

EKSEN

GUIDE BOOK

Empowering kids with special educational needs in the Baltics (EKSEN)

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MAIN AIM

To foster inclusive education environments in kindergartens across Lithuania, Latvia, and Estonia. By leveraging the power of sports, arts, and music, EKSEN seeks to enhance the educational experiences of children with special needs, provide valuable upskilling opportunities for educators, and equip parents with essential information to support their children's development.

OBJECTIVES

1. To promote inclusive education environments in kindergartens for children with special educational needs.
2. To enhance the knowledge and skills of educators working with children with special needs.
3. To empower parents with valuable insights and effective communication strategies to support their children's development.
4. To create tangible outputs, including a comprehensive guide and a booklet of best practices, to be utilized by educators and parents across the region.

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ACTIVITIES

1. A kick-off meeting in Latvia.
2. International Educator Training and Exchanges in Estonia.
3. International Adaptive Sports and Arts Programs in Lithuania.
4. Midterm meeting online
5. International Inclusive Education Workshops in Latvia.
6. Parent Information Sessions in each partner country.
7. Intellectual output creation.
8. The final meeting in Lithuania with a final conference.

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EXPECTED OUTCOMES

1. Enhanced understanding of inclusive education environments among educators, resulting in more supportive and nurturing classrooms for children with special needs.
2. Improved skills of educators in effectively utilizing sports, arts, and music to engage children with special educational needs.
3. Empowered parents with practical information and communication strategies to support their children's learning and development.
4. A comprehensive guide for educators and parents with best practices, guidelines, and resources to foster inclusive education.
5. A visually appealing booklet showcasing successful inclusive practices, providing inspiration and guidance for other kindergartens in the Baltic region.

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PARTNERS' INFORMATION

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LITHUANIA

Vilniaus lopšelis-darželis „Giraitė“ has been located in Lazdynai since 1973, in a safe and quiet area. Our kindergarten has 12 groups where children aged 1.5 to 7 years grow, learn, and explore. The environment and spaces within the groups are designed to help children develop and enhance their abilities, build self-confidence, and encourage them to experiment, explore, and create freely. We play, create, dance, draw, sing, engage in sports, and discover so much new every day! Books hold an important place in our education; we have established a library, and we read interesting stories to the children every day before their rest time. We also focus on the education of children with special needs. Our team of support specialists applies teaching methods that best meet the needs of each child. We aim to raise healthy, intelligent, thoughtful, creative, and happy children!

Website
Facebook

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LITHUANIA

Asociacija IVAIGO is renowned for its commitment to sustainable development and active engagement in youth policy. With a focus on international collaboration and social research, the organization excels in promoting creativity, critical thinking, and inclusive participation in programs like Erasmsu plus. IVAIGO's dedicated efforts to empower youth, especially those with fewer opportunities, and its advocacy for minorities and marginalized groups, align seamlessly with the project's goals. Partnering with NGOs and municipalities, IVAIGO leverages its expertise in education and creative initiatives to champion social inclusion, making it an invaluable asset to the project's mission of using creative mediums to foster the inclusion ofspecial educational needs pupils.

Website
Instagram
Facebook

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ESTONIA

Tallinn Liikuri Kindergarten, established in 1990 in Tallinn, Estonia, is a public childcare institution dedicated to supporting families and providing high-quality preschool education with a strong emphasis on children's mental health and happiness. Our kindergarten accommodates 270 children, organized into 12 groups: 3 for children aged 1.5 to 3, and 9 for children aged 3 to 7, including one group specifically for children with special needs.

Kindergarten participates in various educational programs and networks, such as the Green School, UNESCO Schools Associated Network, and anti-bullying and health-promoting initiatives. Additionally, we are home to a Robotics Innovation Center with over 200 educational robots and ICT devices. To promote physical and mental well-being, children enjoy ample outdoor time in our diverse play areas, including a garden and a musical instrument garden. We also have a swimming pool, which not only offers fun but also supports physical fitness, coordination, and confidence.

Website
Youtube
Facebook

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Upesleju primary school – a general education institution founded by the municipality of Ropaži district, which implements the first stage of basic education (grades 1-6) and preschool education programs Upesleju primary school is a school for the development of every child's talents in a safe, educational and ecological environment. A school that provides a modern learning process to develop the skills of every child, to provide knowledge important for life. Classes with a small number of students, which gives the opportunity to provide an individual approach to each child, according to the new competencies. The learner learns the educational content specified in the preschool education program in independent activities and play lessons with integrated learning content, ensuring an even load throughout the day.

Upesleju primary school has opened 8 preschool education groups for children of the municipality of Ropažu region, according to the number of places, and 1 special preschool education group for children with mixed and mental disabilities. The main goal of the support staff is to create and organize a support system for students, their parents and teachers in the educational institution, promoting the inclusion of students in the educational process.

Website
Youtube
Facebook

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INTRODUCTION TO THE GUIDE

Inclusive education ensures that all children, regardless of their abilities, are given the opportunity to thrive in a supportive learning environment. The *Empowering Kids with Special Educational Needs in the Baltics (EKSEN)* project aims to create inclusive education environments across **Lithuania, Latvia, and Estonia**, equipping **educators, parents, and caregivers** with practical tools and strategies to better support children with **special educational needs (SEN).**

This guide compiles **best practices** developed through the project, highlighting **innovative and inclusive approaches** in **sports, arts, and music** to engage children with SEN. It provides **educators with adaptable methods, parents with valuable insights, and institutions with strategies for fostering a more inclusive educational setting.**

By implementing the recommendations in this guide, we hope to **inspire educators, caregivers, and policymakers** to adopt and enhance inclusive education practices, ensuring that all children, regardless of their individual needs, can fully participate in and benefit from their early education experience.

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BEST PRACTICES


ART

ARTISTIC – MUSICAL PROJECT "MUSIC AND COLORS"

Name of the organization/Institution implementing practice:
Vilniaus lopšelis - darželis „Giraitė"

Place of implementation: Vilniaus lopšelis - darželis „Giraitė"

Target group/Beneficiaries: Children aged 4-6, including children with special educational needs.

The main objectives:

1. To promote teamwork
2. To foster creativity and communication
3. Encourage the inclusion of all children through artistic activities.

Experts/staff: Teachers, children, educational support specialists, and the art education coordinator.

The description of the practice:

- In groups, the teachers, together with the art education coordinator, introduced the children to the power of music through therapy and art.
- Project participants listened to a selected piece from composer M. Mussorgsky's suite "Pictures at an Exhibition."
- Later, while listening to music and with the help of the educators, the project participants created illustrations.
- Then, creative workshops were organized in the kindergarten yard: with music playing, the children drew on polyethylene film.

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Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: Painting materials: brushes, paints, polyethylene film, and others.

Conclusion: The Artistic – Musical Project "Music and Colors" was designed to provide all children with the opportunity to express themselves creatively and participate in a collective art-making process in various ways. It is a dynamic activity aimed at promoting creativity, teamwork skills, and the inclusion and participation of all children. The children were first introduced to key information about art and music as therapy. Later, while listening to M. Mussorgsky's suite "Pictures at an Exhibition," and with the help of educators, they created illustrations inspired by the music. Finally, creative workshops were held outdoors, during which the children, with music playing, could freely express their fantasies through brushstrokes.

Recommendation and guidelines: To meet the needs of all children, favorable learning conditions were created that would encourage creativity, teamwork, and freedom to act through artistic education.

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ART ACTIVITY "WHEN STONES SPEAK"

Name of the organization/Institution implementing practice:
Vilniaus lopšelis - darželis „Giraitė"

Place of implementation: Vilniaus lopšelis - darželis „Giraitė"

Target group/Beneficiaries: Children with special educational needs and neurotypical children aged 4-5 years

The main objectives:

1. Encourage the creativity of children with special needs.
2. Teach children using a variety of tools.
3. Encourage children to work in groups, where they must collaborate, share ideas, and divide tasks.
4. Develop motor skills and memory.

