E.g. I see the dirty plate on the living room table, I feel bothered and irritated. I have the need for the house to be tidy and we all contribute to it, can you help me? How does what I 'm telling you sound?

Resources, references & availability :

https://en.wikipedia.org/wiki/Nonviolent Communication
In this link you can find a list of feelings so that you can describe what you really feel
http://3el-lifecoaching.blogspot.com/2014/12/blog-post.html

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TOOL 4 : Self-perception – Who am I?

Learning objectives: Most times through our daily life demands, rushing for our obligations, we forget to have a look at our-self. Who am I actually? Does it matter? Of course it does. The way that we realize our-self affects the way we behave. Self-esteem is significantly affected by personal ambitions and subjective evaluations, because based on them a person decides what is failure and what is success. Low self-esteem is related with depression and stress. Diving into our-self, recognizing the positive and negative aspects of our-self, we can set targets and changes for personal development with purpose personal prosperity and more effective correspond on our daily demands.

Instructions: Take a pencil and fill in the pages of the following personal activity.

Duration of activity: Every page of personal activity takes from 10 to 20 min to be completed.

YOU ARE THE BEST!

I felt proud when

It is important for others to know about me that I

My friends describe me

I like myself because

What I would like to change to myself is

I can't stand it when

Self-awareness sheet

Why fill out a sheet of self-awareness?
This is how you enlighten your life as it is at this moment and helps
you make decisions that are important at this time in your life.
Instructions:
Each cycle is also a different subject. Think about what's happening in your life
in each of these areas. Write words or phrases that illustrate what's going on
and if something is needed to change.
Counting progress:
In a few months (and without looking at the old sheet that you filled in),
you've to fill in a new one so you can see where you are.
What has changed? How do things go different? What do you want to work on?

personal responsibilities

Skills

Values

Interests

Needs

Motivations

Objectives

Free time activities

Finances

I am my Hero

gives me strength and motivation

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....
....

what are the strong features of my personality

....
....
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....
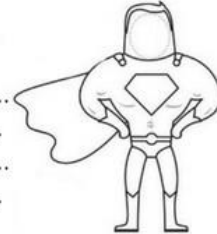
I have experienced difficult situations in my life? What did I get from them?

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....

What do I think makes me special? what are my accomplishments?

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....

What is the point of my weakness that prevents me from being the one I want to be?

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....

What are the most important values in my life?

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How do people who love me describe me?

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TOOL 5 : The Diary of Self-esteem

Learning objectives: Self-esteem is not stable. As it decreases, it can grow. An exercise that you can do daily to boost your self-esteem is calendar records. By focusing on and recording daily the moments of pride, satisfaction, encouragement, you give yourself a push to focus on small and big achievements and to achieve its goals. To make this practice a daily habit, you should do it for 21 consecutive days.

Instructions: Take several photocopies of the weekly planner. Every night record what you feel good today, something for which you felt pride, satisfaction, a positive experience you had, something that pleased you, something that attracted your interest. Also record in the ' to do' box suggestions for things you want to do and succeed in the future.

Duration of activity: Daily recordings, 10 minutes a day

Weekly Planner

MONDAY · TUESDAY · WEDNESDAY · THURSDAY · FRIDAY · SATURDAY · SUNDAY · WEEK · TO DO · NOTES

Resources, references & availability:
https://padtastic.com.au/products/brilliant-blocks-weekly-planner

TOOL 6: Pleasant memories

Learning objectives: You can use the power of pleasant memories to think of situations that have brought great joy to your life. This can also help you when you find yourself in an unpleasant situation where pleasant memories as a source of energy can bring out our strengths and talents but we can't recall as we are in an unpleasant existential situation.

Instructions: Print the "Pleasant memories" sheet, sit quietly and comfortably in a place where you feel comfortable to write in peace. Remember one of the most joyful situations in your life and go into as much detail as you can by capturing all the strengths and talents you have used in this special situation.

Duration of activity: από 15 minutes to 1 hour

Materials: Sheet "Pleasant memories" and pencil

Pleasant Memories

PART – 2
Computer and phone cell basic use

Prepared by ADAPTO Association, Romania

What? (short description)

The following unit it's meant to be an introduction in computer and phone cell basic use by caregivers of people with disabilities in order to help them to facilitate gaining more independence and openness about computer/phone usage.

The focus of the unit: Technology as Accessibility and Increased independence, for the caregiver and for the person/s with disabilities that they care for.

Learning objectives (bullet points)**:**

* learn basic information about computer/cell phone;

* learn about accessibility possibilities in computer/phone;

* use of computer/phone in communication and research of information;

* use of computer/phone in order to pursue a job, to facilitate life and help with assistive devices.

INTRODUCTION

With the increased importance of technology in society, digital literacy is gaining recognition as the most valuable tool for lifelong learning. What does this mean? Essentially, as citizens of a global society, the influence of social media, technology, and online resources is massive. For children, the access to a home computer with internet increases their likelihood of college attendance exponentially. For adults, the ever evolving tech world can either help them succeed or hold them back.

Society has changed over the last years. It has become increasingly important to continue education in the digital field and for parents/caregivers of people with disabilities could mean a lot of benefits in aspects like time, money and energy spent to do some tasks and an opportunity to offer an increased independence for the person/s they care for.

A.THEORETICAL BACKGROUND

A caregiver or carer is an unpaid or paid member of a person's social network who helps them with activities of daily living. Caregiving is most commonly used to address impairments related to old age, disability, a disease, or a mental disorder.

Typical duties of a caregiver might include taking care of someone who has a chronic illness or disease; managing medications or talking to doctors and nurses on someone's behalf; helping to bathe or dress someone who is frail or disabled; or taking care of household chores, meals, or bills for someone who cannot do these things alone.

Nowadays technology can contribute a lot in order to make life easy. But starting to use a computer can feel like a visit to a foreign country – things look familiar but you can't speak the language. Getting to grips with compute is much easier than learning a new language. Our guide will set help the caregivers of persons with disabilities on the right path in computer/phone use and learn about different aspects that can help them do some tasks quicker and facilitate more independence for the person/s they care for.

"Technology goes beyond mere tool making; it is a process of creating ever more powerful technology using the tools from the previous round of innovation." –Ray Kurzweil

A decade ago, smartphones (as we know them by today's standards) didn't exist. Three decades earlier, no one even owned a computer. Think about that—the first personal computers arrived about 40 years ago. Today, it seems nearly everyone is gazing at a glowing, handheld computer.

Youth workers and caregivers need to be aware that the use of technology can ease their life and the lifes of everyone around them and they should do the most of it.

The unit aims to have more chapters

1. Computer and modern cell phone as ways to communicate and get information:
- turning on and off the computer;
- internet: browsers and navigation;
- search websites: Google and its functions;
- email;
- social media: Fb, Tweeter;
- computer terms and internet jargon;
- Safety and internet.

2. Overall accessibility features in computers and modern cell phones:
- PC Accessibility;
- Mac Accessibility;
- Android Accessibility;
- Iphones accessibility

In human–computer interaction, computer accessibility (also known as accessible computing) refers to the accessibility of a computer system to all people, regardless of disability type or severity of impairment.

3. Technology, a tool in pursuing a job:
- CV and Motivational letter;
- Websites that can increase your visibility on the job market: LinkedIn;
- Websites that can help you get a job: Local(Ejobs, Bestjobs, etc) and European level.

4. Facilitate your life:
- E-banking and online payment;
- Online shopping;
- Public administration interaction;
- Design websites;
- Assistive devices and Assistive technologies for people with disabilities.

B.   TIPS FOR TRAINERS

Research suggests that caregiver preparedness is essential to minimizing the negative impacts of caregiving. Not being prepared is associated with fear, anxiety, stress, and feelings of insufficiency/uncertainty specific to the caregiver role.

Sometimes even little things, like knowing where or how to search, a good accessibility app, how to pay online instead of waiting at long queues, etc. can offer support and reduce the energy, time and money spent by caregivers and allow them to pay more quality time with their loved ones.

1.   Computer and phone use, for some of the participants, may be a beginner's step. And that's ok! Acknowledge and alleviate their fears.

Adult caregivers, especially mothers or people above 45, are often not familiar with the technology and they return in a learning environment after a significant break from any kind of education. The trainer's recognition and acknowledgement of students' fears can help learners renew their sense of self-efficacy for learning in an educational environment and increase motivation. Because adult learners may experience feelings of inadequacy, especially when in a mixed student environment, with different level of knowledge about computer and cell phone use, and after a long break from schooling, instructors should find ways to address and alleviate student fears so they do not become a barrier to effective learning.

2.   Make the learning environment comfortable.

The more the learning environment mirrors the familiar, the more comfortable and less anxious the learners are likely to be. Additionally, the greater the coherence of the group, the more likely students are to be able to apply newly acquired knowledge and skills to the workplace and in their own life. Trainers teaching adult learners should use real-world cases and problems, and the technology that is used in the classroom should reflect the type of technology that adult learners are likely to use at their places of employment.

3.   Realise the participants will want to focus more on practical application of acquired knowledge and less on learning pure theory.

Although adult students can understand and appreciate theory, they are more likely to excel at problem- based learning, given that they are typically responsible for solving a myriad of community, family and, in some cases, work-related problems. Thus, not only can the trainers make the classroom more suitable to adult learners through the use of non formal methods and team-based learning, but also through emphasising practical rather than theoretical applications of course concepts. Theories are important, and adult learners will view theories as important to the extent that they guide and explain realistic or "true to life" experiences. Adult learners desire to gain a higher level understanding of the relationship of theory and practical application and to be supported in the process of

assigning personal meaning to the new knowledge. And let's face it, you learn about driving a bike more from actually driving a bike, so you learn about computer actually using it.

4. Recognise learners' desire to assimilate new information with old information and the possibility that they will sometimes make incorrect linkages.

The participants are most comfortable when they can assimilate new material with their existing knowledge and experience. In our experience, the learners will naturally try to make linkages between concepts thus, trainers must be able to help the "learners to make links between different kinds of experience and learning in different contexts". Trainers must also, however, be able to explain why certain concepts are not linked.

