



Starting point	Identified/Planned	Notes
Who will be the coordinator, who will be the members of the school team and who are the interested parties?	✓	<p><b>Expectations and opportunities: interest and motivation, good communication skills</b></p> <p><b>Time: the beginning of March in 2021</b></p>
Clarifying roles (eg.: coordinator during implementation, supervision of peer supporters, others)	✓	<p><b>Getting acquainted with the objectives and tasks</b>  <b>Planning tasks, procedures</b>  <b>Adjusting the activities to the changes of nature</b>  <b>Time: continuous</b></p>
Peer supporters: defining / selecting criteria	✓	
How many SEN and non-SEN children are going to be involved in the programme?	✓	<b>1 person / group per activity</b>
Identifying needs and adjusting the objectives of the programme to such needs	✓	<b>Adapting to learners' skills and ages</b>
Requirements towards the facility and equipment	✓	<p><b>Preparing the educational garden, implementing the works suitable for the given season by involving other learning groups (12-14 year-old learners)</b></p>
Scheduling of activities / time periods	✓	<p><b>Adapting to nature, weather:</b>  <b>autumn: preparing the garden</b>  <b>spring: March, April - seeding, planting seedlings</b>  <b>May: planting, taking care of the garden</b></p>



		<b>June: taking care of the garden, harvest Completion of classroom activities and tasks in the garden</b>
Identifying training period before/during intervention for the different participants		<b>Obstacles - pandemic situation, online education</b>
Evaluation: M&A processes		<b>As closing down the activities, after completing the curriculum</b>
Obstacles/challenges identified earlier		<b>Little time, scheduled classes, given pandemic situation</b>

### **What will be the tasks of participants / organizations during the intervention?**

- 1. Coordinator: allocating tasks, organizational support**
- 2. Coordinator: planning activities, informational support**
- 3. Coordinator: giving assistance in cooperative tasks during certain activities, emotional support**
- 4. Coordinator: managing components of tasks in certain activities during the mutual work, informational support, communication support**
- 5. Coordinator: constant monitoring of garden works, informational support, communication support**



### **What are the needs?**

#### **Tools:**

- **suitable educational garden, gardening tools**
- **demonstrational devices in the classroom, computer, digital board**

#### **Time:**

- **realizing activities: class, optional class, free time**

### **How many students are going to take part?**

- **SENs (not all of them hold a diagnosis) 7 children, non-SENs 24**

### **Are the requirements concerning the facility listed? (eg.: accessibility/technical equipment)**

- **demonstrational tools (no additional accessibility is needed)**
- **tools needed for the garden works**



## **MONITORING TABLE 1.**

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**Class: 1. Number of children: 13 persons – 4 groups: 3-4 children/ group**

**Peer supporter: Sz.K., F.L., I.M., M.B. Role: Informational support, emphatic, communication support**

**Observation day: April 28, 2021; Observers: 1. P.J. 2. G.N.**

**Task/activity: Step by step – with pictures: observing the development of the plant**

**Objectives:**

- **building a positive relationship between the children**
- **concentrating on cooperation**
- **mutual interpretation of the received tasks**
- **acquiring and applying natural science knowledge**

**Duration: 30 minutes**

**Special instructions for peer supporters:**

- **giving help concerning communication**
- **paying attention to the details**
- **communication that helps thinking**



Behavioural patterns	Notes
<b>Basic interactions</b>	somewhat inattentive conclusions based on the pictures helping questions paying attention to one another
<b>Communication skills</b>	openness to discussion listening to each other mutual interpretation of notions
<b>Emotional skills</b>	motivation is needed
<b>Cooperation skills</b>	cooperation, interactivity is realized
<b>Problem solving skills</b>	help is needed accepting solutions
<b>Conflict management/decision makings</b>	evaluating the situation in a frontal manner
<b>Others</b>	prior theoretical knowledge is necessary SEN children take part in doing the exercises on an equal footing





## **MONITORING TABLE 2.**

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**Class: 1. Number of children: 13 persons – 4 groups: 3-4 children/ group**

**Peer supporter: Sz.K., F.L., I.M., M.B. Role: Informational support, emphatic, communication support**

**Observation day: April 27, 2021; Observers: 1. P.J. 2. G.N.**

**Task/activity: What is on my back? – recognizing and finding out the names of different garden plants, with the help of questions**

**Objectives:**

- **Positive relationship between the children**
- **Concentration on shared success**
- **Developing language skills / natural science skills**