Experts/staff: Social worker, Psychologist.

The description of the practice:

- The children with special needs listened to Justinas Marcinkevičius' poem "Sapnas" (Dream). Afterward, they watched a visualization of the poem on a smartboard. Then, a creative workshop took place, during which the children used brushes and paints to paint on stones, and eventually, they created their own visualizations and interpretations of the poem on a light table.

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- “When Stones Speak” – This art activity involves children with special needs and neurotypical children working with stones as the main material to create artistic works that express emotions, thoughts, and stories. This activity is designed not only to promote creative self-expression but also to strengthen the connection with nature and help participants discover new forms and methods of working with natural elements.

Methodology/Didactic tools: Teamwork

Additional materials /Equipment needed: Stones, paints, brushes, Smart Screen, book, a light table.

Conclusion: It was a wonderful artistic workshop where children with special needs had the opportunity to create freely, share impressions, and discuss their great results. In response to the children's needs, educational support specialists used a variety of tools.

Recommendation and guidelines: Creating a supportive environment. Fostering a collaborative atmosphere where participants feel comfortable sharing ideas, working together, and supporting each other's creative endeavors.

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COLLABORATIVE CIRCLE PAINTING SESSION

Name of the organization/Institution implementing practice:
Asociacija IVAIGO

Place of implementation: Asociacija IVAIGO, Vilnius, Lithuania

Target group/Beneficiaries: Children with special educational needs aged 4-5 years

The main objectives:

1. To promote teamwork
2. To foster creativity and communication
3. To promote social inclusion through a collaborative painting project

Experts/staff: Art teachers, artists, educators

The description of the practice:
The collaborative painting session is designed to provide participants with an opportunity to express themselves creatively and engage in collaborative art-making. The collaborative circle painting session is an engaging and dynamic activity designed to encourage creativity and teamwork among participants.

- Participants, typically consisting of 10-15 kids, form a circle with each child having a piece of paper in front of them.
- They begin by drawing something on their own paper, contributing their initial artistic creation to the collaborative project.
- At the direction of the educator, participants then rotate clockwise, moving to the next paper in front of them.

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- Here, they add something new to the artwork on the paper in front of them, building upon the contributions of their peers.
- This process continues as participants rotate from paper to paper, adding new elements and ideas to the collaborative painting with each rotation.

Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: Painting-related equipment including easels, canvases, paintbrushes, and etc

Conclusion: The activity was performed by 10 kids who are 5-7 ages. Encircled in harmony, they began a collaborative journey, commencing with individual drawings that smoothly amalgamated into a unified masterpiece. Under the guidance of the educator, they circulated clockwise, adding new ideas and hues to each paper within the designated 15-minute period. As they rotated, the artwork transformed, mirroring the collective creativity and cooperative ethos of the group. In conclusion, vibrant strokes and inventive patterns adorned the previously blank canvases, illustrating the strength of teamwork and the pleasure found in artistic expression.

Recommendation and guidelines: Emphasizing the importance of fostering creativity, communication, and collaboration among participants. Setting up a comfortable and inviting space for the painting session, with ample lighting, seating, and art supplies.

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COLLABORATIVE SCULPTURE PROJECT FOR SPECIAL KIDS

Name of the organization/Institution implementing practice:
Asociacija IVAIGO

Place of implementation: Asociacija IVAIGO, Vilnius, Lithuania

Target group/Beneficiaries: Children with special educational needs aged 6-7 years

The main objectives:

1. To promote teamwork
2. To foster creativity
3. To foster positive relationship

Experts/staff: Art teachers, artists, educators

The description of the practice:
The collaborative sculpture project is a dynamic and inclusive art activity designed to engage special kids with diverse needs, including those with concentration difficulties, autism, dyslexia, dyscalculia, and other learning differences. This hands-on project provides participants with the opportunity to work together to create a sculpture using clay or recycled materials, fostering teamwork, creativity, and sensory exploration in a supportive and inclusive environment.

- Participants gather in a designated art space that is welcoming, well-lit, and conducive to creativity. The atmosphere is warm and inviting, with colorful decorations, comfortable seating, and a variety of art materials readily available for participants to use.

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- At the start of the project, participants are introduced to the concept of collaborative sculpture and briefed on the objectives and goals of the activity. A theme or concept for the sculpture project is presented, sparking participants' imaginations and providing a framework for their creative exploration.
- Participants are encouraged to brainstorm ideas, share their thoughts and preferences, and contribute to the design process collaboratively.
- Facilitators guide the discussion, offering prompts and suggestions to help participants generate ideas and plan the sculpture project effectively.
- Once the design is finalized, participants begin working together to bring their vision to life.

Methodology/Didactic tools: Theme selection, brainstorming selection, design planning, teamwork

Additional materials /Equipment needed: Clay, modeling dough, cardboard, paper, fabric scraps, and found objects

Conclusion: The Collaborative Sculpture Project for Special Kids engaged 15 participants who are 5-7 ages in teamwork and artistic expression. As the session concluded, the children proudly admired their creation, reflecting on their achievements and the value of collaboration. Overall, the project fostered creativity, communication, and camaraderie among the participants.

Recommendation and guidelines: Creating a supportive environment. Fostering a collaborative atmosphere where participants feel comfortable sharing ideas, working together, and supporting each other's creative endeavors.

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PAINTING THE SOUNDS OF EMOTION

Name of the organization/Institution implementing practice:
Tallinn Liikuri Kindergarten

Place of implementation: Tallinna Liikuri Lasteaed, Tallinn, Estonia

Target group/Beneficiaries: Middle group children aged 3-6 years old

The main objectives:

1. Develop an understanding of color and its connection to emotions in music.
2. Improve children's ability to associate different colors with musical elements such as tempo, dynamics, and rhythm.
3. Encourage creativity and self-expression through color selection and painting.
4. Help children verbalize and explain their emotions and artistic choices.

Experts/staff: Teacher, teaching assistant

The description of the practice:
Children listen to two contrasting musical pieces—one slow and melancholic, the other fast and lively. They describe the emotions conveyed by each piece using simple words (e.g., sad, cheerful, energetic). To reinforce their understanding, they watch a short animated clip based on the music (e.g., Tchaikovsky's "The Doll's Illness" and "Polka"). The teacher asks: "If an artist were painting this music, what colors would they use?" Children discuss their ideas and justify their choices. They then paint a visual representation of each musical piece using watercolors, creating a color-coded interpretation of sound.

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Their works are displayed in an exhibition, and children try to guess which painting corresponds to each musical mood.

Methodology/Didactic tools:

- Listening to music attentively
- Verbalizing emotions and color associations
- Watching short animations for reinforcement
- Hands-on painting to express emotions visually
- Group discussion where children explain their color choices

Additional materials /Equipment needed: Computer, smart board, or TV for playing music and animations, paper, watercolors, brushes, and water

Conclusion: This activity provides children with an additional tool for emotional self-expression and helps them develop a deeper understanding of how music and visual art are connected. By painting the sounds they hear, children learn to interpret and communicate emotions in a creative, non-verbal way.

Recommendation and guidelines:

- Conduct the activity in small groups to ensure each child gets a chance to share their thoughts.
- Encourage active listening and discussion about emotions before painting.
- Avoid correcting children's color choices—allow them to freely express their interpretations.