5. Use evaluation methods that emphasise comprehension rather than rote memory.

Evaluation methods should relate to participants' desire to assimilate new information with old information. Adult learners may not be accustomed to being tested on facts for the sake of knowing facts, but rather their ability to apply knowledge to generate solutions to real problems.

6. Treat participants as equal partners in the learning process.

Soliciting and incorporating ideas from participants is similar to processes of participative forms of decision making utilised in the workplace/family. The paradigm is the same; individuals who are a part of processes and have an investment in how and why things are done, feel more ownership and higher commitment. In fact, when team members engage in participative decision making, including when there is a high level of dissent among team members on how to complete a given task, creativity increases resulting in outcomes that are more innovative.

7. Allow for flexibility in meeting course and program requirements.

Caregivers often have very hectic lives and yet maintain motivation not only to complete the program, but also excel at learning and applying the material. While trainers do not have to change the course requirements all together, they can provide alternate means by which course requirements can be met. For instance, the caregiver may have unexpected family concerns arise, may be faced with an organisational responsibility or crisis, or may have heavy health responsibilities for their beneficiaries. Because the participants' lives are much more complex than traditional participants, these complexities should be taken into consideration when it is time to develop ways in which requirements can be met.

In our experiences, we have found that adult learners are appreciative when trainers are open to alternatives in terms of meeting course requirements. Adult participants are accustomed to, and have some level of expectation in contributing to or making decisions about events in which they are involved. It may be foreign and uncomfortable to them to have every detail predetermined and dictated. In other words, adults appreciate the ability to negotiate some aspects of the tasks, within the parameters of the course. The trainer should clarify what points are(e.g., dates or time of day) and are not(e.g., whether to have evaluation) negotiable. Trainers can also give participants options for the projects they do. Trainers can allow participants to choose from a list of trainer-generated projects or propose their own projects. All projects should require instructor approval prior to project commencement. Additionally, the caregivers should be involved in the recruitment of team members for the local follow up meetings.

8. Promote support, collaboration and networking through socialisation.

Previously, we emphasised the need for caregivers to feel supported. It is important to emphasise that the participants need the support of their family and friends as well. Trainers

must keep in mind that the obligations of parent or worker take precedence over learner/student role obligations.

9.   Involve students in the development and modification of the program.

During the training, while progressing through their educational program, the caregivers may be able to suggest modifications or additions to the program that will benefit future participants and the local follow up meetings. A crucial process in educating the caregiver is examining necessary changes in program curriculum, methods of assessing participants learning, and avenues to provide on-going support to the learner. By allowing participants the opportunity to provide feedback concerning program modifications, they will develop a sense of a commitment, purpose, and dedication to see the program flourish, after they have completed their program requirements, and when they will implement the local follow up meetings.

Combining the tips presented above for teaching caregivers.

It is imperative for trainers of the caregivers to realise that support of the nontraditional student does not end at the time of entry into the learning environment, but rather it is an continuous and active process that requires reflection and flexibility. By using the tips for teaching caregivers, the trainer can be adaptable and allow for creativity, collaboration, support and encouragement, and a sense of commitment and dedication to the learning experience for their adult participants.

Bellow are some difficulties that you can encounter if the target group is formed of elder adults that don't have any command on computer or cell phone usage. T together with how to deal with them to ensure a positive learning experience. You might agree with this approach, or you might also have other suggestions.

A.   Fear of technology

For many older adults, computers and the internet may seem to be highly complex technologies. However we all know that this is not the case, as with proper training and practice, things become easier. I believe that it is all about making them feel at ease. Apart from the usual icebreakers, I provide various reassurances; for example I emphasise that no particular harm is done if they click somewhere by mistake. I also regularly give tips on basic troubleshooting and common problems that they might encounter. Normally as lessons progress, they build more confidence and this element of fear is slowly mitigated.

B.   Physical Changes – limited vision, impaired hearing, issues with motor skills

These provide a challenge both for me as a trainer and for the learners. In order to cater for problems with vision, I try my best to use large fonts both for any projected slides and also printed handouts. I also teach them how to use features that can enlarge fonts on their computer. When it comes to hearing, one might encounter different levels of impairment as well. I normally deal with such impairment by repeating instructions more than once, using an appropriate volume to project my voice, together with trying to be in a position where everyone can hear me properly.

Limitations in motor skills are normally quite challenging as learners find it difficult to use the mouse and/ or keyboard. My approach depends on the limitations encountered. There are cases where, for example, I adopt a direct teaching method employing physical guidance. I also normally slow down the pace when possible, so that learners with such difficulties can take their time to finish tasks.

C.   Diminished working memory

This is commonly manifested when learners try to recall steps for a procedure. In some cases this may be just after the explanation, even for simple steps such as closing an open window. In order to cater for this limitation, I focus on repeating and also reinforcing information. This is also followed by the provision of regular summaries and ample time for questions. It is also important to maintain an appropriate pace to enable the learners to follow and learn all the required steps. Lastly I also supplement the explanation or demonstration with printed handouts that include steps in a logical order and screenshots to help in the process.

D.	Difficulty to stay focused

I have often noticed that a majority of learners tend to get distracted easily and thus lose focus. It is therefore one of my key tasks to help them stay on track. One of the approaches that I often adopt is the effective use of questioning techniques to help them stay focused, and for me to better understand their situation at that point in time. I also go around regularly checking their computer screens to ensure that they are following my delivery.

There is obviously much more to say, however I wanted to stick to the salient points. In conclusion I would like to say that in order to work with this category of learners, one requires a good amount of patience. It is important that trainers understand that what may be common sense and so easy for them, may not be so for their learners.

Resources, references & availability:

https://files.eric.ed.gov/fulltext/ED502732.pdf

https://ec.europa.eu/epale/en/content/teaching-computer-skills-older-adults-adapting-their- needs

C. TOOLS

TOOL 1 : Access to digital knowledge

Learning objectives:
-	to learn the level of knowledge about digital possibilities

Instructions:
1.	Divide the group in 5 teams;
2.	There will be 5 Flipchart papers on different tables, with 5 topics: Computer, Cell phone, accessibility, Internet, how digital world facilitates our life;
3.	Explain that each team needs to brainstorm for 7 minutes about each topic and then they need to change the table. They need to write on that flipchart paper what they think when they see that topic. They have 35 minutes to go through all the topics, the trainer will signal when they need to change the table;
4.	After, the teams will have to present the result of their reflection, each team will present

one flipchart paper

! Tip for the trainer: this will give a good insight about the level of knowledge about computer and cell phone of the participants

Duration of activity: 60 minutes
Materials:
-        5 flipchart papers
-        colourful markers

TOOL 2 : Mission I'm_possible
Learning objectives:
-        to create an email and send an e-message;

-        to learn to search online on a certain topic;
-        to create & post as a facebook user in the Peer to peer trainings facebook page;
-        to use the keyboard in order to write a text.

Instructions:
1.   Divide the group in teams of 3-5 people;
2.   Give them a piece of paper with tasks to fulfill in teams;
3.   Explain that they have 40 minutes to do all the tasks and to involve all the team members in the process;
4.   Go!
Duration of activity: 40 minutes
Materials:
-        computers;
-        wifi;
-        camera or phone;
-        8 copies of lists with tasks

The task list consists of:
A.   Give a name of the team and create a google email account for each member that doesn't have an email yet. If everyone has an email, than create an account for the team;
B.   Send an email to adapto.evs@gmail.com with the subject: Peer to Peer training_Name of
the group. In the body of the email you should write the names of the team(for example: In the Phoenix team there are: Mariah Carey, Jon Bon Jovi, Angelina Jolie and Cleopatra Stratan) and bellow write "Peer to peer trainings for mothers with special kids" in at least 13 languages;
C.   Create a facebook account for each google email that you created;
D.   Make a team picture and post in on the Peer to peer facebook page: https://www.facebook.com/Peer-to-peer-trainings-for-mothers-with-special-kids-589757084738498/
E.   Send another email to adapto.evs@gmail.com with the list of at least 10 songs that the people from the team likes, adding the audio-video link of the songs.

TOOL 3 :   5 Stations

Learning objectives:

-        review the learned concepts about accessibility in computer and cell phones

Instructions:

1.   Divide the group in teams of 4 people;
2.   The teams will have to go to 5 stations where they will perform 5 different tasks about computer and cell phone accessibility;
3.   Explain that they have 40 minutes to do all the tasks and to involve all the team members in the process;

There will be set 5 stations, divided as follows:

A.   Puzzle - different puzzle shapes pertaining to a A4 papers that the participants need to recreate and explain one by one: it will contain accessibility features of the PC

B.   Glue the accessibility - different post its will contain accessibility features for MAC and on the table there will be 3 drawings about vision, hearing and interaction (in ways of speech).. the participants will have to glue each post it to the category they pertain to.

C.   Matching access - on a table there will be different papers up-side down, containing accessibility features for Android smartphones. The characteristics are doubled. Each participant needs to choose 2 papers in turn, paying attention to what have chosen the other participants, in order to discover where are the doubled features. They can remove the double features when they choose them together. The participants can leave the table only when they discovered all the double characteristics.

D.   ICard - Each participant needs to choose 3 cards from the table. on each card it's an accessibility feature about for Iphones. They need to explain the cards.

E.   Print my access - On a flipchart paper, each participant needs to draw one of their hands and to write on each finger one accessibility feature that they think the person with disabilities that they know could use in their life.

Duration of activity:

40 minutes

Materials:

-        create the puzzle
-        print the symbols for vision, hearing and interaction
-        post its
-        print the double papers about Accessibility features for Android smartphones
-        cards with accessibility feature about for IPhone
-        flipchart paper
-        markers
-        tables
-

TOOL 4 : The motivation of a CV

Learning objectives:

-        discover europass CV
-        create a CV online

- download the CV
- discover job websites(national and international) and upload the CV

Instructions:

1. Divide the group in teams of 3 people;
2. Give the teams the task to create an online CV on Europass website and upload it on LinkedIn, Eurojobs and other national job websites. They need to register, post the CV and apply to a job;
3. Explain that they have 40 minutes to do all the tasks and to involve all the team members in the process;
4. Go!