**Duration: 35 minutes**



### Special instructions for peer supporters:

- **giving help concerning communication**
- **paying attention to the details**
- **communication that helps thinking**

Behavioural patterns	Notes
<b>Basic interactions</b>	sufficient motivation, enthusiasm, paying attention to one another
<b>Communication skills</b>	openness to discussions, to acquiring new skills listening to each other raising questions mutual interpretation of notions
<b>Emotional skills</b>	positive attitude towards the task and towards each other
<b>Cooperation skills</b>	cooperation, interactivity is realized excitement about the game
<b>Problem solving skills</b>	help in communication
<b>Conflict management/decision making</b>	prompting patience, conveying existing knowledge to each other
<b>Others</b>	prior theoretical knowledge is needed





	task initiating logical thinking a version of the Who am I? game getting familiar with new concepts confidence of SEN learners
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### **MONITORING TABLE 3.**

**Class: 1. Number of children: 15 persons – 4 groups: 3-4 children/ group**

**Peer supporters: Sz.K., F.L., I.M., M.B. Role: Informational support, emphatic, communication support**

**Observation day: April 29, 2021.; Observers: 1. K.E. 2. G.N.**

**Task/activity: Blind pirate / princess – finding hidden herbs and spice seeds with eyes closed**

**Objectives:**

- **developing emotional intelligence: sensitization towards blind and visually impaired persons, communication skills**
- **Gaining experience (how to provide / accept help) and problem solving**



- **Positive relationship between the children**

**Duration: 30 minutes**

**Special instructions for peer supporters:**

- **helping communication**
- **relying on our senses**
- **paying attention to each other**



Behavioural patterns	Notes
<p><b>Basic interactions</b></p>	<p>sufficient motivation, enthusiasm, paying attention to one another</p>
<p><b>Communication skills</b></p>	<p>openness to each other very good opportunity to communicate and to develop language competencies discovering emotions expressing emotions</p>
<p><b>Emotional skills</b></p>	<p>positive attitude towards the task trust towards each other expressing own emotions</p>



	identifying the emotions of other people
<b>Cooperation skills</b>	cooperation, trust, openness excitement about the game encouraging each other giving feedback
<b>Problem solving skills</b>	help in communication asking for help and accepting help giving real help in practice
<b>Conflict management/decision making</b>	encouraging for patience finding the most adequate forms of giving help
<b>Others</b>	Applying prior theoretical knowledge, task developing social skills edifying task in order to get to know the children Lesson: in the same disadvantageous situation children behave in different ways. This game is a challenge for all. No one gives up.

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**MONITORING TABLE 4.**

**Class: 1. Number of children: 15 persons – 4 groups: 3-4 children/ group**

**Peer supporters: Sz.K., F.L., I.M., M.B. Role: Informational support, emphatic, communication support**

**Observation day: May 3, 2021.; Observers: 1. K.E. 2. G.N.**

**Task/activity: "Goblin stickyfingers" – finding missing objects with the help of each other**



### Objectives:

- **developing communication skills**
- **developing social and problem solving skills**

**Duration: 30 minutes**

### Special instructions for peer supporters:

- **helping communication**
- **helping cooperation**
- **paying attention to each other**

Behavioural patterns	Notes
<b>Basic interactions</b>	sufficient motivation paying attention to each other
<b>Communication skills</b>	developing text / lexical interpretation skills





	listening to each other
<b>Emotional skills</b>	positive attitude towards the task
<b>Cooperation skills</b>	helping each other, developing how to rely on one another agreeing giving feedback encouraging each other
<b>Problem solving skills</b>	help in communication giving real help in practice
<b>Conflict management/decision making</b>	finding the most adequate forms of giving help concentration while doing the tasks
<b>Others</b>	looking for cards based on a frame tale applying prior theoretical knowledge task that develops social skills and attention

## MONITORING TABLE 5.

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**Class: 1. Number of children: 31/15 persons – 3-4 children/ group**



**Peer supporter: Sz.K., F.L., I.M., M.B., L.A., N.A., K.F., S.E. Role: Informational support, emphatic, communication support, organizational support**

**Observation day: March 3-4, 14, 24, 27, 2021., April 16, 20. May 21. ;**

**Observers: 1. K.E. 2. G.N.**

**Task/activity: Planting tomato seeds using DIY plant collars! - sowing, planting, plant care**

**Construct a "How to plant indoors" instruction manual**

### **Objectives:**

- **getting acquainted with natural science concepts and processes**
- **recognition of connections and correlations**
- **the joy of creating something, creating value**
- **developing communication skills**
- **developing social and problem solving skills**