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GROUP COLLAGE OR MANDALA

Name of the organization/Institution implementing practice:
Tallinn Liikuri Kindergarten

Place of implementation: Tallinna Liikuri Lasteaed, Tallinn, Estonia

Target group/Beneficiaries: Children with special educational needs aged 4-6 years

The main objectives:

1. Fostering teamwork
2. Promoting unity
3. Encouraging creativity
4. Developing communication skills
5. Introducing mindfulness

Experts/staff: Teacher (facilitator), teaching assistant

The description of the practice:
"Group Collage or Mandala Creation" activity is designed to enhance teamwork, creativity, and emotional connection through collaborative art. Children work together to create a large-scale artwork, emphasizing the importance of individual effort within a collective goal. The mandala, a circular design with repeating patterns, symbolizes balance, harmony, and interconnectedness. As children take turns adding their elements, they practice patience, coordination, and cooperation. The repetitive patterns encourage a calm and mindful approach, helping children focus and express emotions through colors, shapes, and textures.
Facilitators guide discussions before and after the activity, allowing children to share their thoughts, experiences, and feelings about working

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as a team. The final artwork serves as a symbol of unity, reinforcing the value of collaboration and mutual respect.

Methodology/Didactic tools:

- Collaborative learning: Encourages group participation and shared responsibility, fostering teamwork and mutual respect.
- Experiential learning: Hands-on creation helps children understand concepts of teamwork and art through practice.
- Mindfulness techniques: Repeating patterns in the mandala promote focus, patience, and a calm mindset.
- Emotional literacy development: Facilitators encourage children to express feelings and reflect on their group interactions.
- Guided discussion: Pre- and post-activity discussions reinforce teamwork lessons and allow children to share their experiences.

Additional materials /Equipment needed:

- Base: Large sheets of paper, cardboard, or a fabric canvas to serve as the foundation for the collage or mandala.
- Natural elements: Leaves, twigs, pebbles, sticks, or dried flowers to add texture and depth.
- Decorative elements: Sequins, beads, ribbons, fabric scraps, feathers and buttons for embellishment and creative expression.
- Organizational tools: Trays or containers to sort materials, ensuring easy access and maintaining order.

Conclusion: The "Group Collage or Mandala Creation" activity fosters teamwork, creativity, and emotional connection. It teaches children collaboration, respect, and mindfulness while enhancing artistic skills. The final artwork symbolizes unity and demonstrates the power of collective effort, making it a valuable tool for social-emotional development and a positive classroom environment.

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Recommendation and guidelines:

- Emphasize symmetry: Highlight the importance of symmetry in the mandala to help children focus on balance and harmony in their design.
- Circle as a symbol: Explain that the circular shape of the mandala represents unity and friendship, reinforcing the importance of working together as a team.
- Teacher demonstration: Start the activity by having the teacher place the first pieces to set an example and show what is expected from the children.
- Turn-based participation: Allow children to take turns adding pieces to the mandala, ensuring everyone has an equal opportunity to contribute.
- Age-appropriate adjustments: For children with special needs or younger participants, this activity is more suitable from the age of 5, especially when using small materials to avoid frustration.
- Delegate leadership: Once the circle grows larger, encourage a child to choose materials and lead, assigning helpers to assist in arranging their chosen pattern.





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COLORFUL AUTUMN LEAVES

Name of the organization/Institution implementing practice:
Upesleju primary school

Place of implementation: In the group room

Target group/Beneficiaries:

- Preschool children aged 5-6 years
- Special group
- Children with special preschool education programs for students with intellectual disabilities.

The main objectives: Integrated play-based lesson with artistic techniques, secondary speech development, mathematics with a nature focus.
Develop the skill to recognize signs that indicate the arrival of autumn.
Expand children's active vocabulary with words that describe natural phenomena in autumn.
Encourage students to create simple sentences from given words or word combinations.
Practice breathing during speech.
Teach to distinguish and name sizes – small and large maple leaves.
Exercise fine finger muscles and movement coordination.
Explore nature through personal discovery.
Promote the development of students' creative independent activities and initiative.
Foster the formation of positive emotions by appreciating the beauty of nature in autumn with art. And music elements.

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Experts/staff: Preschool education teacher in a special group, teaching assistant, child assistant.

The description of the practice:
Morning circle – Greeting rhyme and lesson outline (children sit in a circle).

- Warm-up exercises – Preparation for work with breathing exercises.
- The teacher shows pictures and talks about autumn.
- Together, they examine maple leaves, noting their differences (size, color).
- Students group the leaves by size and attach them to tree silhouettes on the table.
- They each take one large and one small maple leaf.
- The teacher invites children to color pre-made leaf templates using gouache and shaving foam, with Vivaldi's "Autumn" playing in the background.
- After coloring, the children attach the leaves to the tree silhouettes and count them.
- The children observe and name the colors of the leaves.
- They finish by performing movement exercises to the song "Autumn Hide-and-Seek.

Methodology/Didactic tools: Verbal, practical, flow-based, movement game methodology.

Additional materials /Equipment needed:

- Cardboard trees, large and small maple leaves.
- Maple leaves prepared from watercolor paper.
- Gouache paints (red, yellow, green, orange).
- Visual aid – "Autumn" cards.
- CD "Raušuka Dziesmiņa", song "Autumn Hide-and-Seek" or "Autumn

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- Hide-and-Seek" (instrumental accompaniment) (youtube.com).
- Antonio Vivaldi "Autumn" (piano version) youtube.com.

Conclusion:

- By learning new words, the student expands their active and passive vocabulary.
- Students know colors and can name them.
- Students distinguish between sizes.
- Movement coordination has improved, and the muscle strength in the palms is developing.
- Children understand instructions during the lesson.
- Students are able to independently complete the assigned task with minimal assistance.
- Additionally, music is used to support concentration and enhance the learning experience, creating a positive atmosphere that encourages participation.

Recommendation and guidelines:

- Students can listen to classical music in an audio recording.
- Enhance listening skills by memorizing the rhythm they hear.
- Strengthen collaboration skills by performing various movement tasks and games.

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SPRING LETTERS (LETTER LEARNING THROUGH ARTISTIC TECHNIQUES)

Name of the organization/Institution implementing practice:
Upesleju primary school

Place of implementation: In the group room

Target group/Beneficiaries:

- Preschool children aged 5-6 years
- Special group
- Children with special preschool education programs for students with intellectual disabilities.

The main objectives: Develop the ability to hear and differentiate sounds.
Foster a positive attitude towards writing and reading techniques.
Develop self-expression skills.
Continue to encourage active participation, cooperation, and attention retention in children, in accordance with the developmental stage for their age group.

Experts/staff: Preschool Education Teacher in a Special Group, teaching Assistant, Child Assistant

The description of the practice:

- The teacher introduces a short story and shows pictures about the new topic – The New Season – Spring.
- The word "spring" is written in print letters on the magnetic board.
- Before the lesson starts, the children practice finger exercises through finger plays led by the teacher.
- Each child selects two letter stencils, which they trace with a pencil,

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- either independently or with the teacher's help.
- After tracing the letters, the child cuts them out with scissors.
- The children color their letters with gouache paints, using brushes or rollers.
- After coloring, the child names the letter and sound either on their own or with the teacher's help.
- Together with the teacher, the children assemble the word "Pavasaris" and attach it to the cork board.
- The activity encourages letter recognition and fine motor skills.
- The children enjoy the hands-on learning process while exploring the theme of spring.

Methodology/Didactic tools: Šķēres, uzskates līdzeklis – kartītes „ Pavasaris''

Additional materials /Equipment needed:

- Magnētiskā tāfele
- Korķa tāfele
- Watercolor paper in A4 format
- Cardboard or wooden letter stencils
- Regular pencil
- Gouache paints (red, yellow, green, blue)
- Brushes or rollers of various sizes

Conclusion:

- By learning new words, the student expands their active and passive vocabulary.
- Children understand instructions during the lesson.
- Introduction of new letters and sounds, replacing symbols in word models with new letters.
- Movement coordination has improved, and the development and

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coordination of the hand muscles allow the student to hold a pencil correctly.

Recommendation and guidelines:

- The children can listen to an audio recording of classical music about spring.
- The children can watch several video recordings about spring.