Duration of activity: 40 minutes **Materials:**

- computers

TOOL 5: Do you want to be millionaire?

Learning objectives:

- evaluation of the units learned

Instructions:

1. Divide the group in teams of 3 people;
2. Explain that they will play Do you want to be millionaire? and explain the rules;
3. Give to all the teams A—B-C-D cards and 3 helping options: 50%, call a friend, ask the public;
4. Someone will mark the score of the answers given by the teams. Even if a team gives a wrong answer, they will go through all the test

Duration of activity: 20-30 minutes **Materials:**

- power point presentation with Do you want to be millionaire?
- A—B-C-D cards and 3 helping options: 50%, call a friend, ask the public;
- pen
- paper

TOOL 6:   Infographic evaluate your day

Learning objectives:

- discover infographic website Canva
- register to Canva
- make infographic

Instructions:

1. Divide the group in teams of 2 people;
2. Tell them to create a Canva profile and to create one infographic that will evaluate their day;
3. Explain that they have 30 minutes to do all the tasks and to work together;
4. They need to send the infographic to adapto.evs@gmail.com and present it to everyone for maximum 2 minutes

Duration of activity: 60 minutes **Materials:**

- computers

PART - 3
SELF CARE
Prepared by ODTIZ, Slovenia

What? (short description)	**Learning objectives** (bullet points):
Parents of children with disabilities have higher levels of stress. It's becoming more important than ever to learn how to recharge. In next pages you will learn more about parental burnout and how self-care can help to cope with it.	- What does it mean to be parent/care provider to the child with disabilities? - What is a parental burnout and how to recognize it? - What is a self-care and why it is so important? - How to take care of yourself? - What are the rights regarding education?

INTRODUCTION

Being the parent of a child with a disability requires an extra dose of emotional resilience, perseverance, and resourcefulness. While taking care of their child, parents often forget about self-care. With this is mind, it's very important to consider protective factors against care-giver burnout and ways to ensure parents have enough "gas in the tank" to provide the level of care that is needed. This is, of course, easier said than done. Sometimes it's just a matter of justifying to ourselves that self-care is important and deserved.

A. THEORETICAL BACKGROUND

What does it mean to be care giver to the child with disabilities?

Being the parent of a child with a disability carries with it unique responsibilities, stressors, but also rewards. It requires an extra dose of emotional resilience, perseverance, and resourcefulness. Powered by the same (or an even stronger) drive to nurture, protect, and empower their children as parents of kids perceived as normatively abled, parents of children with disabilities often face profound social and systemic prejudices.

As parents of children with disabilities proactively seek information and support and advocate for their children, they may discover frustrating limitations that reinforce a sense

of isolation or exclusion. As a result of these and other factors, parents seeking support for their »special needs« children have »special needs« of their own when it comes to self-care.

With this is mind, it's very important to consider protective factors against care-giver burnout and ways to ensure parents have enough "gas in the tank" to provide the level of care that is needed. This is, of course, easier said than done. Sometimes it's just a matter of justifying to ourselves that self-care is important and deserved.

What is parental burnout?

Parental burnout is a specific syndrome resulting from enduring exposure to chronic parenting stress. It encompasses three dimensions: an overwhelming exhaustion related to one's parental role, an emotional distancing from one's children and a sense of ineffectiveness in one's parental role. There are six possible consequences: escapism and suicidal thoughts, addictions, sleep disorders, marital conflicts, a partner estrangement mindset, neglect and violence towards one's child(ren).

How can we recognize parental burnout in ourselves or others:

- person is tired all the time,
- more irritable or lower frustration tolerance,
- wish to not have the child and feeling guilty of having these thoughts,
- think their child may be doing their behaviours on purpose to annoy you,
- not having conversation with others about non-children related topics,
- feeling obliged to say they are happy 100% of the time.

What is self-care?

The term self-care describes the actions that an individual might take in order to reach optimal physical and mental health. Mental health professionals often use the term self-care to refer to one's ability to take care of the activities of daily living, such as feeding oneself, showering, brushing one's teeth, wearing clean clothes, and attending to medical concerns. Physical self-care, such as sleep and exercise.

People all have different requirements for self-care, but in general, the goals of self-care are to find a state of good mental and physical health, reduce stress, meet emotional needs, maintain one's relationships, both romantic and platonic, and find a balance between one's personal and academic or professional life.

Individuals who do not take care of their own emotional and physical needs before attempting to resolve those of others may begin to experience a decline in their own emotional or physical state. Those individuals who care for others, either professionally or in personal life, may find themselves especially drained if they do not devote enough time

to self-care. Once they have met their own needs, they may often find themselves better able to assist others in meeting their needs.

Why self-care is important?

Taking care of the emotional self by managing anxiety, anger, sadness and other feelings is also an important aspect of self-care. This type of self-care can often be accomplished by setting boundaries with people, especially those people who are not positive or supportive and may have a negative effect on one's mental state. Good, healthy relationships can help an individual maintain a positive frame of mind, but friends who only want to fulfil their own needs or family members who leave an individual feeling exhausted or depressed will likely not help an individual's mental or emotional state to improve. An individual who has trouble meeting emotional self-care needs may find it helpful to limit time with people who are neither supportive nor helpful.

Sometimes people attempt to meet the needs of family members, employers, children, friends, or society in general before meeting their own needs, and working to please and care for others often interferes with one's self-care routine and can take a toll on a person's well-being. However, self-care is often considered to be an important aspect of resiliency: those who are able to adequately meet their needs are often able to better cope with everyday stressors.

Meeting one's own needs tends to make a person abler to help and support others and, generally speaking, to obtain more happiness and fulfilment from life. In order to facilitate your own healthy routine to make sure your needs are met, it can be helpful to develop a self-care centred on the three key components: physical, mental, and spiritual self-care.

Rights for parents with children with disabilities

You as a care giver want to be an effective advocate for your child with special needs. The first step is to understand the laws that are in place to protect children with special needs. Although laws are different in each country there are some laws that regulate special education services and make sure schools provide accommodations for children with disabilities. By understanding these laws and your child's rights, you'll know better how to defend him or her against unfair or discriminatory treatment. Regarding the education, schools are obliged to:

- Provide free and appropriate public education. Schools are required to provide an education at public expense, under public supervision and direction.

C. TOOLS

- Conduct an evaluation. Schools must gather the information necessary to help determine the child's educational needs and guide decision making about appropriate educational programming.

- Produce an individualized education program. To ensure that the child's individual needs are met, schools must create a written statement of the educational program designed for the child.

- Provide the least restrictive environment. Children with a disability are entitled by law to receive an appropriate education designed to meet their special needs. They must be separated from their nondisabled peers only when the nature of the disability is such that they cannot achieve in a general education classroom, even with supplementary aids and supports.

- Offer opportunities for meaningful participation. Schools must provide opportunities for parents and students, when appropriate, to get involved throughout the special education process.

- Implement procedural safeguards. Procedural safeguards ensure that the child's and his or her parents' rights are protected, and establish clear steps to address disputes. Procedural safeguards guarantee that parents can participate in meetings, examine all educational records and obtain an individual educational evaluation.

"Human rights are not a privilege conferred by government. They are every human being's entitlement by virtue of his humanity. The right to life does not depend, and must not be contingent, on the pleasure of anyone else, not even a parent or sovereign. ... You must weep that your own government, at present, seems blind to this truth." Mother Teresa

Resources, references & availability:

R. Skynner and J. Cleese: Families and How to Survive Them

http://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html

https://www.militaryonesource.mil/-/know-the-laws-that-protect-your-child-with-special-needs?inheritRedirect=true

https://www.psychologytoday.com/us/blog/insight-is-2020/201310/empathy-parents-special-needs-children-coping-help

https://themighty.com/2017/12/self-care-parent-child-disabilities/

https://benefits.vmware.com/wp-content/uploads/2017/10/Rethink-Self-Care.pdf

https://www.goodtherapy.org/learn-about-therapy/issues/self-care

https://neildbrown.com/17-blog/parenting/an-honest-look-at-the-cause-effect-of-parental-burnout/

https://www.ncbi.nlm.nih.gov/pubmed/29604504

https://themindfulmdmom.com/make-time-for-self-care/

B. TIPS FOR TRAINERS

Parents, all parents, attach to their children through dreams, fantasies, illusions, and projections into the future. Children are our second chance, our ultimate "life products." the reflection and extension of our very being. To know that a human life exists that grows from our genes, our bodies, that is a result of our existence, brings a measure of spirituality into the most hardened individual. Something basic to our sense of being is stirred when we witness the miracle of the continuity of life. What happens when this core experience is marred irreversibly by disability? How does a parent survive the devastation of a handicap in their child that shatters their heartfelt dream? How do they go on? How can they help their child, their other children, themselves?

As a youth worker, working with care givers we need to understand this. Our responsibility is to provide a safe space for learning and growing. We can do it with showing compassion, respect and encouragement. Here are statements of encouragement we can use working with parents, care givers, professionals and others who are close to child with disability:

1) You are not alone.
There may not be anyone else with the same constellation of symptoms as your child but there are people with similar challenges. Find those people. I have never met anyone with all of these same challenges as my kid but I have a strong network within each separate diagnosis. We have made wonderful friends and have found—and I hope provided—a great deal of support within each of these. I just have to pop onto one of my Facebook groups and I'm immediately reminded, I'm not alone.

2) You too deserve to be cared for.
We are placed in a position of caring for others nearly constantly. However, you still need and deserve to be cared for. That entails asking friends or family to bring a meal by every now and then, or going for a pedicure, or a date night, or whatever else you enjoy doing. Whatever makes you feel special and taken care of, take the time to enjoy it, you are worth it!