**Duration: 8x45 minutes**

### **Special instructions for peer supporters:**

- **the accurate implementation of the planned activity**



- **helping cooperation**
- **paying attention to each other**

Behavioural patterns	Notes
<b>Basic interactions</b>	sufficient motivation, enthusiasm sharing tools paying attention to each other
<b>Communication skills</b>	developing text / lexical interpretation skills keeping the right sequence
<b>Emotional skills</b>	positive attitude towards the task enthusiasm the excitement of learning something new
<b>Cooperation skills</b>	pairwork and group work care cooperation within the different fields of exercises concentrating on the mutual work and success and supporting all this sharing tasks and responsibilities
<b>Problem solving skills</b>	experiencing our dependence on nature accepting natural effects the equal delegation of tasks





	accepting consequences
<b>Conflict management/decision making</b>	persistence, patience, recommencement learning to assess situations
<b>Others</b>	realizing complex procedures in several steps acquiring and applying theoretical and practical knowledge social skills, attention care taking responsibility teaching how to be self-sufficient



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## MONITORING TABLE 6.

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**Class: 1. Number of children: 15 persons – 3-4 children/ group**

**Peer supporters: Sz.K., F.L., I.M., M.B.**

**Role: Informational support, emphatic, communication support**

**Observation day: May 27, and June 7, 2021.; Observers: 1. K.E. 2. G.N.**

**Task/activity: Collecting herbs**



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**Objectives:**

- **recognition of connections and correlations**
- **acquiring knowledge**
- **applying the gained knowledge**
- **developing communication skills**
- **developing social and problem solving skills**

**Duration: 2 x 30 minutes**

**Special instructions for peer supporters:**

- **order and discipline in the garden**
- **helping cooperation**
- **paying attention to one another**

<b>Behavioural patterns</b>	<b>Notes</b>
<b>Basic interactions</b>	sufficient motivation, enthusiasm sharing tool paying attention to each other
<b>Communication skills</b>	developing text / lexical interpretation skills keeping the right sequence



	<p>raising questions          developing language skills</p>
<b>Emotional skills</b>	<p>positive attitude towards the task          enthusiasm          the experience of the practical sessions          the experience of collecting the own products</p>
<b>Cooperation skills</b>	<p>cooperation in the garden, paying attention to each other, sharing          concentrating on the mutual work and success, the support of all this          sharing tasks and responsibilities</p>
<b>Problem solving skills</b>	<p>collecting and methodizing information          asking for help</p>
<b>Conflict management / decision making</b>	<p>the practical application of learnt skills          agreement</p>
<b>Others</b>	<p>connecting          theoretic and practical knowledge          social skills, attention          care          teaching how to be self-sufficient</p>





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## **MONITORING TABLE 7.**

**Class: 1. Number of children: 31 persons – 3-4 children/ group**

**Peer supporters: Sz.K., F.L., I.M., M.B., N.A., K.F., S.E.**

**Role: Informational support, emphatic, communication support**

**Observation day: May 11, 17, 2021.; Observers: 1. K.E. 2. G.N.**

**Task / activity: Walking in the garden, presenting the plants**

### **Objectives:**

- **gaining knowledge**
- **recollecting skills and knowledge, applying the acquired knowledge**
- **developing communication skills**
- **developing social and problem solving skills**



**Duration: 2 x 30 minutes**

**Special instructions for peer supporters:**

- **order and discipline in the garden**
- **helping cooperation**
- **paying attention to each other**

<b>Behavioural patterns</b>	<b>Notes</b>
<b>Basic interactions</b>	sufficient motivation, enthusiasm following instructions
<b>Communication skills</b>	developing text / lexical interpretation skills developing language skills
<b>Emotional skills</b>	positive attitude towards the task, expressing emotions the experience of the practical sessions the experience of the own products
<b>Cooperation skills</b>	sharing the acquired knowledge
<b>Problem solving skills</b>	collecting and methodizing information asking for help sharing tasks



<b>Conflict management / decision making</b>	concentration of attention, situation assessment
<b>Others</b>	connecting theoretic and practical knowledge social skills, discipline, attention making children see correlations taking responsibility




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**MONITORING TABLE 8.**

**Class: 1. Number of children: 31 persons – 5 children/ group**

**Peer supporters: Sz.K., F.L., I.M., M.B., N.A., K.F., S.E.**

**Role: Informational support, emphatic, communication support**

**Observation day: May 31, June 3, 2021.; Observers: 1. K.E. 2. G.N.**

**Task / activity: Using herbs - making tea and salads**

**Objectives:**

- **making children notice correlations**
- **gaining knowledge**



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- **applying the acquired knowledge**
- **developing communication skills**
- **developing social and problem solving skills**

