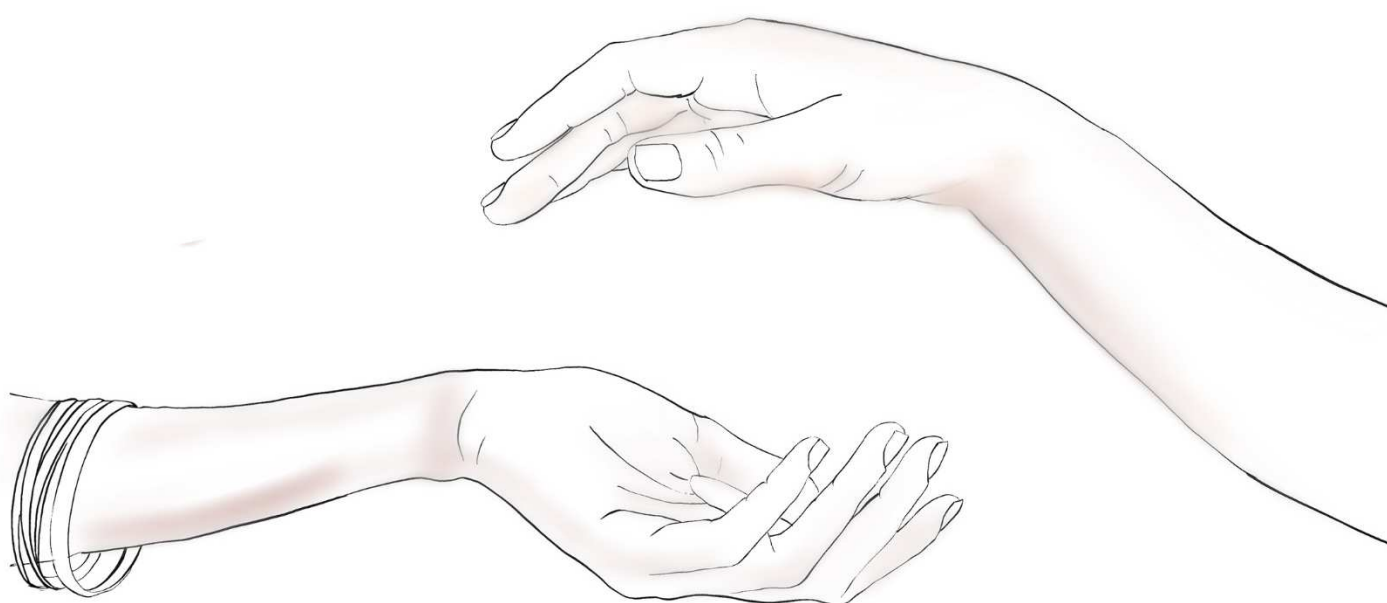


Ecological **F**uture
Diverse and **I**nclusive



MULTISENSORY ART BOOK AND TOOLBOX

EFDI – Ecological Future Diverse and Inclusive

Project number: 2021-1-AT01-KA220-ADU-000035262

Program: Erasmus+

Duration: January 2022 – December 2023

Project partners: LebensGroß GmbH (Coordinator) – AT, agado – DE, Sibirka – SK, Art Fusion – RO.

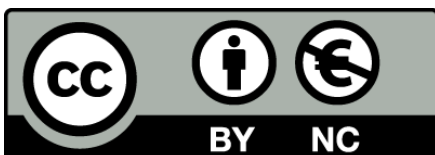
<https://efdi-project.eu/>

Illustrations: Desislava Königsberger



Co-funded by the
Erasmus+ Programme
of the European Union

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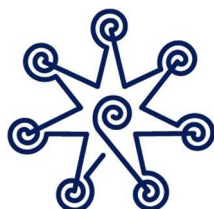
PROJECT PARTNERS

LebensGroß

<https://www.lebensgross.at/>



<https://www.agado.org/>



SIBIRKA

CENTRUM SOCIÁLNYCH SLUŽIEB

<http://www.sibirka.sk/>



<https://artfusion.ro>



FOREWORD

This Art and Tool Box was developed as part of the project EFDI – Ecological Future Diverse and Inclusive. The project received funding from the European Commission, within the framework of ERASMUS+.

The EFDI project aims to make knowledge, skills and opportunities for participation around climate protection and sustainability easily accessible for people with intellectual and/or complex disabilities.

The overall aim of the project is to enable people with disabilities to have a voice and to participate in the response to climate change.

Climate Change is one of the biggest challenges for the planet. It threatens the lives of people all over the world and endangers the lives of future generations.

There are various threats: the ice of the earth is melting, sea levels are rising, weather extremes are increasing and ecosystems are being destroyed.

In the year 2015 the United Nations (193 member states) adopted the "2030 Agenda for Sustainable Development" in order to provide guidance for a sustainable and equitable future.

The 2030 Agenda for Sustainable Development of the United Nations is a plan of action for people, the planet and prosperity. It defines 17 Sustainable Development Goals (SDGs) that are also part of the EU Agenda 2030 to build a better world for people and our planet. One goal is to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all.

EFDI developed, by means of inclusive education, tailored offers for people with learning difficulties or intellectual disabilities and/or complex disabilities. Additionally, the project will bring benefits for many other people who depend on simple language.

The EFDI project was carried out by organisations from four European countries:

LebensGroß GmbH, Austria is a non-profit organisation that accompanies people in different life situations. LebensGroß offers services for people of all ages, people with and without disabilities, young people, people with barriers in the labour market, people with mental illness, refugees.

agado – Association for Sustainable Development, Germany is focusing on education for sustainable development. Via projects, campaigns and events, agado aims at empowering people to live and work increasingly sustainably. agado informs about causes and background of global challenges and develops practical approaches for individual and societal actions.

A.R.T. Fusion, Romania is an organisation that changes the attitudes of the people in our global community, together with other society members, to find solutions on the focus of social responsibility and global responsibility. The methodology that is used includes participative arts methods, living library, street campaigning and global education.

Center of Social Services Sibirka, Bratislava works in a residential form with adults with multiple disabilities. One part of social service is a lifelong learning in the social sphere where the independence of people with disabilities is supported in self-care, and with basic social activities in cooperation with the community. The other part of the services includes work routines and opportunities for activities like elements of art therapy, music therapy and drama therapy.

RESULTS

EFDI Curriculum

The EFDI Curriculum addresses all target groups in terms of ecological knowledge and focuses on the needs of people with intellectual and/or complex disabilities. The curriculum covers the topics: Food, Mobility, Consumption and Biodiversity and the overarching topic Climate. It contains a collection of methods and serves as a curriculum for inclusive work.