3) You aren't perfect—and that's ok!
No one is perfect. We all make mistakes. We can wallow in our goof-ups or move on! Try

to shift your thinking, maybe there was a good reason you missed that appointment, that you were sure was on Tuesday but apparently was on Monday. Maybe your kiddo had a tough day at school and just needed the night off. Who knows? But beating yourself up isn't going to change the situation, so try to move on.

4) You are a superhero.
You may not leap buildings in a single bound or run faster than a speeding bullet but you are a superhero none the less. Every day you manage situations that a regular parent would think are impossible. You stretch tight muscles, remember pills, inject and infuse medicine. You hold hysterical children during horrendous medical procedures. You deal with tantrums and melt downs. And most often manage not to have a tantrum or melt down yourself. You encourage your child to do things doctors told you they would never do but you never gave up hope. You are a therapist, nurse, doctor, friend and confidante. You are no regular parent.

5) Therapy is play.
Having sat in on several therapy sessions, I have been frustrated by what I thought was premature discharge from therapy on more than one occasion. Since then, I have grown, I have learned and I have come to understand. For children, therapy is play and play is therapy. What I mean is that the best therapists find ways to make my son engage in challenging activities that he otherwise would have balked at, by making it a game that he wanted to play. We took a page from their book and did the same at home.

6) Play is therapy.
Yes, this is different from number five. After discharge from therapy, we sought extra-curricular activities for my son that would offer therapeutic benefits. He played sled hockey, runs on a track team, learned to shoot archery and takes swim lessons. All of this is therapy. He's learning, having fun and getting stronger. Win, Win and Win!

7) Make time to enjoy your kids
We super parents tend to be fairly busy and often over scheduled. However, while everything on your calendar is important, it's also important to make time to play, laugh, be silly and just enjoy your kids. Read to them, snuggle with them, engage with them with what's important in their worlds. Make memories outside of hospital walls.

8) You will be obligated to make heart wrenching decisions.
You will have to make painful decisions that hurt your heart and leave you questioning everything you thought you knew or understood. Know that you are doing your best, remember number three. I am guilty of agonizing over these types of decisions, they can become really overwhelming to me. Talk about your conundrum with others who get it and trust yourself to make the best decision. Make it move on and once it's made don't rethink it. Easier said than done, but worth a try!

9) You won't always get it right.

Many of the choices you are forced to make have no right answer, just the lesser of the hard and painful wrong choices. You will do your best but you won't always get it right no matter how many sleepless nights you spend agonizing over how to handle a situation.

10) Forgive yourself.

Yes, you will screw things up sometimes despite the very best of intentions. No amount of torturing yourself will make you feel better, nor will it help you to make better choices. Remember many of the toughest decisions have no right answer.

11) Being a parent is hard. Being a parent to a child with extra needs is *extra* hard.

It can also be extra rewarding. Make us extra passionate. And will almost always make life extra interesting. With the challenges come the rewards. Sometimes you have to search your heart for the rewards but they are there if you look for them.

12) Parenting a child with extra needs is like a marathon.

For those folks who are trying to win a marathon, there are no breaks. If you want to stay in the race, you eat, drink and even pee while running. But our marathon will go on for the foreseeable future and beyond. So remember, you don't need to win, just make it to the end. The guy who comes in last place in the marathon, he took breaks, he stood and drank some water, grabbed a quick bite and used the porta-john for his business, then got back on the road. Give yourself those moments—however brief—that are for yourself. Goodness, you might even get to pee in peace every now and then.

13) Don't lose yourself.

Don't let being the parent of a special needs child create or reshape your identity. We are many things, being the parent to a child with special needs is part of our identity. But it shouldn't be all of our identity. When you focus all of your life, all of your contacts, all of yourself around your child and their needs, who you are can get lost. Find things in your life you enjoy doing, a glass of wine, a hobby, shopping for yourself.

14) Keep your sense of humour.

Certain things get under my skin, we all have our buzz issues, one of mine is *people first* language. But if you're not careful, you can become overly sensitive to so many things that people start to avoid your company. Many colloquialisms like "I almost had a stroke", or "I nearly had a heart attack" are disconcerting to parents whose children have in fact had a heart attack or a stroke. However, try to remember that people are not making these comments to offend or upset you.

15) Celebrate the little things!

Brag about those accomplishments that might seem small to others but are huge for our kids! Our kids develop on their own clock, they learn many skills late and some they never

master. A wiggled toe that couldn't wiggle before, a word, a sentence, a smile, a hug, whatever that milestone may be, share it with those who love you and your child.

16) Don't let typical parents get you down.

I know how hard it is to hear from parents that their child six months younger than yours is walking and yours isn't. Or dealing with the well-meaning stranger who asks why your 2-year-old is scooting around on their butt rather than being up on their feet. Try to remember that these people lack the context that we are constantly embedded in. Explain, teach, be patient, raise awareness amongst those who just don't get it. And remember, typical parents deserve the right to brag too and their pride at their child's accomplishments is not meant as a knock to your amazing kiddo.

17) Don't compare.

This is another challenging one folks, but worth the work. All kids are different, typical, or with extra challenges and they will grow and develop at their own pace. If a developmental milestone isn't met as you think it should be, certainly talk to your child's doctor. Comparing, siblings, cousins, kids in the day care class, or even comparing kids within the same disability type rarely serves to make you feel better. Your child is unique, and will have their own individual strengths and challenges.

18) You don't have to be "THAT" parent.

You know the one who clearly spent 10 hours creating the amazing snack shaped like an animal. The one who sends adorable treat bags for every holiday. The one who finds the coolest gifts for the teachers every year. And whose child is always dressed in the cutest outfits that somehow never get dirty. If that's the mom you are led to be, more power to you! However, I have found that there are always enough of those mom's in my kid's classes to keep them in cute snacks and treat bags. Since I have bigger fish to fry, I let them have all the glory!

19) Make time for your marriage.

Marriage is hard work, period. Parenting is hard work, period. Parenting a child with special needs, is especially hard work, period! For those of you who are married or in a relationship, make time for that relationship away from your children.

20) Trust your instincts.

You know your children best. Doctors, teachers, therapists are all fantastic resources but if you don't feel like you're being heard, or your child's needs are being met, it's very reasonable to get a second opinion. Don't be afraid to fight for your child and their needs. While the professionals are experts in their areas, you are the expert on your child.

Resources, references & availability: Credit: https://www.abilities.com/community/parents-20things.html

Learning outcomes:

- Raising awareness of importance of self-care.
- Learning what is a burnout and how to recognize signs.
- Learning of the child's rights regarding education
- discovering one self's self-care needs

TOOL 1: Perfect day

Learning objectives:
- to raise awareness of our behaviours
- to learn goal settings
- self-discovery

Instructions:

How is your ordinary day? Describe a typical day of your life, from the moment you wake up to the moment you fall asleep. Write down what your daily habits, routines, rituals, activities are and how much time you allocate in each one of them. If on the weekends you have different activities, write take a note also about down. Once you finish the task, take a final look at what you wrote. Notice any insights you might have.

How would your perfect day be like? How would you feel? Describe a perfect day of your life, from the moment you wake up to the moment you fall asleep. Write down what your daily habits, routines, rituals, activities you would do on a perfect day. Once you finish the task, take a final look at what you wrote. Notice any insights you might have comparing both days.

After you have finished your practice return back to your notebook and reflect on the following questions:
- How did you feel describing your both days?
- What is the difference between this two days?
- What small steps or rituals can you implement today to make your days more perfect?

Duration of activity: 30 minutes
Materials: papers, pens
Resources, references & availability: www.salto-youth.net

TOOL 2 : Who are you?

Learning objectives:

- to learn more about yourself
- self-discovery
- raising awareness of importance of self-care

Instructions:

Who are you? Really, who are you? What is your authentic self? Take a pencil and answer this question at least 30 times! Be honest to yourself, patient and open to embrace every aspect of you! If you want to stop at some point, keep on pushing yourself, until you have 30 statements about you, for sure you can do it!

After you have finished your practice return back to your notebook and reflect on the following questions:
- How did you feel describing yourself?
- What did you learn about yourself?
- What was the benefit of this practice on you?

Duration of activity: 45 minutes

Materials: pens, papers
Resources, references & availability: www.salto-youth.net

TOOL 3 : What are my strong points?

Learning objectives:
- to boost self esteem
- to empower
- to keep positive outlook on life

Instructions:

What are the strongest assets of your personality? This may include aspects from your physical, emotional, mental or spiritual dimension. Make a list of at least 20 of them! Keep going even if it is challenging!

After you have finished your practice return back to your notebook and reflect on the following questions:
- How did you feel describing your positive aspects?
- What did you learn about yourself?
- What was the benefit of this practice on you?

Duration of activity: 45 minutes

Materials: pens, papers
Resources, references & availability: Salto

TOOL 4 : Spider web

Learning objectives:

- to learn about intersectionality
- to raise awareness of complexity of the problems someone is facing

Instructions:

Initial discussion with plenary:

- What is intersectionality?
- Has anyone heard of it?
- Could anyone explain it?

Spider web exercise Explain the purpose and what will happen in the two parts of the process Read the case study aloud to the group. Ask for a volunteer to represent the young person; they sit in the middle of circle and hold a ball of string that has been tied and wound around their waist several times; the rest of the group sits in a circle around them at a distance of about 10-15 ft. Ask group – why did this happen to this young person? Repeat question until enough ideas have been suggested to entrap person in the mesh of string (for example, lack of education or poor health care, another may add poverty, etc). As a person answers, the person in the middle throws the ball to them, they wrap the string around their hand and throw it back; the facilitator then writes the reason in one or two words on a Post It note and sticks it to that set of strings. Process continues until person in centre is thoroughly held in place by the web and everyone has had a chance to contribute. Ask people holding strings to pull them; person can't move of their own accord, strings get tighter. Ask person in centre – how do you feel? How does the tightening of the strings make you feel? I can't move and if I do, the strings will get tighter, I can't do anything, no space, feel powerless, paralyzed.) Let's help them – let's cut some of the strings to see what happens. (Cuts several scattered around circle; identify what string is being cut). Ask – can you escape the web now? Why not? Ask for a volunteer to cut some more strings; they won't be able to fully move until all strings cut and finally free.