**Duration: 2 x 45 minutes**

**Special instructions for peer supporters:**

- **order and discipline in the groups**
- **helping cooperation**
- **paying attention to each other**

<b>Behavioural patterns</b>	<b>Notes</b>
<b>Basic interactions</b>	sufficient motivation, enthusiasm sharing tools paying attention to each other
<b>Communication skills</b>	developing text / lexical interpretation skills developing language skills initiating discussions



	mutual interpretation of concepts keeping the right sequence
<b>Emotional skills</b>	positive attitude towards the task enthusiasm the experience of the practical sessions expressing own emotions having a good time with other kids
<b>Cooperation skills</b>	cooperation during the activities, paying attention to each other, accurate completion of the task
<b>Problem solving skills</b>	explanation of procedures sharing tasks collecting and methodizing information asking for help
<b>Conflict management/decision making</b>	using the gained knowledge in practice exploring several viewpoints - accepting different opinions (if participants liked the tea, the salad, or not)
<b>Others</b>	preventing accidents / safety connecting theoretical and practical knowledge social skills, attention care educating for life





## **MONITORING TABLE 9.**

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**Class: 1. Number of children: 31 persons – 4 children/ group**

**Peer supporters: Sz.K., F.L., I.M., M.B. N.A., K.F., S.E. Role: Informational support, emphatic, communication support**

**Observation day: June 10, 2021.; Observers: 1. K.E. 2. G.N.**

**Task/activity: making gifts**

### **Objectives:**

- **making children recognize correlations**
- **gaining knowledge**
- **applying the acquired knowledge**
- **developing communication skills**
- **developing social and problem solving skills**
- **developing fine motor control**

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**Duration: 45 minutes**



**Special instructions for peer supporters:**

- **order and discipline in the groups**
- **helping cooperation**
- **paying attention to each other**

<b>Behavioural patterns</b>	<b>Notes</b>
<b>Basic interactions</b>	sufficient motivation, enthusiasm paying attention to each other
<b>Communication skills</b>	developing text / lexical interpretation skills observing procedures listening to each other keeping the right sequence
<b>Emotional skills</b>	positive attitude towards the task the experience of the practical sessions giving joy for others
<b>Cooperation skills</b>	cooperation during the activities paying attention to each other accurate completion of the task providing help



<b>Problem solving skills</b>	interpretation of procedures developing fine motor control
<b>Conflict management / decision making</b>	applying the learnt skills in practice, aesthetic sense, assessing situations
<b>Others</b>	preventing accidents / safety connecting theoretic and practical knowledge social skills, attention educating for life joy for the family, the joy of creation





## **MONITORING TABLE 10.**

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**Class: 1. Number of children: 25 persons**

**Peer supporters: Sz.K., F.L., I.M., M.B. N.A., K.F., S.E.**

**Role: Emphatic, communication support**

**Observation day: June 8, 2021.; Observers: 1. K.E. 2. G.N.**

**Task/activity: Emotion scale - toxic words**

**My turn - the bean bag technique**

### **Objectives:**

- **expressing emotions**
  - **developing communication skills**
  - **developing social and problem solving skills**
  - **developing self-awareness**
  - **developing emotional intelligence**
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**Duration: 2x30 minutes**

**Special instructions for peer supporters:**

- **order and discipline in the groups**
- **helping cooperation**
- **paying attention to each other**

Behavioural patterns	Notes
<b>Basic interactions</b>	attention, interest
<b>Communication skills</b>	helping verbal competence with the help of symbols and tools
<b>Emotional skills</b>	evaluating and processing experiences recognizing own emotions the proper reflection of emotions identifying the emotions of others understanding stimulus triggering emotional reactions
<b>Cooperation skills</b>	collaboration at evaluations





	paying attention to each other
<b>Problem solving skills</b>	self-awareness, personal fulfillment organizing pieces of information
<b>Conflict management / decision making</b>	expressing emotions learning how to evaluate situations
<b>Others</b>	recollecting experiences connecting the theoretic and practical knowledge social skills, attention educating for life self-awareness, peer-awareness, developing emotional intelligence



Step by step in pictures	x	x		x			
What is on my back?	x			x			x
Blind pirate / princess	x		x	x	x		
Golden sticky fingers	x	x		x	x		
Scale of feelings - poisoning words	x	x	x			x	
My turn - beanbag technic	x	x					
What is under our roof?	x			x	x		
Collecting herbs (effects)	x			x	x		x
Collecting herbs to use as spices	x			x	x		x
Planting tomato seeds using DIY plant collars	x			x	x		x
Gardening for Christmas gift	x			x	x		x



## Main findings

It was the first grade juniors who took part in the implementation of the programme. Peer support was realized in the same age group. The advantage of this was that pupils already knew one another. The most enthusiastic pupils were the supporters. We experienced that the members of the groups became as enthusiastic as the supporters themselves while doing the activities thanks to having success and to the experiential tasks.