EFDI Guidelines for Community Experiences

The Guidelines for Community Experiences offer a didactical framework in order to work on ecological topics based on experiences and studies in the community. The bridges between people with disabilities and communities that are built in this way enable the learning and understanding of ecological or sustainable processes.

EFDI Campaigning Set

The Campaigning Set empowers people with intellectual disabilities to launch campaigns for a better ecological future in order to engage as active problem solvers. Therefore, it creates opportunities for people with intellectual disabilities to get active, be heard, and participate in a democratic life.

EFDI Multisensory Art Book and Toolbox

The Multisensory Art Book and Toolbox provides a sensory-orientated learning edition for the topics of ecology and climate protection. It enables people with intellectual and/or complex disabilities to learn and understand on an emotional and sensory based level.

INTRODUCTION EFDI MULTISENSORY ART BOOK AND TOOL BOX

The EFDI Multisensory Art Book and Toolbox is the result of addressing the educational needs of people with intellectual and/or complex disabilities. People with complex disabilities have a high need of support in their every-day life and with their education.

In order to meet the educational needs of this group of adults it is necessary to provide facts in simple language and the possibility to learn and understand on an emotional and sensory based level.

The EFDI Multisensory Art Book and Toolbox relies on the topics Climate, Food, Mobility, Consumption, Biodiversity. Climate and climate change are included as an overarching theme in every chapter.

In the EFDI Art Book these contents are described in simple language. The artwork at the beginning of each chapter was created by people with disabilities in workshops in **CSS Sibirka**.

The toolbox provides instructions and examples for activities and other supportive learning opportunities to best meet the learning needs of the target group, namely people with complex disabilities.

The multisensory learning approach is used throughout the whole toolbox. Engaging all senses in the process of learning enhances the ability for all participants to experience, understand and learn about nature and climate protection.

All activities in the toolbox were developed and carried out together with the target group as part of the EFDI project.

In connection to the EFDI Multisensory Art Book and Toolbox Curriculum, the EFDI Curriculum and the EFDI Guidelines for Community Experiences are recommended to be used for trainers as groundwork for ecological knowledge and for enabling experiences and studies in the community.

FOREWORD

SIMPLE LANGUAGE

This Curriculum was developed as part
of the project EFDI – Ecological Future Diverse and Inclusive.

The EFDI project has a big goal.
The goal is to inform people with disabilities
about climate protection and sustainability.
Then people have the chance
to take part in these important topics.

The main goal of the project is
that all people can participate
and raise their voice
for a healthy planet.

Climate change is a major threat to our planet.
Its consequences threaten people all over the world
and the lives of future generations.

The consequences are manifold:
The earth's ice is melting.
Sea levels are rising.
Weather extremes are increasing.
Ecosystems are being destroyed.

The 2030 Agenda for Sustainable Development of the United Nations is a plan of action for people, the planet and prosperity. It defines 17 Sustainable Development Goals (SDGs) to build a better world for people and our planet. One goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The SDGs are also part of the EU Agenda 2030.

EFDI – Ecological Future Diverse and Inclusive is a European project. It targets people with learning difficulties and disabilities. The project enhances ecological competences and knowledge. Many other people will also benefit from easy understandable language activities and materials. The EFDI project supports organisations in their work for sustainability.

The 4 partners of the project are:

Organisations for people with disabilities:

- **LebensGroß GmbH, Austria**
assists and accompanies
people with and without disabilities,
people with barriers in the labour market,
people with mental illness and refugees.
- **Center of Social Services Sibirka, Bratislava**
works in a residential form with adults with multiple disabilities.
People with disabilities get the opportunity:

to social activities in cooperation with the community
to exercise work routines
and to make use of art therapy, music therapy and drama therapy.

Organisations for sustainable development and global responsibility:

- **agado – Association for Sustainable Development, Germany**
is focusing on education for sustainable development.
agado organises projects, campaigns and events
and empowers people to live and work increasingly sustainably.
- **A.R.T. Fusion, Romania** changes the attitudes
of the people, together with other society members.
It helps find solutions for social and global challenges.
The methods are participative like living library
and street campaigning.

Results of the EFDI project are:

EFDI Curriculum covers these topics:

Climate, Food, Mobility, Consumption, Biodiversity.

Biodiversity means a variety of plant and animal life.

Mobility means going by bus, tram, bicycle or walking.

The curriculum contains a collection of methods and activities.

EFDI Community Guidelines offer learning possibilities on ecological topics.

They are based on experiences and studies in the community.

EFDI Campaigning Set helps people with learning disabilities

to launch campaigns for a better ecological future.

They can develop ideas and practical suggestions for campaigning.

EFDI Multisensory Art Book and Toolbox provides learning materials for ecology and climate protection.

The learning materials are sensory-orientated.

INTRODUCTION EFDI MULTISENSORY ART BOOK AND TOOLBOX

SIMPLE LANGUAGE

The EFDI Multisensory Art Book and Toolbox is created for people with intellectual and/or complex disabilities. People with complex disabilities have a high need of support in their every-day life and so have in education.

The Art Book and Tool Box is written in simple language and contains the possibilities to learn and understand with all senses:

- Auditory: learning through sounds, hearing and listening
- Visual: learning through seeing and watching
- Tactile: learning through using our sense of touch
- Kinaesthetic: learning through body movement or physical activity
- Gustatory and Olfactory: learning through taste and smell

The EFDI Multisensory Art Book and Toolbox covers these topics: Climate, Food, Mobility, Consumption, Biodiversity. Climate and climate change are included in every chapter.

In the EFDI Art Book these contents are described in simple language. People with disabilities in workshops in CSS Sibírka created the artworks at the beginning of the chapters. The Toolbox provides many activities.

These activities are fun
and the participants learn about climate protection.
All activities in the toolbox were developed
together with participants in the course of the EFDI project.

In connection to the EFDI Multisensory Art Book and Toolbox Curriculum you
can use:

EFDI Curriculum: to get more ecological knowledge.

EFDI Guidelines for Community Experiences: to make experiences in
your neighbourhood.



**“Let food be thy medicine and medicine be thy food”
- Hippokrates**

ART BOOK

CLIMATE CHANGE & FOOD

Why should we make our own food instead of buying processed food?

It's healthier than store bought food, you know all the ingredients that you put inside (you can use local fruit or cheese) and you can adjust the recipe according to your liking. Home-made food doesn't contain preservatives, chemicals and enormous amounts of sugar, it is fresh and you can even have fun while cooking it.

About a quarter of all human-caused greenhouse gas emissions is linked to food. The great value of making your own food is that you help reduce CO₂ emissions produced by transporting and creating packages for processed food. You can choose ingredients with a smaller impact on the environment. Much pollution comes from methane produced by cattle, so reducing meat in your diet is a good idea. Growing your own vegetables and fruit is also saving emissions produced by nitrous oxide fertilizers, agricultural vehicles, transportation vehicles, packaging, storage as well as cooling and so on.