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MUSIC



THROUGH THE PATH OF RHYTHM

Name of the organization/Institution implementing practice:
Vilniaus lopšelis - darželis „Giraitė"

Place of implementation: Vilniaus lopšelis - darželis „Giraitė"

Target group/Beneficiaries: Children aged 5-6 years

The main objectives:

1. Creating opportunities for the involvement of all children.
2. Developing children's hearing.
3. Encouraging improvisation.
4. Teaching to distinguish different rhythms.

Experts/staff: Music teacher

The description of the practice:

- In preparation for the activity, the children sit in a circle. They listen to several different Lithuanian folk songs. They discuss the tempo and rhythm of the songs. They try clapping certain beats and later use musical instruments such as sticks and rattles.
- Then, after listening to the musical pieces again, the children try to repeat certain rhythmic episodes using musical instruments.
- The next task for the children is improvisation – while random music is playing, the children are allowed to feel the rhythm and accompany it with musical instruments. They could play a slow rhythm, a faster one, or even a very fast rhythm.
- Reflection after the activy.

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Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: A speaker with Lithuanian folk music, wooden sticks, rattles.

Conclusion: The children are introduced to Lithuanian folk music, listening to various pieces and analyzing their rhythm and tempo. Through improvisations, they develop a sense of rhythm, using musical instruments such as sticks and rattles. The goal of the activity is to encourage children's creativity and rhythmic expression, allowing them to freely experiment with music.

Recommendation and guidelines: After the improvisation session, give the children an opportunity to share their experiences and what they felt. This will encourage self-reflection and the ability to express emotions through music.

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ORCHESTRA

Name of the organization/Institution implementing practice:
Vilniaus lopšelis - darželis „Giraitė"

Place of implementation: Vilniaus lopšelis - darželis „Giraitė"

Target group/Beneficiaries: Children aged 5-6 years

The main objectives:

1. To encourage children's musical expression, collaboration, and rhythmic awareness
2. To introduce children to a variety of musical instruments.
3. To create opportunities for the participation and involvement of all children.

Experts/staff: Music teacher

The description of the practice:

- This musical project activity consisted of several stages. In the first stage, preschool-aged children were introduced to the concept of an Orchestra, what it consists of, and which musical instruments would be used. Sitting in a circle, the children had to decide who would be the conductor, and a vote was held. Then, the children were given different musical instruments: metallophones, drums, rattles, wooden sticks, triangles, and bells. While listening to an Italian piece, the children created an orchestra, a girl was chosen as the conductor, and the rest of the children accompanied her direction.
- The second part was a musical game with a parachute called 'Elephants and Mice.' Depending on the volume of the music, the

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children had to either lift the parachute quietly like little mice or lift it forcefully like huge elephants.

Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: A speaker with Italian music, metallophones, drums, triangles, rattles, parachute.

Conclusion: This is a great musical project that encourages children's teamwork, communication, and collaboration, while involving all the children. The activity also develops creativity, self-expression, and provides an opportunity to participate in musical games.

Recommendation and guidelines: Strengthen children's collaboration and communication by allowing them to work in teams to create rhythms or perform small orchestra pieces. This will enhance social skills and teamwork.

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INCLUSIVE RHYTHM AND MOVEMENT SESSION

Name of the organization/Institution implementing practice:
Asociacija IVAIGO

Place of implementation: Asociacija IVAIGO, Vilnius, Lithuania

Target group/Beneficiaries: Children with special educational needs aged 6-8 years

The main objectives:

1. To develop participants' rhythmic skills
2. To Encourage social interaction and collaboration among participants
3. To promote social inclusion

Experts/staff: Music teachers, educators

The description of the practice:
Inclusive Rhythm and Movement Session: The rhythm and movement session is designed to provide an inclusive space where participants can explore various beats and rhythms using percussion instruments. By engaging in this activity, individuals from diverse backgrounds can come together, express themselves creatively, and connect through the universal language of music.

- Participants gather in a designated space that is conducive to movement and exploration, with ample room for dancing, drumming, and other rhythmic activities.
- The session begins with a warm-up activity to loosen up the body and prepare participants for the rhythmic exploration ahead.

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- Next, participants engage in a variety of rhythmic activities, such as drumming, clapping, stomping, or using percussion instruments to create rhythms and beats.
- Throughout the session, facilitators encourage participants to explore their own unique movements and expressions, fostering a sense of creativity and self-confidence.

Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: Percussion instruments

Conclusion: The Inclusive Rhythm and Movement Session, conducted with 10 enthusiastic participants who are 5-7 ages, offered a vibrant exploration of music and movement. Through rhythmic activities and collaborative improvisation, the children fostered teamwork, creativity, and social interaction. With smiles and a sense of accomplishment, they embraced the joy of rhythm and connection, leaving with lasting memories of friendship and shared experiences.

Recommendation and guidelines: Incorporating elements of cultural diversity into the session by exploring rhythms and beats from various musical traditions. Facilitating collaborative activities that encourage participants to work together.

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MUSIC STORYTELLING SESSION FOR SPECIAL KIDS

Name of the organization/Institution implementing practice:
Asociacija IVAIGO

Place of implementation: Asociacija IVAIGO, Vilnius, Lithuania

Target group/Beneficiaries: Children with special educational needs aged 4-6 years

The main objectives:

1. To develop participants' creative
2. To provide an engaging and inclusive experience
3. To promote social integration

Experts/staff: Music teachers, educators

The description of the practice:
The music storytelling session is a unique and interactive experience designed to ignite the imagination, foster creativity, and promote sensory exploration for special kids with diverse needs, including those with concentration difficulties, autism, dyslexia, dyscalculia, and other learning differences.

- Participants are welcomed into a cozy and inviting space, adorned with colorful decorations, soft lighting, and comfortable seating arrangements.
- The session begins with an introduction to the theme or story that will serve as the inspiration for the musical journey ahead.
- Facilitators may present a storybook, poem, or narrative prompt to spark participants' imaginations and encourage them to contribute

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their own ideas and interpretations.

- Next, participants are invited to engage in a variety of musical activities and exercises that bring the story to life through sound. This may include vocalization, instrument playing, rhythmic movement, and sound effects creation, allowing participants to express emotions, characters, and events from the story in a creative and interactive way.
- Throughout the session, facilitators provide guidance and support to help participants explore the elements of storytelling through music.

Methodology/Didactic tools: Structured narrative, prompting questions, group collaboration

Additional materials /Equipment needed: Story or poem; musical instruments, virtual aids such as illustrations or pictures related to the story or poem

Conclusion: The Music Storytelling Session for Special Kids engaged 15 participants in a journey of creative expression and musical exploration. Through collaborative storytelling and imaginative soundscapes, the children fostered connections and shared moments of joy. As the session concluded, they left with smiles, having experienced the magic of music and friendship in a supportive environment.

Recommendation and guidelines: Encouraging active participation and engagement from all participants. Providing clear and concise communication throughout the session.

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INTERACTIVE MUSIC AND MOVEMENT WITH DIY PROPS

Name of the organization/Institution implementing practice:
Tallinn Liikuri Kindergarten

Place of implementation: Tallinna Liikuri Lasteaed music hall, Tallinn, Estonia

Target group/Beneficiaries: Children with special educational needs aged 3-6 years

The main objectives:

1. Engage children with SEN in interactive, movement-based music activities
2. Enhance sensory, motor, and cognitive skills through hands-on participation
3. Foster self-expression and creativity through music and props
4. Improve body awareness, reaction time, and listening skills

Experts/staff: Music teacher, teacher assistant

The description of the practice:
This activity combines music, movement, and sensory play using DIY props to make lessons more engaging for children with SEN. Each prop is used in a different structured movement-based game that enhances coordination, rhythm, and interaction.