Questions: · What happened? What did you see? · Have you or young people you work with experienced similar situations? What happened? How did you/they feel? · What enabled them to get free? · What lessons can we draw from this exercise? What might they mean for our own lives and ability to break free? Summarize points and emphasize the interconnectedness of the forces that hold us down and the need to work on all the strings of power to fully free ourselves. Divide into small groups. Referring back to the original story or case, ask: · if you were working with young people like _, what would you need to do to help free the young people from these different forces? · If we just work with one force and manage to cut that string, what happens? · What do we need to do? What strategies?

Case studies :

- **Self-care to cope with grief:** Jennifer, 32, comes to therapy wearing the same clothes several sessions in a row. She originally came to therapy seeking help for issues with her marriage. However, her marriage has ended, and since then, she has been very depressed. Her lack of self-care is a sign that the depression is worsening. She reports, in answer to the therapist's questions, that she has no energy and sees no need to care for herself because "he's gone." Her therapist encourages her to care for herself even when she does not feel like it. She demurs. The therapist asks about suicidal thoughts, noting how severely Jennifer's mood has worsened. Jennifer admits to some passing suicidal thoughts. The therapist recommends hospitalization, and Jennifer accepts this intervention passively. In the hospital she is given medication and attends therapy groups. With this treatment, her mood slowly begins to improve. Returning home and restarting therapy, she is able to begin working through her grief and caring for herself, though she still experiences some difficulty with the process.

- **Caring for one's self before others:** Chong, 26, is a nurse, and he also cares for his disabled father and younger sister, doing housework and preparing meals for the three of them. Between his job and the needs of his family, Chong has no time to relax, enjoy leisure activities, or even sit down and eat with his family. He begins to lose weight and finds himself exhausted and irritable at work. When he realizes his mood has an effect on his performance and his patients, he enters therapy. The therapist helps Chong realize he is doing too much for others, and maintaining a state of emotional well-being requires him to have time to meet his own needs. Together, they discuss ways Chong might find time for himself. He decides to ask his cousin to help out on the weekend. He tells the therapist he did not want his sister, who is in high school, to have to worry about caring for their father or doing household chores. However, the therapist helps him see he needs his sister's help, so Chong begins to rely on her to run some errands and encourages her to prepare meals a few times a week. Very soon, Chong is able to spend some time on his own, and his mood begins to improve rapidly.

Duration of activity: 60 minutes

Materials:

- Ball of string ; Post-Its or coloured paper and tape ; Scissors ; Flip chart ; Pens ; Case studys
Resources, references & availability: We Rise toolkit

TOOL 5 : Active listening activity

Learning objectives:
- to learn how to be active listener
- to improve communication skills

Instructions:

Listening without judgement is an important aspect of inclusive youth work. This exercise encourages a new kind of listening. Participants find a partner they don't know particularly well. Pairs find a quiet space; it can be out of the training room, with no interruptions. One person in the pair should adopt the role of speaker, and the other listener. The listener asks the following questions, allowing three minutes for the speaker to talk. The listener should not interrupt the speaker and should allow the full three minutes to pass. If the speaker uses only one minute of the three, the listener still waits patiently, making eye contact, waiting for any more words the speaker might want to share. After the first three minutes, the pair should swap roles (the listener becomes the speaker, the speaker the listener) and repeat the exercise.

Questions for reflection :
- Tell me about a challenging time you have faced in your role.
- How did you feel?

Duration of activity: 15 minutes

Resources, references & availability: Vanderbilt University https://cft.vanderbilt.edu/guides-sub-pages/contemplative-pedagogy/

TOOL 6 : Year 2025

Learning objectives:
- goal setting
- raising awareness
- activating potential of oneself

Instructions:

This is a visioning exercise. Participants should work individually and note their answers during the exercise. Imagine this is year 2025 and you have just won the prize for the best care taker in the country. Your children feel empowered through the work they are doing. Take a good look around you: · What do you see? · What has changed? · What are you doing differently? · How do the life looks like? · How do people interact/talk to each other/help each other? · How do you create the feelings of involvement? · On a scale of 1 – 10, 1 meaning no care and support for one you care for and 10 meaning the perfect 2025 future, share where are you now. · What do you need to do to move closer to 10? · How would you know that you have made progress to move us towards 10?

Duration of activity: 30 minutes

Materials: pens papers
Resources, references & availability: Adapted from: The Sparkle

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TOOL – 1 : MEDITATION AND BREATHING EXERCISES

Learning objectives:

Meditation and breathing exercises help many people to have a more active and healthy lifestyle, by allowing them to relax. An essential part of meditation is breathing. Taking fuller and longer deep breaths really opens and exercises our minds, lungs and diaphragms, the muscle under our lungs that helps us take deep breaths. A breathing technique that's certain to help calm the mind, body and soul is called equal breathing. It's perfect for reducing stress, calming your nerves and increasing focus, and can be done anywhere and at any time. People take this important step in life for granted. Many of us breathe subconsciously, and rarely do we ever think about it. However,
thinking about it and doing it for short periods of time each day may help you form new habits in deep breathing. Try doing this for ten to even thirty minutes per day.

Instructions:
Straightforward introduction to meditation based on breathing:

1. First, look for a quiet place:

Especially for beginners, it's helpful to meditate in a space where there aren't too many outer distractions – your mind will produce plenty of distractions on its own! You may find that there are fewer distractions indoors, or you may appreciate being outside in fresh air.

2. Find a comfortable seat

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PEER TO PEER TRAININGS FOR MOTHERS WITH SPECIAL KIDS

PART – 4
Physical Activity & Healthy Nutrition
Prepared by EBAGEM, Turkey

What? (short description)	**Learning objectives** (bullet points):
Tools and techniques for caregiver, which can be done individually at home but also in the frame of group meetings under the guidance of an adult's instructor.	The care giver/parent must lead the process for his/her physical and mental health, covering their needs, clearly underlining the health life is happy life. Providing regular healthy nutrition and physical activities to people with disability; - helps people with chronic, disabling conditions improve their stamina and muscle strength - Reduces symptoms of anxiety and depression, improves mood - Promotes general feelings of well-being - Helps control joint swelling and pain associated with arthritis - Social benefits as the nature of many sport activities leads to increased social integration, bonding and friendship

INTRODUCTION

People with disabilities are three times more likely to have heart disease, stroke, diabetes, and cancer than adults without disabilities. Nearly half of all adults with disabilities get no aerobic physical activity. Adults with disabilities who get no physical activity are 50% more likely to have the aforementioned chronic diseases than those who get the recommended amount of physical activity. Additionally, people with disabilities have a higher likelihood of being obese.

People with disabilities face significant barriers when attempting to access health and wellness activities. They are more likely to have more than one health practitioner and to have secondary conditions requiring some type of ongoing treatment or medication, leaving them vulnerable to a lack of coordinated or long-term care. People with disabilities are also less likely to have appropriate, affordable health care coverage. This leaves this population especially vulnerable because not only do they run the risk of not receiving preventative care, but they also can have difficulty accessing health and wellness information and services if those services are not designed to consider their disability.

A.THEORETICAL BACKGROUND

Physical activity provides long-term health benefits for everyone, adults and children alike. By being active, the activity can be walking the dog or something

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more rigorous such as wheelchair rugby. Staying active improve your sleep patterns and prevent serious secondary health conditions like heart disease, osteoporosis (weakening of the bones) or bed sores. Physical activity has a number of health benefits including helping to maintain a healthy weight, lowering high blood pressure and boosting the immune system, as well as boosting self-confidence and preventing depression.

Filling the body with junk food, preservatives, and artificial ingredients changes on the inside in ways nobody might not be able to see. On the outside, an unhealthy lifestyle can lead to weight gain and skin problems. Therefore, there is need to be sure to eat more selectively and add physical activity into daily routine in order maintain a healthy appearance from the inside out.

Key points of physical activity for people with disability:

- Physical activity need not be strenuous to achieve health benefits.
- Significant health benefits can be obtained with a moderate amount of physical activity, preferably daily. The same moderate amount of activity can be obtained in longer sessions of moderately intense activities (such as 30-40 minutes of wheeling oneself in a wheelchair) or in shorter sessions of more strenuous activities (such as 20 minutes of wheelchair basketball).
- Additional health benefits can be gained through greater amounts of physical activity. People who can maintain a regular routine of physical activity that is of longer duration or of greater intensity are likely to derive greater benefit.
- Previously sedentary people who begin physical activity programs should start with short intervals of physical activity (5-10 minutes) and gradually build up to the desired level of activity.
- People with disabilities should first consult a physician before beginning a program of physical activity to which they are unaccustomed.

Nutrition Standards of Care for Use by Personal Assistants, Service Providers, Healthcare Providers, Nutrition Professionals, and Family Members

Research shows that a healthy diet would improve the quality and length of most individuals' lives. Poor diet is related to obesity and illnesses such as cardiovascular disease, cancer, diabetes mellitus, and hypertension.

Individuals with primary disabilities often experience "secondary conditions" – additional physical and psychological problems that limit a person's enjoyment of life and participation in activities. Health research conducted with adults who have I/DD shows that diet affects many of their most frequently reported secondary conditions, such as fatigue, weight problems, and constipation or diarrhea. Proper nutrition can increase these individuals' quality of life by improving existing secondary conditions and preventing additional conditions from developing. Personal assistants and others responsible for nutrition or planning and preparing meals for adults with I/DD should read the *Standards below* and understand how to implement them.

Minimum *Standards of Care* for Adults with I/DD:
1.   Provide   health-promoting   food   and   nutrition   supports.
2. Provide information, knowledgeable encouragement, and positive social/instrumental support (assist in grocery shopping, cooking, etc.) to help individuals make good food choices.
3. Support participation in activities that encourage healthy eating and physical activity.