CLIMATE CHANGE & FOOD

SIMPLE LANGUAGE

Why should we make our own food?

Home-made food is healthier
than store bought food.

You know all of the ingredients.

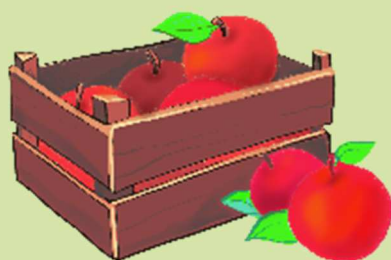
For example: you can use local fruit or cheese.

You can cook the recipe as you like it.

Home-made food does not contain
preservatives, chemicals

and too much sugar:

It is fresh and you can even have fun cooking it.



About a quarter of greenhouse gases
Is linked to the food sector.

Much pollution comes from methane produced
by cattle.

The great value of making your own food is,
to help to reduce CO2 emissions.

You can choose ingredients
with a smaller impact on the environment.

Reducing meat in your diary is a good idea.

Eat vegetarian foods more often.

A balanced vegetarian diet is good



for people's health.

This protects our environment
because less methane gases are emitted
Growing your own vegetables and fruit
reduces emissions.

MULTISENSORY TOOLBOX

Multisensory learning uses the senses for better understanding of a given topic.

There are five types of sensory learning:

- Auditory- learning through sounds, hearing and listening.
- Visual- learning through seeing and watching.
- Tactile- learning through using our sense of touch.
- Kinaesthetic learning through body movement or physical activity (this uses the proprioceptive and vestibular senses).
- Gustatory and Olfactory- learning through taste and smell.

Multisensory learning should include at least two of these different sensory learning styles, but it can include more. Participants don't have to rely only on reading or listening, but have a better chance to understand the topic and remember it. This learning is inclusive and suitable for people with learning disabilities or difficulties like ADHD, Dyslexia, autism or others. Facilitators can also focus more on participants' preferred sensory learning styles to explain difficult and important facts.

Participants usually like this type of learning. It is more creative, fun, interesting and interactive, so learning becomes more effective.

ACTIVITY: PREPARING AN "STRUDEL"

TIME FRAME: 1-2 HOURS

SKILL LEVEL: BEGINNER 🍃

ACTIVITY AND GOALS:

The goal of this activity is to learn something new by preparing a cake - to recognize the aromas and flavours of the ingredients.

WHAT WE NEED:

- a bowl + rolling pin + spoon + baking pan + baking paper
- one package of puff pastry
- 1 cup – 250 g of farm cheese - quark
- 1 spoon of sour cream
- ½ cup – 125g of powdered sugar

- 1 teaspoon of vanilla sugar
- 1 egg
- all-purpose flour for sprinkling
- you can use some local seasonal fruit like apples (with cinnamon), pears, berries (for example cherries with poppyseeds)

DURING ACTIVITIES WE USE

Auditory learning – we can hear sound of materials and material naming

Visual learning - we can see materials

Tactile learning- we can feel materials

Gustatory learning – we can taste ingredients

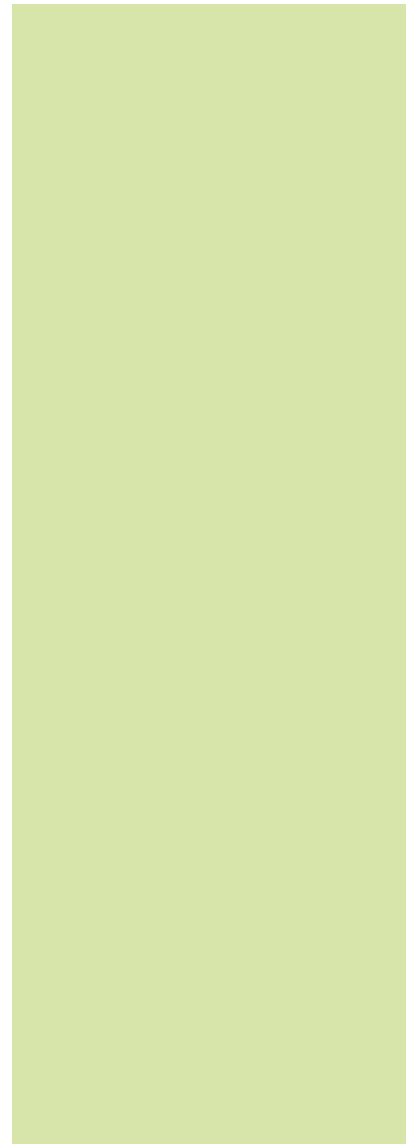
Olfactory learning – we can smell ingredients

- Adapt all activities to the client's diagnosis and abilities
- Be careful when working with students with unexpected movements to avoid the risk of injury!
- Ask participants (or look up) about their allergies, intolerances or if they have diabetes!

MULTISENSORY ACTIVITY

Put all ingredients in front of the participants

- **QUARK**
 - let participants smell, touch and try quark
 - what is the taste? (sweet? sour?)
 - what do you feel? Is it soft? Is it cold? Is it pleasant to touch?
 - observe feelings and facial expressions with non-verbal participants
- **POWDER SUGAR**
 - let participants taste it – Is it sweet? Do you like it?
 - let participants touch it- is it pleasant to touch? What do you feel?
 - observe feelings and facial expressions with non-verbal participants





- **VANILLA SUGAR**

- let participants taste it - Is it sweet?
- let participants smell it - Do you like it?
- let participants touch it - What do you feel?
- observe feelings and facial expressions with non-verbal participants



- **SOUR CREAM**

- let participants taste it – Is it sour? Is it sweet? Do you like it?
- let participants touch it – Is it soft? Wet?
- observe feelings and facial expressions with non-verbal participants



- **FLOUR**

- let participants play with flour (blow, make chaos ☺)
- let participants taste it – Do you like it?
- observe feelings and facial expressions with non-verbal participants



- **BAKING PROCESS:**

- before you start preheat the oven to 200 °C
- assist in all steps, but try to let the participants do it independently