1. Cars and Traffic Light

- Each child holds a ring representing a steering wheel and pretends to be a car.
- Part 1: The teacher calls out traffic light signals:

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- "Green light!" – Children run in a circle, move freely, or even drive "backward."
- "Yellow light!" – Children slow down, walking or tiptoeing.
- "Red light!" – They must stop immediately

- Part 2: Some children get to be pedestrians, others are drivers. Follow the same game procedure. Once the red light is on: cars stop letting "pedestrians" (other children) pass. Children alternate between drivers and pedestrians to understand both roles.

- Variation:
  - The game can be made more dynamic by changing movement types (e.g., jumping, skipping) or adjusting music tempo to simulate different traffic situations
  - Add obstacles (cones, floor markings) that children must carefully drive around.
  - Let one child be a traffic controller, switching the lights using coloured signs.

2. Swimming Fish

- Children hold fish-shaped props while listening to Aquarium by Saint-Saëns. They imitate fish movements: swimming forward, turning, or gliding.
- The teacher changes direction, speed, and movement styles to match the dynamics of the music.
- A color-based challenge can be added:
  - Blue fish = slow movements
  - Red fish = fast movements
  - Green fish = change direction

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Methodology/Didactic tools:

- Multisensory Engagement: Combines visual (rings, signals), auditory (music, commands), and kinesthetic (movement, stopping, balancing) stimuli to enhance learning.
- Music-Guided Coordination: The tempo of the music dictates movement speed, helping children regulate actions, react quickly, and follow rhythm.
- Structured Role-Playing: Alternates roles between drivers, pedestrians, and traffic controllers, promoting social interaction and real-world learning.

Additional materials /Equipment needed: DIY props: rings and traffic light coloured signs for the cars and traffic light game; fish for the swimming fish game, speakers for playing music





Conclusion: DIY musical props create an immersive and sensory-enriched learning experience, making music lessons engaging and accessible.

Recommendation and guidelines:

- Ensure safety: Use durable, soft materials with no sharp edges.
- Encourage free interaction: Let children explore props in their own way.
- Adapt activities: Modify based on motor and sensory abilities to ensure inclusivity.
- Use clear auditory and visual cues: Reinforce musical timing and movement coordination.

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HORSE RACE – RHYTHM GAME

Name of the organization/Institution implementing practice:
Tallinn Liikuri Kindergarten

Place of implementation: Tallinna Liikuri Lasteaed, Tallinn, Estonia

Target group/Beneficiaries: Children with special educational needs aged 4-7 years

The main objectives:

1. Develop self-regulation
2. Strengthen the ability to recognize and match sounds to actions
3. Train attention, reaction speed, and adaptability to changing commands.

Experts/staff: Teacher, teaching assistant

The description of the practice:
The session begins with a storytelling approach, where children imagine themselves as jockeys in a horse race, toy horse is placed in the middle. This way we set the stage for engagement and creativity.

The game starts with rhythm imitation, where children tap patterns on their knees to mimic the sound of galloping hooves. They follow commands like "Gallop!" (fast tapping), "Jump!" (pause and clap), or "Slow down!" (steady beat) to improve reaction speed and rhythm perception.
Next, children play "Guess the Sound at the Racetrack," where they listen to hidden instrument sounds and determine if they belong to the horse race. A drum may represent galloping, while a triangle signals the start. If a sound does not fit, children must identify the mismatch.

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In the final stage, children combine rhythm and instrumental play, integrating their sound choices into the horse race theme.

Advanced Variation: The Trickster Race

- The teacher taps one rhythm but gives the opposite command (e.g., says "Gallop!" but taps slowly).
- Children must focus and follow the verbal instruction instead of the demonstrated rhythm.
- Older children can take turns being the race announcer, choosing rhythms, calling commands, and leading the game.

Methodology/Didactic tools:

- Storytelling-Based Engagement: The session begins with a thematic introduction, immersing children in a horse race scenario to enhance imagination and motivation.
- Rhythm-Guided Learning: Children imitate and create rhythmic patterns, improving timing, motor coordination, and reaction speed.
- Multisensory Approach: Combines auditory (instrument sounds), visual (props, gestures), and kinesthetic (tapping, clapping, movement) elements to reinforce learning.

Additional materials /Equipment needed:

- Toy horse
- Small percussion instruments (drum, triangle, maracas, tambourine)
- Pre-recorded audio clips

Conclusion: This practice enhances rhythm perception, auditory memory, coordination, and cognitive flexibility through interactive play.

Recommendation and guidelines:

- Ensure clear instructions – Use consistent verbal and visual cues to

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- help children follow commands.
- Adapt to individual abilities – Adjust rhythm complexity and movement challenges based on each child's needs.
- Balance activity levels – Alternate between active movement and seated rhythm exercises to maintain engagement.
- Encourage leadership roles – Let children take turns leading the game, reinforcing confidence and participation.

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WHAT GROWS IN OUR GARDEN?

Name of the organization/Institution implementing practice:
Upesleju primary school

Place of implementation: Group room

Target group/Beneficiaries: Preschool 4-5-year-old students.
Students in the general preschool education program.
A student with attention deficit and hyperactivity within the general preschool education program, with attention deficit.

The main objectives: Develop children's ability to cooperate and maintain focus by using music and rhythm elements.
Encourage children's understanding of vegetable names, shapes, and colors through games and musical activities.
Enhance children's sense of rhythm and ability to distinguish syllables by using music as an educational tool.
Strengthen children's ability to acquire new knowledge through creative activities and collaboration.

Experts/staff: Group Teacher, teaching Assistant

The description of the practice: Greetings song – The children sing a song about vegetables, using rhythm elements (clapping or tapping). During the song, the volume of the music changes, and the children adjust their voices to match higher or lower volumes.
Developmental games – The children play games about vegetables (puzzles, loto, plastic toys), learning the names, shapes, and colors of vegetables.

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Rhythm exercises – The children count how many syllables are in each vegetable name and perform corresponding actions: clapping or tapping.
Vegetable video – The children watch a short video about vegetables and repeat the names and colors of the vegetables.

Methodology/Didactic tools: Verbal method – uses vegetable names and descriptions to expand children's vocabulary and promote understanding of their shapes and colors.
Demonstration – the teacher shows how to perform rhythm exercises, sing the song, and change the music volume, as well as demonstrating the correct way to engage in activities during play.
Music and rhythm techniques – children learn rhythm elements (clapping, tapping) and adjust their singing according to the changing volume of the music.

Additional materials /Equipment needed: Interactive whiteboard/computer
Toys and games:

- Vegetable puzzles
- Vegetable-themed loto games
- Plastic vegetable toys

Conclusion: During the lesson, children sing a song about vegetables, adjusting their voices according to the volume of the music. Using rhythm elements, children clap or tap on the table. Through various educational games (puzzles, loto, toys), children learn the names, shapes, and colors of vegetables. During rhythm exercises, children count syllables and perform corresponding movements. At the end of the lesson, children watch a video about vegetables and repeat the names and colors.

Recommendation and guidelines: Use music and rhythm to develop

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children's language skills and sense of rhythm. Activate the children through games and movements, adapting activities to their developmental level. Structure the lesson with clear objectives, using visual materials and rhythm exercises.

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THE NUMBERS SOUND

Name of the organization/Institution implementing practice:
Upesleju primary school

Place of implementation: Group room

Target group/Beneficiaries: Preschool children aged 4-5 years.
Children in the general preschool education program.
A child with Attention Deficit Hyperactivity Disorder (ADHD) included in the general preschool education program.

The main objectives: Integrated play lesson in music, with related activities – rhythm development, mathematics, learning Latvian folk songs.