Three Levels of Standards: The goal of these Standards is to ensure that individuals with I/DD receive quality food and nutrition that promotes their health and participation in activities. There are three levels of standards necessary to achieve quality food and nutrition supports. Your role is to help implement the standards at each level, so that each individual:

- Level 1 – Has a diet that is safe and nutritionally adequate.
- Level 2 – Has a diet that addresses his or her special needs.
- Level 3 – Is encouraged to eat recommended portions of healthy foods associated with lower risk for common chronic diseases and conditions.

The **Tree of Good Eating** visually represents the three levels of the **Standards of Care**. The root system is the community and support people who follow the **minimum standards** for quality food and nutrition.

The trunk is the **Level 1 Adequate Diet** that is the foundation for quality nutrition.

The branches are the **Level 2 Individualized Diet**, the dietary modifications prescribed by a nutrition professional to address the individual's special needs.

Finally, the leaves and fruit represent the **Level 3 Health-Promoting Diet** – an investment in a long and healthy life. When basic nutritional needs for routine growth and survival are satisfied, the individual is free to devote energy to other activities and optimal performance.

Three Levels of Standards of Care

Level 1 – Diet is safe and adequate:
- Food is of adequate quality and amount.
- Variety of fruits, vegetables, and whole grains.
- Food is safely stored and prepared.
- Menus of 3 meals and snacks per day.
- Regular physical activity.
- Respects individual food preferences

Level 2 – Diet meets individual needs:
The six components of Level One, **plus**:
- Manages medical conditions
- Manages secondary conditions.
- Meets other special needs.

Level 3 – Diet promotes health:
- The six components of Level One, **plus**:
- The three components of Level Two, **plus**:
- Abundant whole plant foods.
- Low cholesterol, saturated and trans fats.
- Limited simple sugars and salt.
- More plant proteins (beans, nuts, grains) and fewer and leaner animal proteins (meat)
- Multiple vitamin/mineral supplement.
- Little or no alcohol

Nutrition Rights for Individuals with Intellectual or Developmental Disabilities

Individuals with intellectual or developmental disabilities (I/DD) have the right to expect:
- Nutritional support from providers who respect their needs.
- A nutritious and adequate diet based on scientific health and nutrition research.
- A culturally-acceptable diet that promotes the individual's health and meets individual needs.
- Safely-prepared and stored food served in a pleasant atmosphere.
- A varied diet of fresh, whole, and minimally-processed foods.
- Choices of foods to include or exclude from an individual's diet.
- Ongoing information about individual dietary needs and appropriate foods to meet those needs.
- Representation in population-based food and nutrition research studies, to ensure that findings generalize to, and are useful for, people with disabilities.
- Fair and respectful treatment from food and nutrition professionals.

Practical Steps for Healthy Nutrition

1 - Regardless of their living situations, menu planning for adults with I/DD is helpful. A basic menu that has been reviewed for adequacy can serve as a template or model for slightly different, but always nutritionally sound, weekly menus. Menus increase the likelihood that meals will be adequate. They save money because the individual makes fewer shopping trips and only buys items that will be used

2 - Nutrition education should be a component of the food systems in the homes of adults with I/DD. Caregivers, personal assistants, healthcare providers, and family members can teach basic knowledge of healthy and less healthy foods, safe food preparation, meal planning, and the association between eating well and good health. The resources listed at the end of this document provide basic education on nutrition principles.

3 - People with I/DD and their care providers should regularly consult with and obtain guidance from a qualified nutrition professional. The progression of disability and secondary conditions, age, and lifestyle choices can change an individual's nutrient needs. A qualified nutrition professional can review menus, suggest practical tips on improving diets, and screen for nutrition-related disease and secondary conditions.

4 - Caregivers also need appropriate nutrition and food safety training so they can assist in preparing food safely and can recognize unsafe conditions or practices. The goal is to support the individual's greatest possible independence.

(*Source* : Montana University Disability and Health Programme)

B. TIPS FOR TRAINERS/ CAREGIVERS

It should be taken into consideration that who would like to use the physical activities and health nutrition, should have some basic information about warming up; leading the practice and stretching. Also as caregiver, talking to doctor about the types and amounts of physical activity

that are right for PwD. If you're taking medicine, you have to be sure to find out if it can affect how your body responds to physical activity.

If caregiver doesn't have adequate knowledge about how to lead the physical activity; it's also a good idea to talk to a trained exercise professional. Find a fitness center near you that's comfortable and accessible. Ask if they have experience working with people with similar disabilities.

As a leading person/caregiver, you should remember that pushing the limit cannot always take you the best results. Regarding to the situation of your target group; always try to be flexible and be able to adapt your methods to due to the need of your target group or the related conditions. Open communication is the key to better understand the situation.

For physical activities; starting with the shorter duration can work as inclusive beginning. Not insisting on a specific movement or exercise should be always in the mind of trainer. Also breathing is the most important in each exercise. Beside them, regular exercises can change a lot but in the matter of heavy pains, you need to consult on a doctor.

According to the usage of physical activities; the levels below are based on the Special Olympics Skills Assessment functionality chart. It may help to figure out where your target groups are physically, and mentally with regard to doing certain physical activities.

SKILLS ASSESSMENT CHART

Level 1 The inability to perform any given exercise	If you are unable to perform the exercise, do not get discouraged. There are workouts here for you too. Just do them to the best of your ability with help.
Level 2 The ability to attempt any of the given exercises.	Attempting to try the exercise to the best of your ability means that you and your brain want to push and challenge your body. That's awesome!
Level 3 The ability to perform or try the exercise with the physical or verbal assistance from someone else.	If you can, do the exercise with the assistance of another. That's great!
Level 4 The ability to perform the exercise without someone's physical assistance, or with no assistance at all.	If you are able to perform the exercise to the best of your ability, that's awesome! With some repetition, you will be a level 5 in no time.
Level 5 The ability to perform every exercise with no assistance, and showing progress each week.	If you are at a level 5, you're a pro. You are aware of just how to do the exercise and can do them on your own.

By walking in the light of this chart, you can easily make need and conditions analyses and you can approach to your target group by knowing his/her level.

Also for beginners (Level 1), it is often best to incorporate full-body workouts into their daily activity routine. After becoming comfortable with basic movements and allowing the muscles to get used to weight resistance training, you may want to shift to more advanced workouts.

For healthy nutrition; you cannot change the eating habit of a person in a day. Small changes can create differences even in the beginning of process. Dietary requirements or medicine conditions should be always taken into consideration.

Also it is important to always warm up before each and every workout. It will get your body to a warm state, which can help prevent injuries during your workout. Stretching after you are warmed up will ensure your muscles get enough blood flow and give you better range of motion. A warm up is anything aerobic; it gets your heart rate pumping. Pushing your manual wheelchair, walking quickly and throwing punches into the air are great ways to warm up. Just like you have to warm up your voice before singing, or your car before driving, you must warm up your body before working out!

After your workout, don't skip that stretch! Body is still warm. This too, is important to once again give your body proper blood flow, range of motion and it also will help relieve muscle tension. You can check some basic stretches, but be sure they are safe and work for you.

Resources, references & availability:
- https://www.cdc.gov/ncbddd/disabilityandhealth/pa.html
- https://www.sportaus.gov.au/sports_ability
- https://www.nj.gov/humanservices/dds/documents/fitnessguide16.pdf
- https://www.disabled-world.com/fitness/
- https://www.bbc.com/sport/get-inspired/25416779

Learning outcomes
- Caregivers have increased his/her awareness about physical activities and healthy nutrition.
- Physical activities have been realized to relieve stress.
- Small iniatives at home or closer environment have improved the mood and make all target groups feel better about themselves.

You should sit upright for meditation whenever it's physically possible. Whether you sit on a chair or a cushion doesn't matter. Simply ensure that the seat you choose is comfortable enough to support your breathing meditation practice for an entire session. If you're on a chair, sit straight with both feet flat on the floor or a mat; you can use a cushion to support the back if desired.

3. Count your breath cycles

Once you're sitting comfortably straight and have eliminated as many external distractions as you can, focus your attention on your breathing as you inhale and exhale. Don't try to

modify or time your breathing; simply let your breath come and go at its natural rhythm. There are no "right" or "wrong" or "proper" breathing techniques in the sense that rather than forcing or modifying the respiration, you're doing your best to relax remain attentive, one breath at a time. Each time you notice a distracting thought, simply be aware of that and bring your attention back to the breath. Exhale completely through your mouth, making a whoosh sound. 4-7-8 tehnique can be implemented:

- Close your mouth and inhale quietly through your nose to a mental count of **four**.

- Hold your breath for a count of **seven**.

- Exhale completely through your mouth, making a whoosh sound to a count of **eight**.

- This is one breath. Now inhale again and repeat the cycle three more times for a total of four breaths.

4. Watch your breath

After you've counted for some time, if you prefer, you can relax your technique and simply watch the breath. While you can watch both the in-breath and the out-breath, at this point, you really only have to focus on the out-breath. Exhaling has a quality of relaxation and letting go, whereas concentrating on inhaling may feel more like pulling in and holding on. By focusing on the spaciousness of the outbreath, you may naturally tune in to the expansive quality of mind. If you notice that you're distracted, you can simply return your attention to the next outbreath or return to counting breathing cycles

5. Notice your body

As you practice breathing meditation, see if you can also be aware of how your muscles and different body parts feel. Sense how your muscles expand, your diaphragm shifts and your body gently moves as you breathe in and out. Paying attention to physical sensations is an ideal complement to watching the breath.

6. Work with those wandering thoughts

This is probably the most crucial and most misunderstood part of meditation. The goal is not to get rid of thoughts, but to become aware of them with gentle mindfulness.

Resources, references & availability:
https://mindworks.org/blog/breathing-techniques-meditation/

TOOL – 2 : CARL DAWSON'S CHAIR YOGA

Learning objectives: Yoga is an activity that includes controlled breathing, meditation and specific body postures, as seen in the picture below. By implementing chair yoga, the muscles will be stretched and will have positive impact in mental health, too.