- add quark, sugar, vanilla, egg and sour cream to a bowl and mix well

- sprinkle the board with flour and roll out the dough



- put the filling on the dough and spread it



- roll it



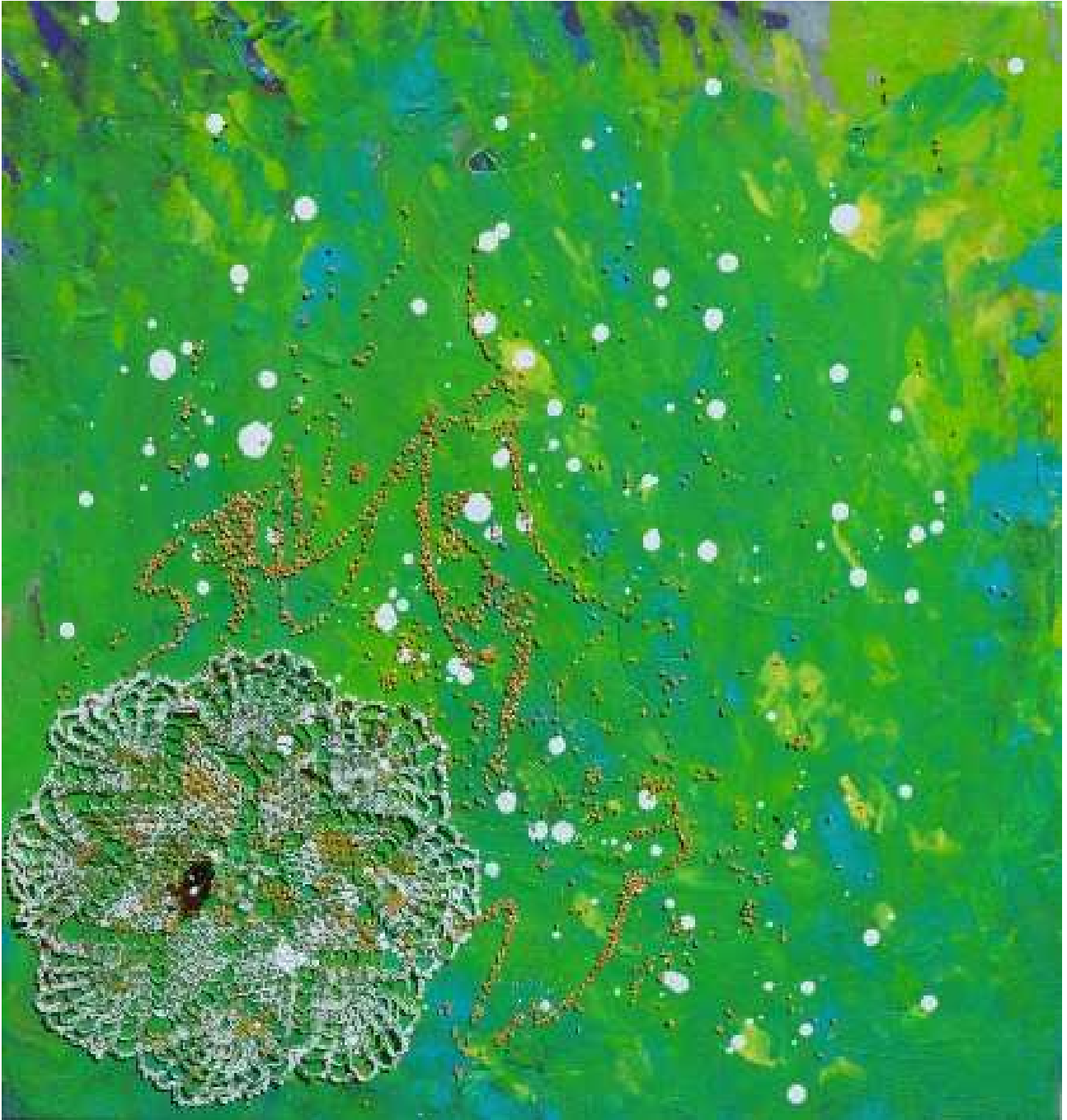


- put it on a baking sheet and bake it in the preheated oven for 30 - 40 minutes

- let it cool a little and then taste your final product

AFTER

Ask participants if they liked this activity. What was the most interesting part for them? Ask them, if they learned something new and if they would like to try it again, maybe with different ingredients.



**“Nature is, after all, the only book
that offers important content on every page.”
- Johann Wolfgang von Goethe**

ART BOOK

CLIMATE CHANGE & BIODIVERSITY

Every square meter of nature has a lot of different species of animals – from big to microscopic. You can also find different plants and mushrooms. Some of them might not even live anywhere else on the planet. This is called biodiversity and it is very important for our planet. But our nature and biodiversity are constantly threatened. Deforestation and planting monocultures of trees, overhunting and overfishing, urbanisation and using pesticides are only a few examples of how we are destroying biodiversity. Thanks to biodiversity we have clean air, soil and water, we have a wide variety of fruits and vegetables and it even helps us fight climate change or supports adaptation. The best way to protect biodiversity and reduce climate change is to avoid deforestation and restore degraded ecosystems, which store great amounts of CO₂ and support the diversity of animals and plants.

CLIMATE CHANGE & BIODIVERSITY

SIMPLE LANGUAGE

Biodiversity is all life on earth
in all its **forms and colours**.

Diversity in species:

Foxes, ice bears or giraffes are examples
for species.

You can find a lot of different species of animals
from big to microscopic.

You can find different plants and mushrooms.

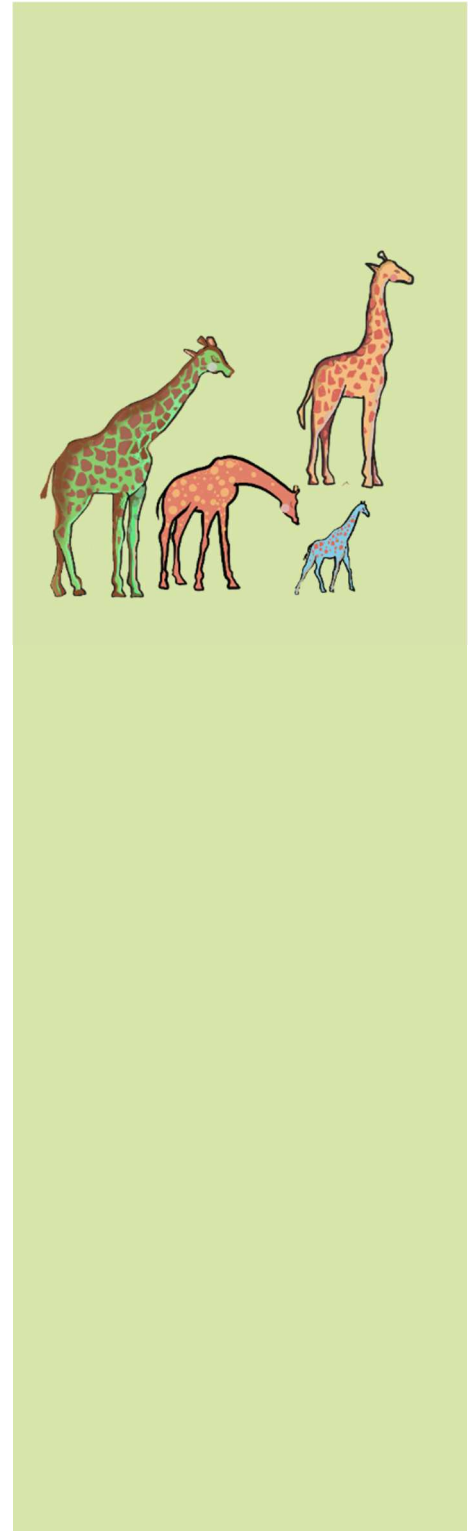
Some of them might not even live
anywhere else on the planet.