We carried out garden care in compliance with the cycle of nature, curriculum units and activities were integrated into the programme being aligned with environmental processes. This required forward-looking, precise planning, the allocation of objectives and tasks, and their consistent implementation.



Time limits and online space required flexibility and adaptation from us, however, we still managed to implement all the activities uniformly.

The playful sessions were particularly suitable for the 7-8 year-olds.

Time spent outdoors in nature was very useful, though it proved to be insufficient.

It has to be stressed that SEN pupils were remarkably motivated by the tasks and experiential activities themselves. The closeness of nature and the joy of creation fascinated them, and several times they were able to support and strengthen each other when completing a certain task. Based on the received feedbacks, they, as well as their peers were enriched with new viewpoints.

Activities and processes offered other options, too, than those described above, which gave a drive to hold newer sessions in the future. Such activities were the below ones for example:

Diary writing about the activities and about the development of the plants

- Arranging an exhibition demonstrating these diaries
- Making a seedbed-marker in pairwork
- Preparing a tableau about the sessions with allocating the tasks in small groups

The experiences offered by the learning materials, the gaining of knowledge inspired us to think systematically. Besides, it developed children's skills in a great extent as we observed and identified processes, took part in them and evaluated all experiences.

After elaborating on the activities, and evaluating the summary of the curriculum sections, the Emotion Scale method proved to be very useful. It facilitated the development of the learners' self-awareness and to express their emotions, besides being able to evaluate the impacts.



Most tasks were carried out in small groups and in pairwork, which adequately developed different areas of the children's social skills. Basic interaction, motivation, eye contact, and paying attention to one another could be felt at every point of completing the tasks. Communication skills were also developed by all the activities. The bean bag technique could be used at any time to discuss experiences. This developed language skills, as well as cooperation and emotional skills. During the playful tasks, children intuitively pursued to find solutions to problems. All types of activities offered the chance to develop cooperation skills. Planning and implementing procedures strengthened skills of thinking and logic.

As a whole, it can be stated that the children have acquired a substantial learning material this semester as part of the project besides traditional curriculum. This may establish the basis for an environmentally conscious and empathetic approach with which we shall be responsible for each other and for our environment as well.

Overall, it can be stated about the IO2 professional material that it includes a lot of theoretical background literature and research references that may mean great help to teachers having a deeper curiosity towards this field. However, references in the literature are too much detailed or highlight the bottom line in an illogical way here and there. Elsewhere, they are relatively outdated (e.g., research on autism in the 2000s is considered to be old, many newer results have come out since then). Such references may be worth reviewing.

The peer to peer support model is followable, however, the material is not precise regarding the below points, that are indispensable for the high-standard realization of the project and for the necessary preparations:

- who can become a peer supporter
- what is included in their training
- how we should communicate the model, the place and role of the supporters, their tasks towards the peer supporters and their fellows
- exactly what tasks we ask them to perform during their training and daily activities.



In this respect, it is important to note that the following standpoint does not appear in the material: besides the special needs of children with special educational needs, certain skills of children with average abilities do not stand on the same level, so they may also have developmental needs, which means that not only the SEN (special educational needs) children may require a peer supporter. Furthermore, SEN children may have outstanding skills because of their uneven ability structure that may make them suitable for being peer supporters in certain areas (e.g., social skills, movement, etc.), even in the case of a non-SEN or a SEN child partner being another type and at a different level. (For example, a handicapped/ blind / Down syndrome child is able to support another child having difficulty in getting by in social situations but is not limited / or has a different diagnosis of SEN, while they may need assistance with tasks that are constructed to recognize movements / vision / complex relationships.)

As we see it, the viewpoint that the role and person of the peer supporter and the supported fellow child are not necessarily permanent, but may as well change depending on the objectives, tasks and the composition of the community, furthermore that not always the same children require more support, meets more fully the principles of inclusion and inclusive community education.