Instructions:

Carl Dawson's Chair Yoga
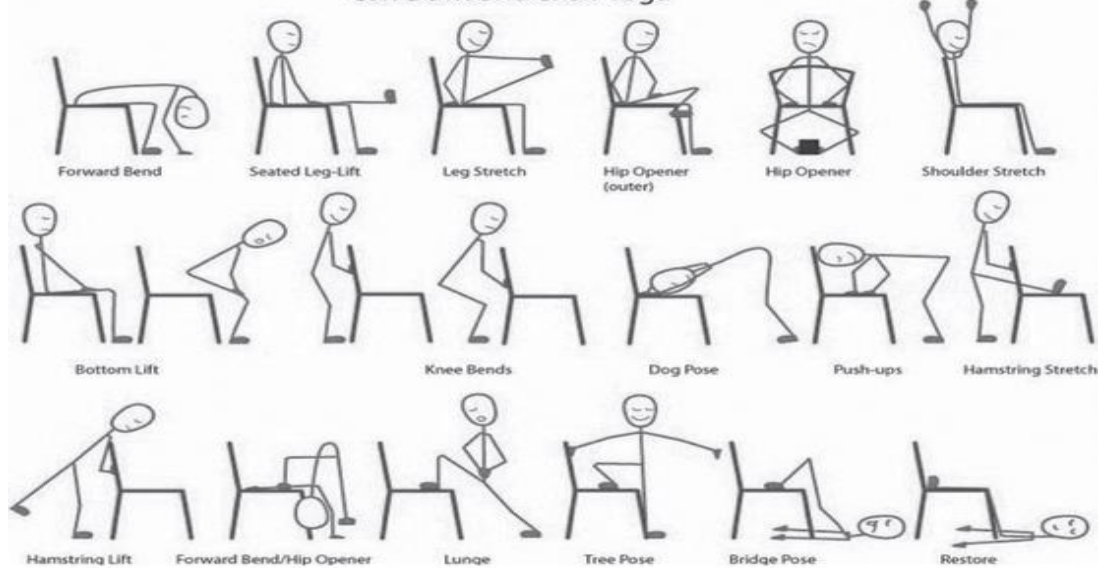
Levels 1 & 2 (Reference to Skill Assesment Chart) - If you are unable to perform the exercises, do the yoga with assistance. Be sure you and whoever is helping you knows how your body can and cannot move. Do not push too hard, or overexert yourself.

Levels 3, 4, 5 – Perform the activity to the best of your ability. Remember try- to keep a clear mind while doing the activity. Do not over think things, just be in the moment and feel good about the exercises that you are doing.

All Levels: Exercising the mind, lungs and diaphragm!

You can start to implement it from left of first line till the last line. If you face with any difficulty to implement several of the positions; you might try it later on after you get used to routine.

Duration of activity: Depends on the limit of target group.
Materials: Chair and comfortable place

Resources, references & availability:
https://www.nj.gov/humanservices/dds/documents/fitnessguide16.pdf (Page 11)

TOOL – 3 : THE PILLOW WORKOUT

Learning objectives:
By combining various materials at home, you can reach to best physical activty formats.

For new beginners, it's suggested to use pillow to gather the concentration in a single item. But if you would like to add extra weight, find a book or something that can go in place of the pillow. Adding weight will make things more advanced.

Instructions: 5 set for each exercise, you can reduce or increase according to the target group

The Pillow Press:

Levels 3,4,5	Levels 1,2
Hold pillow infront of your chest with elbows bent Raise the pillow above your head and back down Repeat the exercise 20 times each set, moving slowly on your way up and the again slowly on your way back down.	*Sitting straight, have your assistant help you grip the pillow and assist you for the pillow press. Do as many as you are comfortable with.*

Pillow Squats:

Levels 3,4,5	Levels 1,2
Holding the pillow behind your head Hold your feet apart so they are aligned with your shoulders Keep your head straight Bend knees and go down like you'r sitting on chair a Come back up like you are straightening out your body, thrusting your hips forward, squeezing your glutes. Repeat this process 10 times for each set	*Laying down flat on your back, have your assistant help to stretch your range of motion. Have them pick up your legs so your knee is at a 90-degree angle, and push both legs slowly towards your body. Repeat this process 10-12 times, or as many times as you are comfortable with*

Pillow Strikes:

Levels 3,4,5	Levels 1,2
a Begin standing straight holding the pillow a Bring the pillow up and out to your right side a Swing the pillow to the left (Imagine you are swinging a baseball bat) a Now challenge yourself and try the opposite side. Do 20 times for each side in each set	*Sitting up straight, have your assistant help you grip the pillow, and slowly strike to the opposite side of your starting position. This is stretching your torso and back out. Repeat 20 times on each side or as many times as you're comfortable with.*

Duration of activity: 30 min. up to 1 hour and half.
Materials: Pillow (or any other relevant item according to your body strength or ability)
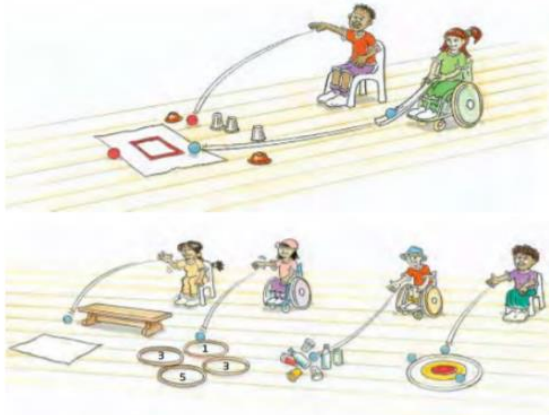**Resources, references & availability :**
https://www.nj.gov/humanservices/dds/documents/fitnessguide16.pdf (Page 14-15)

4 - TITLE OF TOOL: BOCCIA

Learning objectives:
To practice and refine accuracy of rolling or throwing a ball towards a target.

Instructions:

- Divide players into pairs or small groups.
- All players should be seated.
- Each pair or group uses the equipment or objects available to design and make their own target.
- When targets are made, players agree a distance from the throwing line to the target.
- Players score points by throwing or propelling their balls to get closest to the target.
- Keep a record of the best score at each target.
- Combine all the targets into a 'course'.

Duration of activity: It can be regulated according to the target and players' numbers. But app. 30 min. up to 1 hour

Materials:

- Boccia balls or alternatives (bean bags, paper and tape balls or Koosh balls)

- Suitable indoor or outdoor playing area

- Variety of targets e.g. hoops, skittles, marks on the floor/ground

Resources, references & availability:
https://www.sportaus.gov.au/__data/assets/pdf_file/0007/705463/Sports_Ability.pdf

ANNEXES

Computer terms and internet jargon

One of the most alienating things about technology is the language used to describe it. All the cool kids seem to be talking the talk and it can feel almost impossible to break into the club, as we nervously envision ourselves saying the wrong thing … We've gathered together the most common terms that are bandied about and provided simple, intelligible definitions.

Below are some terms we will use in the following days:

Computer - an electronic machine that can carry out calculations and is able to store information. In order to do these things, a computer uses different programs for specific tasks. For example, it has a word processing program for typing letters and a program called a Web Browser for searching and browsing the internet. Computers also come in different shapes and sizes e.g. laptops, desktops and tablets but they are all able to perform the same or similar tasks.

PC - the letters 'PC' stand for 'personal computer' – that is, a computer that can fit on a single desk for use by ordinary people, as opposed to a huge mainframe or supercomputer. Although the acronym technically refers to any such computer, it has come to mean the multi-purpose machines that usually run the Microsoft Windows operating system, as opposed to the Macintosh machines made by Apple.

Mac - the nickname 'Mac' refers to the series of Macintosh computers made by Apple Inc. since 1984. With its very first model, Apple is largely credited with starting the trend of making computers that are easy for ordinary people to use and promoting the idea that anyone can find a computer useful. Macs are particularly popular with graphic and web designers. Macs' main rivals are PCs running the Microsoft Windows operating system (i.e. the background software that runs everything else).

Android - an operating system (OS) for smartphones developed by Google, similar to the way in which Windows is an OS for PCs. It's the software that constantly runs on the phone, managing its more basic functions and supporting any apps (applications) that are run on top of it. Some 32.9 million phones running Android were sold in the last quarter of 2010, making it the most popular smartphone platform in the world. Android has a worldwide market share of 75%. Android phones are the biggest competitors for Apple's iPhone (which uses its own operating system: iOS).

Antivirus - computer viruses are malicious programs that are designed to damage your computer or compromise your security. Before using the internet, it's important to make sure that your computer is protected by antivirus software. Without it, it's quite easy to download a virus unintentionally. Antivirus software will protect your computer by preventing an attack by or detecting and removing any viruses. Some antivirus software can be downloaded for free from the internet – for instance, AVG, Avast and Windows Internet Security. Other types, such as Norton or McAfee antivirus software, have to be paid for with an annual subscription. All antivirus programs have to be regularly updated, as new viruses appear on the scene.

CAPTCHA - you may have noticed a box of gibberish, a maths sum or a series of words to copy and type when filling in forms on websites. This is called 'CAPTCHA' and is a way to make sure that a real person is filling in the form, rather than a spam 'robot'. CAPTCHA stands for 'Completely Automated Public Turing test to tell Computers and Humans Apart'. CAPTCHA codes are used to protect against internet security scams

Downloading - essentially copying data – music, text, images or other information – from a source on the internet and saving it to your computer. It usually involves a process as simple as clicking on a link and following instructions.

Email - electronic mail is a method of exchanging messages between people using electronic devices. Invented by Ray Tomlinson, email first entered limited use in the 1960s and by the mid-1970s had taken the form now recognised as email. Email operates across computer networks, which today is primarily the Internet.

Facebook - probably the best known of the social networking sites. Created in 2004, originally as a way for students at Harvard University to get to know each other, it now has almost two billion monthly users with FIVE new profiles being created every second! Anyone over the age of 13 can use the site and it currently boasts its oldest user at 107 years old. Many parents and grandparents use the site to keep in contact with grandchildren and family around the world. Users create a free account which is a profile of them in which they share as much or as little information about themselves as they wish. Profiles can be created using a real name (and can include a nickname) and are often accompanied by a photograph.