This is called biodiversity.

But our nature and biodiversity
are in constant threat:

For example:

- Deforestation
- Planting monocultures of trees
- Overhunting and overfishing,
- Urbanisation: Natural landscapes
are transformed into urban areas





- Using pesticides: Chemical substances are sprayed onto crops to stop organisms which reduce plant growth such as weeds, insects and fungi.

Biodiversity is important for our planet.

Thanks to biodiversity we have clean air, soil and water.

We have various fruits and vegetables.

Oceans, large forests and swamps also store carbon dioxide for hundreds of years.

Biodiversity helps us fight climate change.

The best way to protect biodiversity and reduce climate change is

to avoid deforestation

and to restore damaged ecosystems

like forests, oceans, swamps.

MULTISENSORY TOOLBOX

Multisensory learning uses the senses for better understanding of a given topic.

There are five types of sensory learning:

- Auditory - learning through sounds, hearing and listening.
- Visual - learning through seeing and watching.
- Tactile - learning through using our sense of touch.
- Kinaesthetic - learning through body movement or physical activity (this uses the proprioceptive and vestibular senses).
- Gustatory and Olfactory - learning through taste and smell.

Multisensory learning should include at least two of these different sensory learning styles, but it can include more. Participants don't have to rely only on just reading or listening, but have much more possibilities to understand the topic and remember it better. This learning is inclusive and suitable for people with learning disabilities or difficulties like ADHD, Dyslexia, autism or others. Facilitators can also focus more on participants' preferred sensory learning styles to explain difficult and important facts.

Participants usually like this type of learning. It is more creative, fun, interesting and interactive, so learning is more effective.

ACTIVITY: SEED BALLS

TIME FRAME: 1-2 HOURS

SKILL LEVEL: BEGINNER 

ACTIVITY AND GOALS:

The goal of this activity is to learn how to help nature a little bit by planting some insect friendly flowers.

WHAT WE NEED:

Container, soil and one cup of clay - you can buy clay usually from online shops, otherwise you can use mud instead

- 1 teaspoon of seeds / choose the seed according to the place of planting, for example it can be seeds of grass, flowers, meadow flower and so on. You can even buy plenty of types of seeds and watch the differences between them.
- ½ of cup of water

WHAT TO DO?

BEFORE

- Prepare all materials
- Prepare container

DURING ACTIVITIES WE USE

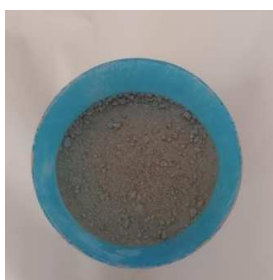
Visual learning - we can see different seeds, soil

Tactile learning - we can feel soil and seeds

- Adapt all activities to the client's diagnosis and abilities.
- Be careful when working with participants with unexpected movements!
- Avoid the risk of injury such as breaking glass or swallowing material!

1. MULTISENSORY ACTIVITY – HOW TO MAKE SEED BALLS

- Take container + material



Clay



Soil



Water



Seeds

- Put all ingredients in to the container



- Mix all ingredients together



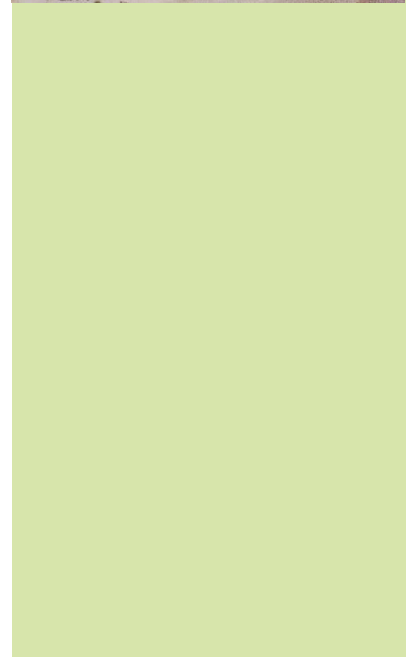
- Make small balls



- Let them dry



- let the participants put all materials in to the container – name all materials
- let the participants mix them with their hands – ask them about what they can feel and whether it is pleasant for them or not
- let the participants make small balls and put them on a tray – this is good for fine motor skills





2. MULTISENSORY ACTIVITY – PUTTING SEED BALLS IN PAPER BAGS

- let the participants put dry seed balls in paper bags – this is a good activity for fine motor skills
- ask participants whether they can feel hard or soft textures



3. MULTISENSORY ACTIVITY – LET'S GO OUTSIDE AND SPREAD THE SEED BALLS

- explain to the participants what will happen to the seed balls in nature
- rain will melt the seed balls
- seeds will start to grow
- you can visit this place every week or month and observe the changes
- if something has grown, you can watch, whether animals come to visit your plants (maybe bees, ants or beetles...)
- if nothing has grown from your seed balls, don't worry. You can try different seeds or different places next time.



**"There are no rewards or punishments in nature,
there are only consequences."
- Robert Green Ingersoll**

ART BOOK

CLIMATE CHANGE & CONSUMPTION

Every year, we generate and increasing amount of waste. In 2021, a person living in the European Union generated an average of 530 kg of waste. Only 49% of this waste was recycled or composted.

Recycling rates of municipal waste, packaging waste and waste electrical and electronic equipment are slowly increasing in Europe.

Germany has the highest recycling rate of municipal waste in Europe of around 71% of municipal waste.

Paper and plastic are recycled most frequently Recycling bins can be found in public places. The bins have different colours and often have pictures of the recycled item that should go in each bin. This helps people to sort the recycled waste correctly. Recycling is very important, because it reduces the numbers of junkyards, which release emissions and toxic substances into air, ground and water. It also decreases the extraction of natural resources. When using 1 ton of recycled paper, for example, we save around 17 trees. Often it is more cost effective and more ecological to use recycled materials instead of raw resources (or primary raw resources), When using recycled paper, for example, we save 60-74% of electricity. Another trend is to burn waste in special facilities. The process produces heat for households or generates electricity. This can be an opportunity to reduce the number of junkyards. However, it is important to only burn the non-recyclable waste. Some recycled materials like glass or metal can be reused almost unlimited times, which saves many natural resources. Also, by composting we can create free and natural fertiliser for plants.