- Develop movement coordination and spatial orientation.
- Develop the skill to engage in creative self-expression, experiencing the joy of movement, while honing the ability to listen, observe, and imitate.
- Continue to encourage active participation and attention retention in children at the appropriate developmental stage.
- Promote children's cognitive activities and the development of their interests in learning.
- Enhance attentiveness.
- Refine auditory attention, knowledge of numbers, and experience joy and satisfaction from their actions.
- Exercise the fine motor skills of the hands and fingers.

Experts/staff: Group Teacher, teaching Assistant

The description of the practice: The lesson starts with a morning circle

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where children greet each other using a poem, and the teacher explains the activities for the session.
The children warm up with breathing exercises to help them focus and get ready for the activities.
They review numbers 1 to 10, practicing them by showing them on their fingers, saying them out loud, and recognizing them in written form.
The children take turns drawing the numbers on the floor with their fingers and memorizing their assigned numbers.
In pairs, they use synthesizers or musical books to create melodies based on the numbers, and one child guesses which folk song the melody is from.
After listening to a recorded folk song, the children compare it with the melodies they created and discuss if it was the same.
The children practice the same task, but this time, one child says the numbers out loud instead of looking at them.
They play the game "Kas dārzā?", following the tasks displayed as pictograms on the wall.
The children sit in front of the interactive board and perform movements to the rhythm of the "Clip Clap Sound! Musicogram" video.
The session ends with a musical game, "Diena un nakts," where the children practice rhythm exercises with sticks.

Methodology/Didactic tools: Verbal, practical, flow-based, and movement games with music and rhythm techniques

Additional materials /Equipment needed:

- Greeting poem.
- Visual materials on the wall.
- 15 small chairs.
- 3 play synthesizers.
- 4 sound books "Latvian Folk Songs – We Will Play and Sing."

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- 4 sets of cards with numbers.
- Interactive whiteboard.
- 30 sticks.

Conclusion: Improve listening skills by memorizing the rhythm heard. Strengthen cooperation skills by performing various movement tasks and games.

Recommendation and guidelines: Strengthen the skills to mimic movements to the rhythm of music.

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SPORT



I EXERCISE, YOU EXERCISE, WE ALL EXERCISE TOGETHER!

Name of the organization/Institution implementing practice:
Vilniaus lopšelis - darželis „Giraitė"

Place of implementation: Vilnius Minties Gymnasium Stadium

Target group/Beneficiaries: Children aged 5-6 years

The main objectives:

1. Encourage communication and collaboration with nearby preschool institutions.
2. Educate children about the benefits of sports.
3. Encourage healthy competition.
4. Encourage physical activity and interest in sports among all children.

Experts/staff: Physical education teacher, group teachers

The description of the practice:

- The event was attended by 15 institutions, and our kindergarten was represented by the children of the 'Žvirbliukai' group, which includes three children with big special needs. Each team had to complete 5 tasks at different stations.
- The tasks were very enjoyable for the children because they were playful, interesting, varied, and suitable for the involvement of all children.
- At the end of the sports festival, all participants were awarded prizes, which rewarded the children for their efforts on the field. The kids were pleasantly tired, but with wide smiles on their faces.

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Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: Sports equipment, sportswear, kindergarten flag, good mood.

Conclusion: This sports event not only encouraged children's physical activity but also fostered teamwork, collaboration, and communication skills. The tasks were tailored to meet the needs of all children, including those with special needs, ensuring everyone could participate actively. At the end of the event, the awards provided the children with a sense of pride and motivation, and the overall good mood and joy were the main highlights of the event.

Recommendation and guidelines: Organize similar events regularly to engage children in sports and an active lifestyle in the long term.

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ACTIVE GAMES WEEK PROJECT

Name of the organization/Institution implementing practice:
Vilniaus lopšelis - darželis „Giraitė"

Place of implementation: The entire kindergarten area, both indoors and outdoors.

Target group/Beneficiaries: Children aged 3-6 years

The main objectives:

1. The goal is to use various activities to ensure that movement and sports become part of each child's daily routine and habit.
2. The goal is to use various activities to ensure that movement and sports become part of each child's daily routine and habit.
3. Introduce children to various active games.

Experts/staff: Physical education teacher, group teachers

The description of the practice:

- In the kindergarten, an Active Games Week was organized, with the goal of using various activities to ensure that movement and sports become part of each child's daily routine and habit.
- In order to raise healthy and strong children, more attention needs to be given to children's active games.
- The goal of active games is to develop children to be physically active, confident, capable of choosing a healthy lifestyle, and taking care of their body and health improvement.

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Methodology/Didactic tools: The entire kindergarten community.

Additional materials /Equipment needed: Sports equipment, sportswear, water.

Conclusion: This activity was a great opportunity to encourage children's physical activity and a healthy lifestyle. Active Games Week not only brought joy and fun to the children but also helped develop important skills such as cooperation, self-confidence, and responsibility for their health. The entire kindergarten community actively participated in this activity, which contributed to the children's physical and emotional well-being.

Recommendation and guidelines: When organizing active games, it's important to consider children's physical abilities and needs to ensure everyone can participate and feel included. Include fun rewards for efforts so that children feel encouraged and motivated to continue engaging in physical activities.

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RELAY RACE FOR SOCIAL INCLUSION

Name of the organization/Institution implementing practice:
Asociacija IVAIGO

Place of implementation: Asociacija IVAIGO, Vilnius, Lithuania

Target group/Beneficiaries: Children with special educational needs aged 6-9 years

The main objectives:

1. To promote teamwork
2. To promote physical well-being
3. To promote social inclusion through a relay race event

Experts/staff: P.E. teachers, sport trainers, coaches, educators, sportsmen

The description of the practice:
The relay race is designed not only to encourage physical activity and teamwork but also to foster an inclusive environment where individuals from diverse backgrounds feel welcome and valued. By organizing this event, we aim to break down barriers and promote social interaction among participants, regardless of their abilities, gender, age, or background.

- Divide participants into teams of equal size, ensuring a mix of individuals with different abilities, backgrounds, and experiences on each team.

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• The relay race consists of multiple legs, with each team member completing one leg of the race before passing the baton or relay item to the next teammate. The race continues until all team members have completed their respective legs and crossed the finish line.
• Participants must pass the baton or relay item to their teammates within designated exchange zones. Proper baton exchange techniques should be emphasized to ensure smooth transitions and minimize the risk of dropping the baton or causing collisions.

Methodology/Didactic tools: Group work, teamwork

Additional materials /Equipment needed: Cones, flags, or pylons to mark the race course and relay exchange zones. Bib numbers or race bibs for participants to wear during the race.

Conclusion: The Relay Race for Social Inclusion was conducted with a group of 10 enthusiastic participants who are 7-9 ages. We assigned them to a team. The participants eagerly took their positions at the starting line, ready to embark on the relay challenge. As the race commenced, each team member completed their designated leg of the race, passing the baton or relay item to their teammates within the exchange zones with precision and enthusiasm. Throughout the race, the children demonstrated exemplary teamwork, cheering on their teammates, offering encouragement, and supporting each other to ensure the smooth progression of the relay.

Recommendation and guidelines: Knowing the participants' profiles in advance. The expert offers beginning speech to focused on teamwork, communication, and inclusive practices to prepare participants for the relay race.

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SENSORY OBSTACLE COURSE FOR SPECIAL KIDS

Name of the organization/Institution implementing practice:
Asociacija IVAIGO

Place of implementation: Asociacija IVAIGO, Vilnius, Lithuania

Target group/Beneficiaries: Children with special educational needs aged 5-7 years

The main objectives:

1. To provide a stimulating and inclusive sensory experience
2. To provide physical well-being
3. To developing physical abilities and confidence in their movements

Experts/staff: P.E. teachers, sport trainers, coaches, educators, sportsmen

The description of the practice:
The sensory obstacle course is a dynamic and immersive experience designed to cater to the unique sensory needs of children with various disorders, including autism, dyslexia, dyscalculia, and difficulties with concentration. This carefully curated course offers a multisensory journey through a series of engaging and interactive stations, each specifically designed to provide opportunities for movement, tactile exploration, and sensory integration.
As children enter the obstacle course, they are greeted by a vibrant and stimulating environment filled with colorful lights, interactive sound panels, and a variety of tactile materials. The course is divided into different sections, each featuring a range of sensory-rich activities and challenges

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that encourage active participation and exploration.