FAQ - is short for 'frequently asked question'. FAQs are often found on websites as a section that lists questions and answers on a specific topic that come up so often that it's simpler just to have them permanently on a website. Initially devised to answer web-related queries, you can now find FAQs on everything – from gardening tips to mechanics.

Firewall - a barrier between your computer and others on the internet. Its purpose is to block attempts by malicious people to gain access to or destroy the information on your computer. If you have broadband, it's especially important to have a firewall because your computer is permanently online, giving people (or their destructive or prying computer programs) plenty of time to try to attack it. A firewall can consist of software –

that is, a computer program – or hardware. A software firewall is the most important one to have. However, if your computer's operating system is Windows XP, Vista or 7, it will already have the built-in Windows firewall. And these days, most broadband routers incorporate a hardware firewall. There is lots more advice on internet safety on the Get Safe Online website.

Google - is a search engine that can be employed to find a variety of information such as websites, pictures, maps or even just the answer to the crossword clue that's been driving you mad all morning!

Google Chrome - a web browser that's free to download from the internet. Created by the company that created the Google search engine, it's been designed to be both simple to use and fast.

Home page - the initial page of a website, the 'point of entry' to all the information stored within. It's similar to the front page of a newspaper, but a home page contains links to a selection (or, in some cases, all) of the available content.

Hyperlink – more commonly known as a 'link' – allows you to navigate your way around a website. It's a graphic or piece of text that literally links you directly to another web page or related information source. Hyperlinks are usually underlined, highlighted or coloured in some way to distinguish them from the rest of the text displayed, allowing you to click on them with your mouse to access this new page or additional information.

Keyboard - the most widely used device for interacting with a desktop computer. The keyboard has keys that, when pressed, send information to the computer. However, the touchscreen is the most common input for phones, tablets and some laptops. The most commonly used keyboard, by far, is the QWERTY layout, which almost all keyboards sold use. This is the same layout as most typewriters sold within the last century.

Malware - short for 'malicious software', and similarly to 'spyware', is a term to describe unauthorised programs that are downloaded to your computer and cause disruption or damage to software or hardware. Sometimes, malware is designed to use your computer's 'resources' (such as memory) and other times it is simply designed to create an unpleasant experience. Malware can be accidentally downloaded through spam emails, or when downloading files from untrustworthy websites, such as file-sharing websites.

Modem (or, to use its full name, a 'modulator-demodulator') - turns digital information from a computer into electrical signals that can be transmitted over telephone lines and then decoded by another modem, at the receiver end, back into readable information.

Mouse - an input device which is primarily used by physically moving the device across a surface. This causes a pointer symbol, called a "cursor", to move across the screen. The other input comes from pressing a button while the cursor is over an object

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on the monitor, or "clicking". All mice have at least one button, with the most common layout having three.

Network (or computer network) - a collection of computers and devices in a home or business or within a larger area that are linked and governed by a 'server' – either a special computer program or such a program on a dedicated computer. The server allows the computers in a network to share information and resources such as printers, software and internet connections. In addition, a server enables users within a network to communicate via email without using the internet.

Online - being 'online' simply means that your computer or hand-held device is connected to a network, usually the internet. The opposite is 'offline', which means that a computer is disconnected from the internet or other network.

Online community - community websites are often based on a 'forum' set-up, where registered users (and, in some cases, 'guests') can post and reply to messages. From its very birth, the internet has been used to bring people together.

Phishing - the fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

Pop-up or pop-up window - is a small screen that literally pops up, or opens automatically, over the top of your browser. This can happen when you're on a website and mouse over something, or the website may simply detect that you're present and open the pop-up. It can usually be closed by clicking on a small cross found in the top right-hand corner of the window. Pop-ups are often a form of online advertising. Sometimes they're issued by legitimate companies, but they're also frequently part of 'phishing' expeditions, fraudulent schemes to obtain your personal or financial details, so it's important to exercise caution. That said, not all pop-ups are bad. They can sometimes be an important feature of a website, providing you with further information or instruction.

Router - a device that directs data traffic along specific routes. A router sends information, such as email and the content of web pages, between your computer and the network server. It also connects networks and acts as a filter at a 'gateway' between them, channelling information to the correct IP address, unique to each computer. A

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router is also the device that keeps single computers, or entire networks, connected to the internet. A router can be connected to your computer by wires (or cables). However, more commonly these days, routers are 'wireless', allowing several wireless-enabled devices to access the internet at any one time and enabling users to use the devices in various locations within range of the router.

Search engine - enables you to find specific information within the huge mass of data that's stored on the internet. It's usually a dedicated website, but it can take the form of an 'app' on a hand-held device or simply be a 'search window' on a website that can be about almost anything. By typing words into the box on the home page of a search engine such as Google and clicking Search, a page will be displayed containing results – that is, links to web pages – related to the search terms (also known as 'key words') you've entered. These results, commonly known as 'hits', will usually be listed in order of relevance to the exact terms entered. Some search engines even display results that are tailored to your previous search activity.

Website or 'site' - is simply a collection of web pages that relate to each other and sit within the same internet domain – for instance, digitalunite.com. The main, or initial, page is known as the 'home page' and here you'll find hyperlinks (or 'links') to all the other 'subpages' contained within the website. These links are usually highlighted or made distinctive in some way, allowing you to find them easily so that you can click on them to get to another part of the site.

Social networking - the use of online social networks such as Facebook to communicate with other people. A social network can include blogs and other ways to share text and ideas, groups that you can join, private messaging, a chat facility and file- or photo-sharing functions. Online social networking sites such as Facebook allow individuals to communicate with one another wherever they are in the world. They also let you connect with people with similar interests or relationships and share things, including websites, photos, likes and dislikes. Each user on a social networking site will have a profile page and will usually have some control over what they allow people to see. Some people share with everybody, while others take advantage of privacy settings and allow access only to those known to them.

Spyware - a generic term used to describe unauthorised programs that monitor activities on a computer – such as internet surfing habits and browser activity – through the installation of software without the knowledge or consent of the user. Although sometimes innocuous, spyware is predominantly malicious. Beyond monitoring computer activity, spyware programs can also collect various types of personal information and can interfere with user control or alter computer settings.

Twitter - a social networking site that allows people all over the world to comment on news, events and things that are happening to them as they occur. Known as 'microblogging', these comments – 'tweets' – have to be very short, no longer than 140 characters.

Uploading - the process of moving digital files such as photographs or documents from your computer and placing them on to a central server so that someone else can retrieve them or to a website so others can see them. For example, you might save photographs from your digital camera on to your computer and upload them on to a social network such as Facebook, where you can allow friends and family to see them.

URL - the acronym for a 'uniform resource locator', which is essentially a website address. So, for example, the URL for Digital Unite is www.digitalunite.com. URLs are also occasionally known as URIs, short for 'uniform resource identifier'.

Virus - when we talk about viruses in relation to computers and the internet, we mean a program that can create a copy of itself and spread to other connected computers. It is very similar to viral illnesses from which it takes its name: one person has an 'infectious' virus, the viral cells replicate and the virus spreads to other members of that original person's family, friends or co-workers through close contact. In computers, the virus spreads by infecting files on a shared space like a network file system or by email, downloaded from the internet or from a removable medium like a USB stick, floppy disk, CD or DVD.

The web – or the 'World Wide Web' – is, in simplistic terms, a system of interlinked documents or web pages accessible via the internet. Using a web browser, you can access these documents and then navigate between them by clicking on highlighted bits of text known as 'hyperlinks'. To clarify: the web is a part of the internet. They are often considered interchangeable terms, but this is not the case.

Web browser - a program on your computer that allows you to access websites on the internet. The web is written in a computer language called HTML (HyperText Markup Language). Browsers translate this so that we can read it easily. There are many browsers available:

Internet Explorer (Microsoft), Safari (Apple), Firefox (Mozilla), Chrome (Google). If you're using a Windows PC, your machine probably came with the browser Internet

Explorer. If you are using an Apple Mac, you'll have been supplied with Safari. No matter which browser you're using, you'll find that they all do more or less the same job.

Webcam – short for 'web camera' – is a digital camera that's connected to a computer. It can send live pictures from wherever it's sited to another location by means of the internet. Many desktop computer screens and laptops come with a built-in camera and microphone, but if yours doesn't, you can add a separate webcam at any time. There are various types. Some are plugged into computers through USB ports, but others are wireless (wifi).

Web page - what you see on your screen when you access the internet via a browser. There are billions of web pages on the internet that are connected by hyperlinks to other relevant pages or information resources. Web pages can be accessed by entering terms into a search engine, which will produce relevant highlighted links for you to click on. When you click on such a link, the page should subsequently be displayed on your computer screen.

Wifi - modems connect to the internet. Wifi, pronounced 'why-fy' enables you to connect to a modem without the use of wires. It uses low powered radio waves in the same way that your radio or television does. This means that you can use your laptop or other internet-enabled device anywhere in a building without having to install extra cables or phone lines, as long as the radio waves can reach the modem and it allows you to connect to it.. Wifi also allows several computers, laptops, printers and the like to be connected at any one time, essentially creating a network between all the devices in your home or office. Wifi is also increasingly found in public places, such as libraries and cafés, making it easy to access the internet while on the move, often for free.

Wikipedia - online encyclopedia Wikipedia consists of millions of articles in more than 270 languages. The name comes from the Hawaiian word wiki meaning 'quick', which has gradually been adopted to denote a kind of technology that enables collaborative websites and 'encyclopedias'. The articles on Wikipedia are written by tens of thousands of volunteer contributors all over the world. In addition, hundreds of thousands of registered visitors make daily edits to the content. As a result, Wikipedia is a massive online source of information on an enormous range of subjects.

Windows - a collection of programs known as an operating system (OS) that controls a PC (personal computer). First produced by Microsoft in November 1985, it has been frequently updated since, as computer memory has got bigger, as processing chips

have got faster and, of course, when the internet was invented. Prior to Windows, PCs were operated by a series of text commands.