CLIMATE CHANGE & CONSUMPTION

SIMPLE LANGUAGE

People generate a lot of waste.

One person in Europe produces around 530 kg in waste per year.

Only half of this amount is being recycled or composted

It is important to recycle waste.

In Europe the recycling rates are slowly increasing.

For example:

Germany recycles 70 percent of its municipal waste.

Paper and plastic are recycled most frequently,

You can find recycling bins in many public places.

You can recognise recycling bins by their colour and symbols/images help with separating the waste correctly.

Recycling is very important.

Most waste does not decompose easily.

It often remains unprocessed for years.

Recycling reduces the number of junkyards

Those release emissions and





toxic substances into air, ground and water.

It also decreases extractions of natural resources.

For example: when using 1 ton of recycled paper we save around 17 trees.

To use recycled materials is cheaper and more ecological.

for example: when using recycled paper we save 60-74% of electricity.



It is important to recycle and reuse materials

Some recycled materials like glass or metal can be reused almost unlimited times

When composting, we can create free and natural fertiliser for plants.

MULTISENSORY TOOLBOX

Multisensory learning uses the senses for better understanding of a given topic.

There are five types of sensory learning:

- Auditory - learning through sounds, hearing and listening.
- Visual - learning through seeing and watching.
- Tactile - learning through using our sense of touch.
- Kinesthetic - learning through body movement or physical activity (this uses the proprioceptive and vestibular senses).
- Gustatory and Olfactory - learning through taste and smell.

Multisensory learning should include at least two of these different sensory learning styles, but it can include more. Participants don't have to rely only on just reading or listening, but have many more possibilities to understand the topic and remember it better. This learning is inclusive and suitable for people with learning disabilities or difficulties like ADHD, Dyslexia, autism or others. Facilitators can also focus more on participants' preferred sensory learning styles to explain difficult and important facts.

Participants usually like this type of learning. It is more creative, fun, interesting and interactive, so learning is more effective.

ACTIVITY: RECYCLING AND SAVING NATURE

TIME FRAME: 1-2 HOURS

SKILL LEVEL: BEGINNER

ACTIVITY AND GOALS:

The goal of this module is to learn about various materials, tell the difference between natural and artificial materials, and to learn how to recycle them.

WHAT WE NEED:

- Containers
- Pieces of natural materials – stones, leaves, soil and sand
- Materials suitable for recycling – plastic, glass, paper
- Coloured containers for separation

WHAT TO DO?

BEFORE

- Prepare the container with natural materials - put soil, stones, leaves in a shallow container
- Prepare the container with various types of recyclable materials
- Prepare containers for sorting materials – you can use coloured containers intended for recycling or ask participants to paint the boxes in the respective colours
- Mark the containers for recycling with a photo of a specific material intended for recycling. Display the real material or use a simple symbol for advanced participants.

DURING ACTIVITIES WE USE:

Auditory learning – we listen to the names of materials and what sounds they make when we touch them or when they come into contact with a surface or another material.

Visual learning - people with good visual abilities can observe the materials.

Tactile learning - we can touch and feel materials.

- Adapt all activities to the participant's diagnosis and abilities
- Be careful when working with participants making unexpected movements!
- Avoid the risk of injury such as breaking glass or swallowing material!

1. MULTISENSORY ACTIVITY – WHAT IS NATURE

- Place the participant's hands in the container with natural materials
- Tell them what he/she touches in one word: "You can feel soil or you have a stone in your hand."
- For verbal participants - after he/she has touched the material, ask him/her: "What is in your hand?"
- For non-verbal participants – ask him/her: "Touch the stone or touch the soil."
- If the answers are correct, we know that the participant understands and knows the difference between the materials.



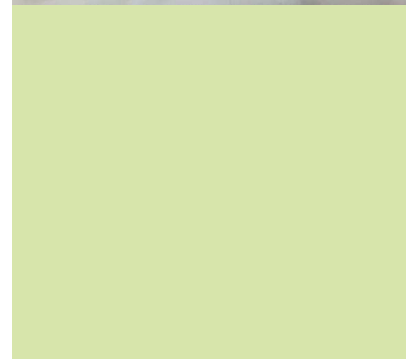
2. MULTISENSORY ACTIVITY – WHAT IS RECYCLING MATERIAL

- Place the participant's hands in the container with recycling material
- Tell them what he/she touches in one word: "You can feel glass or you have a piece of paper in your hands."
- For verbal participants- after he/she has touched the material, ask him/her: "What is in your hand?"
- For non-verbal participants – ask him/her: "touch the paper, touch the glass or give me the plastic."
- If the answers are correct, we know that the participant understands and knows the difference between the materials.



3. MULTISENSORY ACTIVITY – WHAT DOES NOT BELONG TO THE NATURE

- Place the participant's hands in the container with all materials mixed
- Tell them what he/she touches in one word: "You can feel glass, you have a rock in your hand, or you can feel soil."
- For verbal participants- after he/she has touched the material, ask him/her: "What is in your hand?"
- For non-verbal participants – ask him/her: "Touch the soil, touch the glass, give me the plastic, or give me the leaf."
- If the answers are correct, we know that the participant understands and knows the difference between the materials.



4. MULTISENSORY ACTIVITY – RECYCLING WITH 3 OBJECTS

- Prepare 3 different containers with 3 different recyclable materials
- Mark coloured containers intended for recycling with a picture or real material
- Assign materials to participants





- Ask the participant to take the paper and put it in the container marked with picture of paper or real paper - participants who know colours are asked to put paper to blue container
- Do the same with glass and plastic

5. MULTISENSORY ACTIVITY – RECYCLING

WITH MORE OBJECTS

- Prepare a container with many recyclable materials plus containers intended for recycling
- Ask the participant to take the material from the container, name it and assign it to the correct container

6. MULTISENSORY ACTIVITY – RECYCLING

AND SAVING NATURE

Prepare a container with soil and recyclable materials plus containers intended for recycling

- Ask the participant to take the recyclable material from the container, name it and assign it correctly
- Ask the participant to touch natural materials and name it
- Explain to the participant that plastic, paper and glass do not belong to nature, which is why we must put them to special containers - recycle with participants every day
- Participants can go out and help clean the neighbourhood parks or nearby forests as an alternative to this activity
- Everyday practice is the best way to understand, learn and become independent, which leads to inclusion.

AFTER

- You can try to recycle more materials, like metal, biomass, electronics or oil
- You can go outside with participants and watch how garbage men take recyclable materials or even make an excursion to a local garbage/recycling centre.



“The past cannot be changed. The future is yet in your power.”