- At the tactile station, children can explore textured surfaces, fabrics of different textures, and sensory bins filled with materials like sand, rice, or water beads.
- At the movement station, children can navigate through tunnels, balance beams, climbing structures, and other obstacles that promote gross motor skills development, balance, coordination, and body awareness.
- Participants can engage in activities that provide deep pressure input to the muscles and joints, such as climbing, pushing, pulling, or carrying objects.
- Participants can engage in activities that promote sensory integration and body awareness, such as yoga poses, stretching exercises, or mindfulness activities.

Methodology/Didactic tools: Station designation, structured rotation, clear instructions, demonstration

Additional materials /Equipment needed: Tactile materials such as textured mats, Fabric scraps of different textures, Feathers, sponges, or brushes for tactile stimulation; gross motor equipment such as tunnels, balance beams, climbing structures, balls, etc; Visual and Auditory Stimuli such as colored lights or LED light panels, Interactive sound panels or musical instruments, and etc.

Conclusion: The Sensory Obstacle Course for Special Kids was conducted with 15 enthusiastic participants who are 5-7 years of age, providing them with a dynamic and engaging sensory experience tailored to their unique needs. Throughout the activity, the children navigated through the course, exploring various sensory stations and engaging with different stimuli with curiosity and excitement.

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Recommendation and guidelines: Conducting an assessment of participants' sensory needs, preferences, and abilities. Ensuring that the obstacle course is accessible to participants of all abilities.

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RHYTHMIC NEURO-GAMES FOR MOTOR COORDINATION AND FOCUS

Name of the organization/Institution implementing practice:
Tallinna Liikuri Lasteaed

Place of implementation: Tallinna Liikuri Lasteaed, Tallinn, Estonia

Target group/Beneficiaries: Children with special educational needs aged 4-12 years

The main objectives:

1. Develop bilateral coordination and hand-eye coordination
2. Improve concentration and reaction speed
3. Promote active movement through rhythm-based activities

Experts/staff: Teachers

The description of the practice:
This practice consists of a series of rhythmic neuro-games. The games are played to the beat of music, which helps children regulate movement and improve attention.
1. "Ball Transfer" – Children simultaneously transfer small colored balls (yellow and red) from one box to another using both hands. The goal is to coordinate hand movements while keeping up with the rhythm of the music.
2. "Legs and Head" – A vertical row of colored blocks (red, blue, yellow, green) is placed in front of the child in a random order. The child wears color-matching bands on their hands and feet. When the music plays, they must move the block corresponding to the color in front of them using their hands and feet in the correct direction.

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3. “Throw and Roll” – Two children stand facing each other. One holds a b all in their hands while the other holds a ball between their feet. On cue, the first child throws the ball to their partner while the second child rolls their ball with their foot. Both actions must be synchronized with the rhythm of the music.

Methodology/Didactic tools:

- Structured Motor Training: Activities are designed to enhance bilateral coordination, balance, and reaction speed through rhythmic, repetitive movements.
- Music-Guided Coordination: The tempo of the music dictates movement speed, helping children regulate their actions and improve timing.
- Multisensory Learning: Activities integrate visual (colors), auditory (music and instructions), and kinesthetic (movement) cues to enhance motor and cognitive skills.

Additional materials /Equipment needed:

- Ball Transfer: Two small boxes, small balls (yellow and red)
- Legs and Head: Colored blocks (red, blue, yellow, green), elastic color bands for hands and feet
- Throw and Roll: Two medium-sized balls

Conclusion: These rhythmic neuro-games promote motor development, concentration, and coordination, helping SEN children enhance their cognitive and physical skills in a structured yet playful way. The combination of music and movement engages both hemispheres of the brain, making the activities beneficial for children with various needs.

Recommendation and guidelines:

- Games should not be too long; regular breaks should be included

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- Activities should be selected based on the child's motor abilities and individual needs
- The difficulty level should be appropriate to prevent overexertion and frustration.

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SENSORY-MOTOR ADVENTURE: INTERACTIVE MOVEMENT GAMES

Name of the organization/Institution implementing practice:
Tallinna Liikuri Lasteaed

Place of implementation: Tallinna Liikuri Lasteaed, Tallinn, Estonia

Target group/Beneficiaries: Children with special educational needs aged 4-10 years

The main objectives:

1. Stimulate multiple body systems: circulation, breathing, vision, and hearing
2. Encourage teamwork and adaptability in changing environments
3. Enhance memory and cognitive flexibility through movement
4. Promote physical well-being and positive emotional engagement

Experts/staff: Teachers

The description of the practice:
This practice consists of a series of sensory-motor games designed to develop coordination, attention, reaction speed, and spatial awareness. These games incorporate visual, auditory, and kinaesthetic elements, encouraging children to interact with their environment while being physically active.
1."Show the Pose" – Children stand in a circle, and movement cards (e.g., yoga poses) are placed in front of them. A spinning arrow (e.g., a bottle) is turned in the center, and children must copy the movement indicated by the arrow.
2."Touch the..." – The teacher calls out "Touch something... blue!" and

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players must quickly find and touch something of that color, whether on their own clothing, another child's, or objects in the room. The game variation can include objects, shapes, sizes or combination of several (e.g., "Touch something circular/small/a red triangle! ").
3. "Silent Steps" – One child sits blindfolded in the center while others stand in a circle 20 steps away. One player silently approaches, trying to touch the seated player's shoulder. If the blindfolded player hears them and points in their direction, they switch roles.
4. "Tree, Bush, Stream, Path" – Children march around the room to the beat of a drum. When the teacher calls out a word, they perform the corresponding action: "Tree" (stand tall, arms up), "Bush" (crouch down), "Stream" (jump in place), "Path" (pair up and hold hands).

Methodology/Didactic tools:

- Multisensory Approach: Games integrate visual (colors, movement cards), auditory (music, verbal cues), and kinesthetic (body movement, balance) stimuli to enhance learning and engagement.
- Adaptive Play: Activities are adjusted to individual abilities, allowing children to participate at their own level. Variations in movement complexity and pacing ensure inclusivity.
- Structured but Flexible Gameplay: Games follow clear rules and predictable patterns, but allow for creative movement and decision-making, helping children develop both motor and cognitive skills.

Additional materials /Equipment needed: Movement cards, a spinning arrow (e.g., bottle), a musical instrument (e.g., drum)

Conclusion: These sensory-motor games provide a fun and engaging way to develop both physical and cognitive skills in SEN children. By integrating movement, music, and sensory exploration, children improve their body awareness, social skills, and concentration while staying

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physically active.

Recommendation and guidelines:

- Games should be short with built-in rest breaks to prevent fatigue.
- Physical demands should be adjusted based on each child's abilities to ensure inclusivity.
- The difficulty level should gradually increase to maintain engagement and motivation.

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ACTIVE DIGITS

Name of the organization/Institution implementing practice:
Upesleju primary school

Place of implementation: Sport hall

Target group / Beneficiaries: Preschool children aged 3-4 years.
Children in the general preschool education program.
Children with Attention Deficit Hyperactivity Disorder (ADHD) included in the general preschool education program.