- Unknown

ART BOOK

FOOD & MOBILITY

Almost every day we move between different kinds of places. We prefer comfortable and fast forms of transportation, even when they are much less economic or ecological. Roads full of cars with only one passenger leads to slowing down traffic for everybody, increased pollution and overheating the environment. Switching from using a car to using a bicycle or public transportation is an easy and very effective way to massively reduce emissions. In particular trams, trains or electric and hydrogen buses are a very effective way to help protect the climate.

However, there are ways to reduce emissions when travelling by car. You could, for example, carpool (share rides / taking other passengers with you). There are many tools/apps or groups on social media, where you can arrange for a shared car ride.

Some people, for example, people in wheelchairs, have limited options when it comes to travelling. However, this should not be a reason to travel everywhere by car. We have to show society that we need more barrier free types of public transportation and also sidewalks suitable for wheelchairs!

Some people really want to use green transportation, but most cities are not prepared. Often trams have stairs, there are huge gaps between bus platforms and buses, and elevators to trains are either out of order or people don't know how to use them. Many cities are difficult to navigate with a wheelchair. Sidewalks are uneven (holes, gravel, construction etc.) and there are major height differences between sidewalks, crossings and streets.

There is another reason why we try to find sustainable and eco-friendly ways to get around.

Mobility is important for our physical and mental health. Soft mobility, in particular, walking, using a wheelchair or cycling can improve your health and well-being. They allow you to slow down, move your body and you are exposed to sunlight and fresh air, which can help lift your spirits.

FOOD & MOBILITY

SIMPLE LANGUAGE

We move from place to place almost every day.
Often we prefer comfortable and fast forms
of transportation.

However cars and planes
contribute a lot to the gases (emissions)
that cause climate change.

Roads are full of cars, often with only
one passenger

They slow down traffic for everybody
and increase pollution

This leads to negative effects for our planet

Switching from car to bicycle or public
transportation is

An effective way to reduce emissions.

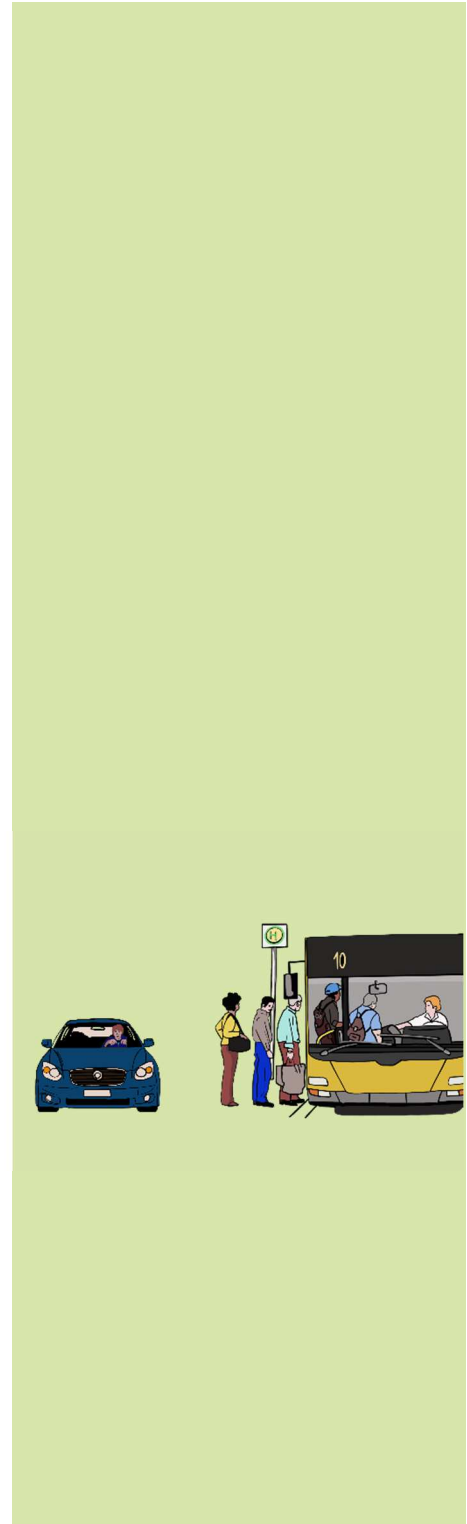
Trams, metro trains (subways) or buses
are an effective way to protect the climate.

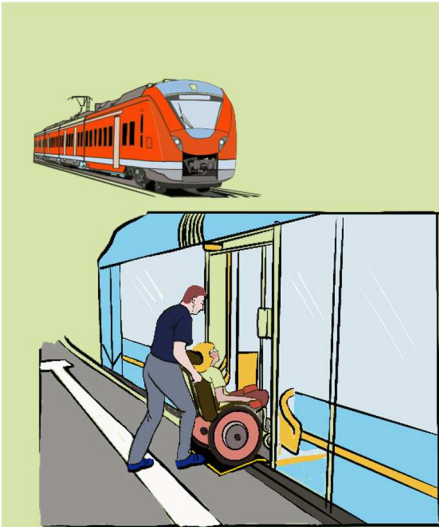
By transporting additional passengers
in your car

you can reduce emissions

Shared car rides can often

be arranged through groups on social media.





Some people have limited options when it comes to travelling, public transportations are often not wheelchair friendly.

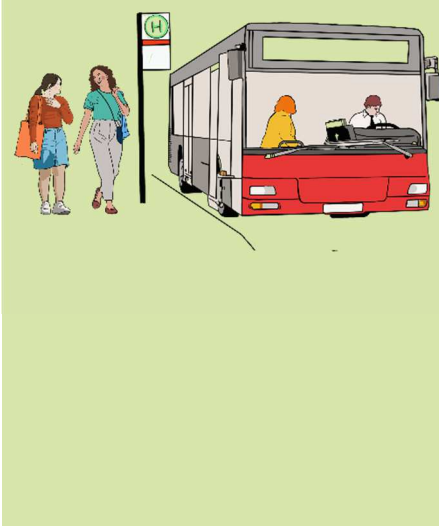
Therefore, we need more barrier free types of public transportation. Some people really want to use green transportation but cities are often not prepared.

For example:

- Roads and sidewalks are not suitable for wheelchairs.
- There can be holes and height differences.
- Trams have stairs
- There are huge gaps between bus platforms and buses.
- Elevators to trains are often out of order.

Health and well-being are another reason to use sustainable and eco-friendly transportation.

Activities like walking, using a wheelchair, or cycling, can improve and maintain your well-being. They allow you to slow down, move your body and enjoy the sun and fresh air.



MULTISENSORY TOOLBOX

INTRODUCTION

The Multisensory Art Book and Toolbox provides sensory-oriented educational activities on the topics of ecology and climate protection. It enables people with intellectual and/or complex disabilities to learn and understand on an emotional and sensory level.