The main objectives:

- Integrated play-based lesson in sports, with secondary activities – speech development, mathematics.
- To develop stable skills and abilities in running, jumping, and rolling.
- To encourage the ability to push off with both feet.
- To develop movement coordination and spatial orientation.
- To cultivate the ability to engage in creative self-expression, experiencing the joy of movement, while honing the skills of listening, observing, and analyzing.
- To continue encouraging children to actively participate and maintain attention in their age group.
- To promote children's cognitive activities and the development of cognitive interests.
- To develop attentiveness.
- To improve auditory attention, knowledge of numbers, and the joy and satisfaction from their actions.
- To develop an understanding of concepts such as big, small, up, down, over.

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- To exercise fine motor skills of the hands and fingers.

Experts/staff: Preschool education teacher, teaching assistant.

The description of the practice:

- Morning Circle – Greeting rhyme, outline of the lesson (children sit in a circle).
- Warm-up exercises – Preparation for work, focusing on it (breathing exercises).
- Review numbers from 1 to 5 together (showing with fingers, pronouncing numbers, recognizing numbers in written form).
- Children count from 1 to 3, stand in 3 columns, and count from 1 to 5 in order, memorizing their number.
- First, children observe the teacher's demonstration.
- Each student rolls a die and performs jumps with both feet from circle to circle according to the rolled number.
- Pick up a card with numbers and another with a ball, look at it, say their number out loud, show it with fingers, and describe the ball (color, size) depicted on the card.
- Take the corresponding ball, count them, and place them in a circle, waiting for the others.
- Participants take turns using a marker, saying its color, writing their turn number, and the number rolled on the die.
- Game "Join hands..."
- Sort the balls by size, from smallest to largest, in circles.

Methodology/Didactic tools: Verbal, practical, flow, movement game

Additional materials /Equipment needed:

- Greeting rhyme.
- Riddle about balls.

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- Magic bag with foam, floorball, gymnastics, and plastic balls.
- 3 foam dice.
- 18 gymnastics hoops.
- Cards with numbers.
- Sheets with ball pictures.
- A4 sheets.
- 5 colored markers.

Conclusion:

- Improve listening skills, independent action, and coordinated teamwork.
- Strengthen collaboration skills by performing various movement tasks and games.
- Continue developing coordination, agility, memory, and attentiveness.

Recommendation and guidelines:

- Strengthen the skills to compare balls of equal and different sizes, involving the senses.
- Continue to improve preschool teachers' purposeful organization of the pedagogical process, incorporating more diverse methods and techniques.

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RELATIONSHIPS BETWEEN QUANTITIES

Name of the organization/Institution implementing practice:
Upesleju primary school

Place of implementation: Outdoor

Target group / Beneficiaries: Students in the preparatory group, 6 – 7 years old. Slow-paced student.

The main objectives: The main outcome is using conditional measurements to determine length. Students learn to evaluate the credibility of information, make decisions, and choose, using sports elements. Before this, children have learned object comparison and the concepts of "more," "less," "the same," "larger," and "smaller." In the activity, children use sports techniques – steps, feet, jumps, running, and other exercises to determine distances, compare results, and make decisions. This develops their ability to cooperate, make decisions, and evaluate outcomes using physical tasks.

Experts/staff: Teacher, teaching Assistant

The description of the practice: The students learn about conditional measurements – steps, feet, jumps, and distance. The teacher asks questions about the distance from her to the children, for example, "How many steps or jumps will it take you to reach me?" The children measure using jumps, squats, bends, and running. The teacher changes places, and the children ask questions. The goal of the game is to check results and compare distances. The exercises develop cooperation, responsibility, and respect for others' opinions. The children perform tasks using sports techniques, such as running, jumping lines, squats, and climbing. The

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activity enhances teamwork skills and physical development.

Methodology/Didactic tools: An exploratory mathematics game with conditional measurements. To promote children's understanding of conditional measurements and combine meaningful physical activity in nature, students strengthen the conclusions they have just made through a game and sports elements in the outdoor area.

Additional materials /Equipment needed: No additional materials are needed; various objects/natural materials can also be used for measuring, along with number cards for showing results.

Conclusion: Through the game and sports elements, children learn and begin to understand conditional measurements and distances. They develop the skill of collaborating with other students and adults. Strengthens knowledge of numbers and digits. Strengthens critical thinking and problem-solving skills.

Recommendation and guidelines: In the guidelines, one of the achievable outcomes in the 3rd stage of mathematical concept formation is determining length, area, and capacity with conditional measurements. The next achievable outcome will be the skill to measure with a ruler, using centimeters, and measuring objects with specific measurements.

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INCLUSIVE STRATEGIES: CREATING AN ENGAGING AND SUPPORTIVE LEARNING ENVIRONMENT

Why Use Arts, Music, and Sports?

Inclusive education relies on **multi-sensory engagement** to make learning accessible. **Arts, music, and sports** foster emotional well-being, cognitive development, and social skills, allowing SEN students to **express themselves, build confidence, and actively participate in learning**.

USING ARTS IN INCLUSIVE EDUCATION



Visual Arts for Engagement:

- Encourage **collaborative art projects** where students work together on murals, drawings, and crafts.
- Use **adaptive art tools** (e.g., larger grips for brushes, textured surfaces for sensory stimulation).

Integrate **storytelling through drawing and painting** to allow self-expression.

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Drama and Creative Expression:

- Use **role-playing activities** to develop communication and social skills.
- Implement **puppet theater and storytelling** to create safe ways for SEN students to express emotions.

Encourage **movement-based storytelling** to connect language with physical expression

MUSIC AS A TOOL FOR INCLUSION



Music Therapy and Rhythmic Learning:

- Use **repetitive songs and rhythm-based exercises** to improve memory and focus.
- Introduce **body percussion** and movement-based music activities.
- Encourage **vocal and instrumental participation**, adjusting to each student's ability.

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Music for Social Development:

- Implement **sing-alongs and musical storytelling** to improve language skills.
- Use **group music-making** (drumming circles, collaborative song composition) to enhance teamwork.
- Integrate **emotion-focused music activities** (e.g., "How does this music make you feel?").

SPORTS AND MOVEMENT FOR INCLUSION



Physical Activity for Social and Emotional Growth:

- Adapt **team sports** to allow participation regardless of physical ability (e.g., wheelchair basketball, goalball).
- Use **cooperative games** rather than competitive ones to encourage teamwork.
- Implement **movement breaks** during lessons to aid focus and reduce anxiety.

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Sensory and Motor Development:

- Offer **yoga and mindfulness exercises** to improve body awareness.
- Use **obstacle courses and movement-based storytelling** to develop coordination.
- Adapt sports equipment for accessibility (**lighter balls, visual guides**).

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CONCLUSION

The **best practices and strategies** outlined in this guide demonstrate the power of **arts, music, and sports** in fostering an **inclusive and engaging learning environment** for children with special educational needs. Through the collective efforts of **educators, parents, caregivers, and specialists**, we can create **more supportive and adaptive classrooms** where every child has the opportunity to thrive.

As we reflect on the impact of the *EKSEN* project, it is clear that **inclusion is not just a methodology, but a mindset**—one that requires **collaboration, creativity, and commitment**. The insights shared here are meant to serve as a **foundation for future growth**, encouraging educators to **adapt, innovate, and expand** their approaches to **inclusive education**.

Moving forward, we hope that this guide will **continue to inspire new initiatives, encourage knowledge-sharing, and reinforce the importance of inclusive practices in early childhood education.** By working together, we can **ensure that every child—regardless of their abilities—feels valued, empowered, and equipped to succeed in a nurturing and inclusive environment.**

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RECOURSES

1. *Special Educational Needs in Art and Design – NSEAD*
2. *Teaching Art to Students with Special Needs – Beverley Johns*
3. *Music, Language and the Brain – Aniruddh D. Patel*
4. *Inclusion Strategies That Work: Research-Based Methods for the Classroom – Toby J. Karten*
5. *Adaptive Physical Education and Sport – Joseph P. Winnick*
6. *Teaching Disability Sport: A Guide for Physical Educators – Ronald W. Davis*

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