THEORY REFERENCE

Multisensory learning uses the senses for better understanding of a given topic.

There are five types of sensory learning:

- Auditory - learning through sounds, hearing and listening.
- Visual - learning through seeing and watching.
- Tactile - learning through using our sense of touch.
- Kinaesthetic - learning through body movement or physical activity (this uses the proprioceptive and vestibular senses).
- Gustatory and Olfactory - learning through taste and smell.

Multisensory learning should include at least two of these different sensory learning styles, but it can include more. Participants don't have to rely only on just reading or listening, but have much more possibilities to understand the topic and remember it better. This learning is inclusive and suitable for people with learning disabilities or difficulties like ADHD, Dyslexia, autism or others. Facilitators can also focus more on participants' preferred sensory learning styles to explain difficult and important facts.

Participants usually like this type of learning. It is more creative, fun, interesting and interactive, so learning is more effective.

DESCRIPTION OF MULTISENSORY ACTIVITIES

TOPIC: MOBILITY

TIME FRAME: 30-60 MINUTES

SKILL LEVEL: EASY 🌱

ACTIVITY AND GOALS:

In this multisensory activity the participants will work with pictures and models of different means of transportation and try to connect them with pictures of clean or polluted environments. This contributes to saving our planet by using more ecological ways of transportation.

The goal is to understand that some forms of transportation are more ecological than others and to try to find the best type of transportation for our daily lives.

WHAT WE NEED:

- Pictures of means of transportation (it is good to use pictures of vehicles from your country, that participants know), for example, train, car, plane, bus, tram, wheelchair/foot, motorcycle, bike, boat



- Pictures of environments

- clean



- polluted



- Sounds of means of transportation <https://pixabay.com/sk/sound-effects/>

- Candle and matches



- Good smelling flowers essential oils



- models or toys - with emissions



- models or toys - without emissions



DURING ACTIVITIES WE USE

Auditory learning – we play sounds for all vehicles on the pictures

Visual learning – we have pictures and/or models of different kinds of vehicles

Tactile learning - we can touch models of vehicles

Olfactory learning – we can smell matches and candles while showing pictures of vehicles with a lot of emissions, we can use flowers or essential oils in combination with vehicles that are eco- friendly

- **Be careful when working with fire with students with unexpected movements, avoid the risk of injury!**

MULTISENSORY ACTIVITY

BEFORE:

Prepare matches, candles, flowers, essential oils, models of vehicles, print big pictures of vehicles and nature, download sounds of vehicles to your computer or phone. You can play or download sounds of vehicles from this website: <https://pixabay.com/sk/sound-effects/>

DURING:

1. Types of transport and sounds they make

- Show big pictures of vehicles to participants, ask them if they know them and if they can name them (if not, help them)
- Show them models of vehicles, let participants touch them and name them
- Play sounds of vehicles and let participants name them or choose pictures of vehicles which make that sound

2. How do you travel?

- Ask participants how they usually travel from place to place, let them point and name vehicles that they use for transportation.
- At first, use places that you know they visit more often. Later you can add places that they are not too familiar with. For example: „How do you travel when visiting your grandparents? ... when you go shopping? ... when you go to the cinema / art gallery / different city / on holiday near the sea...

3. Clean nature and pollution

- Show participants pictures of pollution and make smoke from a candle – this is how it looks and smells when we use vehicles with higher emissions
- Then show them pictures with clean nature and let them smell flowers or essential oils – we can have cleaner nature if we use vehicles with less emissions

4. Ecological vehicles

- Combine pictures or models of eco-friendly vehicles, pictures of clean environment and smell of flowers/oils together, so that participants will understand, which vehicles are good for the environment
- Combine pictures or models of vehicles with high emissions, pictures of polluted environments and smell of smoke from candles, so participants will understand, which vehicles are bad for the environment

5. How can we travel better?

- Ask the participants, which vehicles they should use to protect our planet.



AFTER:

It would be good to repeat this activity until participants understand which types of transportation are better. If you have the opportunity to travel with the participants, do not forget to tell them how you will travel and why you have chosen this specific type of transportation. For example: "Now we are walking to the store, because it is close, but then we will use the tram to see your friend, because it is further away. Trams are an environmentally friendly means of transportation in this case (or it does not smell)".

If this activity was easy for the participants and they have a better understanding, you can take it one step further. Explain to them that cars and busses have pretty much the same amount of emissions. However, a bus transports many more people, and therefore, it becomes more environmentally friendly.

EFDI ART AND TOOLBOX SOURCES

SOURCES MODULE FOOD

Pictures

- Painting and all photographs were made by Katarina Ivančíková with volunteers or are from archive of Centrum sociálnych služieb Sibírka

SOURCES MODULE CONSUMPTION

- <https://www.europarl.europa.eu/news/en/headlines/society/20180328STO00751/waste-management-in-the-eu-infographic-with-facts-and-figures>
- <https://www.eureporter.co/environment/2021/09/01/which-european-countries-recycle-the-most/>
- <https://www.eea.europa.eu/en/topics/in-depth/waste-and-recycling>
- <https://www.statista.com/topics/9617/recycling-in-europe/#topicOverview>
- <https://lessismore.org/materials/28-why-recycle/>
- https://environment.ec.europa.eu/topics/waste-and-recycling_en

Pictures:

- Painting and all photographs were made by Katarina Ivančíková

SOURCES MODULE MOBILITY

Pictures:

Art Book Painting: Katarina Ivančíková with volunteer

- One world: Markus Spiske, <https://www.pexels.com/de-de/foto/erde-blau-banner-schild-3039036/>
- Flowers: Suzy Hazelwood Nahaufnahmefoto Der Kamille · Kostenloses Stock-Foto (pexels.com)
- Pollution Elektrische Türme Während Der Goldenen Stunde · Kostenloses Stock-Foto (pexels.com)
- Candle-: Nubia Navarro Rot Beleuchtete Kerze · Kostenloses Stock-Foto (pexels.com)
- Flower – Kristina Paukshtite: Selective Focus Photography of Pink Rose Flower · Free Stock Photo (pexels.com)
- Oils- Marefe Zwei Gelbe Sonnenblumen Mit Klarer Glasflasche Mit Korkdeckel · Kostenloses Stock-Foto (pexels.com)
- Vehicles with emissions Bild von kues1 auf Freepik

Vehicles without emissions - photo by Katarina Ivančíková

- Bus vs. cars: Regionale Verkehrsbetriebe Baden-Wettingen (RVBW): rvbw.ch

SOURCES TOOLBOX MODULE BIODIVERSITY

Pictures

- Art Book and Painting and all photographs were made by Katarina Ivančíková with volunteer