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Empowering Adults with Disabilities with Flowers Made from Waste



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INTELLECTUAL OUTPUT

Blooming from Waste

An Inclusive Guide to Making Flowers from Waste with Adults with Disabilities

Methodology • Educational Modules • 11 Flower Designs • Workshop Plans • Assessment Tools • Visual Toolkit

Project: Empowering Adults with Disabilities with Flowers Made from Waste

Erasmus+ KA210-ADU | Project No. 2025-1-AT01-KA210-ADU-000349854

KICK (Austria) • Asociația Zona Integrare Europeană (Romania) • Fundacja GAMA (Poland) • ARTİKA (Türkiye)

English master version |



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NOTE | Important note about “art therapy”

This guide uses art-based and art-therapeutic approaches in an educational setting. It is not a clinical treatment manual. Formal art therapy is delivered by qualified art therapists. Educators using this guide should work within their professional role and refer learners to health professionals when needed.

From our pilot in Buzău

This guide is based on practice. On **21 and 22 April 2026**, during the mobility activity “Grouping and Design for Recycling Waste” (Buzău, Romania, 20–25 April 2026), educators from KICK (Austria), Fundacja GAMA (Poland), ARTİKA (Türkiye) and Asociația Zona Integrare Europeană (Romania) worked side by side with local participants. On 21 April, at the Alexandru Marghiloman Cultural Centre, the workshops “Sustainability and Recycling in Adult Education” and “Creative Recycling and Cognitive Development” combined theory with the first paper flowers made from recycled materials. On 22 April, the partners classified materials, tested safety rules and designed the first flowers of the project. The Magnolia (Design 1) and the Blooming Tree (Chapter 8.5) were created that day.



Mixed international and local group at work



Cutting plates and spoons into petals



Assembling spoon petals



A finished magnolia



The Blooming Tree

Photographs are published with the written consent of the participants and, for minors, of their parents or legal guardians.

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How to Use This Guide

This guide was written for **educators, trainers, support workers and volunteers** who work with adults with intellectual, cognitive, physical or sensory disabilities. It is also useful for **families and caregivers**, and for **adult education institutions** that want to start sustainable, creative and inclusive activities.

You do not need to be an artist or an environmental expert. The guide gives you the background knowledge, step-by-step instructions, ready-to-use workshop plans and simple assessment tools. You can read it from start to end, or go straight to the part you need.

Structure of the guide

Part	What you will find	Led by
Part I – Foundations	Project context, needs of learners, learning outcomes and educational pathways	Romania
Part II – Inclusive Education	Inclusive methodology, AAC (Augmentative and Alternative Communication), guidelines for educators	Romania
Part III – Art, Mind and Emotions	Art-based therapeutic approaches, cognitive exercises, emotional well-being	Austria
Part IV – Waste and Environment	Climate change in plain language, waste classification, safety procedures	Poland
Part V – Creative Design and Flower-Making	Design principles, basic techniques, 11 illustrated flower designs, visual tutorials	Türkiye
Part VI – Workshops	12 ready-to-use workshop plans and practical activities	All partners
Part VII – Assessment	Observation checklists, progress scales, self-assessment and evaluation sheets	Romania
Part VIII – Families and Caregivers	Guide for continuing the activities at home	Romania
Annexes	Visual toolkit, worksheets, activity cards, templates, glossary, resources	All partners

Symbols used in this guide

Box	Meaning
Blue box	Chapter aim and learning outcomes – what you will learn
Green box – TIP	Practical advice from partner educators
Red box – SAFETY	Safety rules you must follow
Pink box – AAC	Ideas for supporting communication with pictures, signs and symbols

Box	Meaning
Amber box – NOTE	Important information or adaptation

Difficulty levels

Every flower design and workshop has a difficulty level. Choose the level that matches the learner, not the group average. The same flower can often be made at more than one level.

Level	Name	Who it suits	Support needed
1 ★	Seed	Learners with higher support needs, limited fine-motor control, or first-time participants	Hand-over-hand or pre-prepared parts; 1–2 steps; large pieces
2 ★★	Sprout	Learners who can follow short visual sequences with prompts	Visual step cards; 3–5 steps; occasional physical help
3 ★★★	Bloom	Learners who can work more independently and plan their own design	6+ steps; own choices of material and colour; peer tutoring

TIP | Easy-to-read versions

Each chapter ends with a short **easy-to-read summary**. These summaries use short sentences and simple words so they can be read aloud to or with learners. They follow the principles of the European easy-to-read standards promoted by Inclusion Europe.

Part I – Foundations

Why flowers from waste? Objectives, target groups, learning outcomes, educational pathways and the needs that shaped this guide.

1. Introduction: Why Flowers from Waste?

In this chapter

Aim: Understand the idea of the project and why it matters for adults with disabilities and for the planet.

After this chapter you will be able to:

- explain the three goals of the approach: environmental, developmental and social;
- describe who the guide is for;
- choose an educational pathway suitable for your learners.

Chapter developed by: Asociația Zona Integrare Europeană (Romania)

Every day, households, workshops and day-care centres throw away plastic bottles, egg cartons, newspapers, juice cartons, bottle caps, fabric scraps and cardboard. Much of this material is clean, colourful and easy to shape. In the hands of a creative group, it can become a flower.

The project “**Empowering Adults with Disabilities with Flowers Made from Waste**” brings together four organisations from Austria, Romania, Poland and Türkiye. Together we asked a simple question: **how can adults with disabilities take an active part in the fight against climate change, while developing their own skills and confidence?** Our answer is creative recycling. Making flowers from waste combines three benefits in one activity:

Dimension	What happens	Benefit
Environmental	Learners collect, sort, clean and re-use waste materials	Less waste; understanding of recycling and climate change; active citizenship
Developmental	Learners cut, fold, roll, glue, choose colours and follow sequences	Fine-motor skills, hand-eye coordination, attention, memory, planning, creativity
Social and emotional	Learners work in groups, present and exhibit their flowers	Self-esteem, emotional expression, communication, belonging, visibility in the community

Flowers were chosen deliberately. They are universally understood symbols of care, celebration and growth. They can be very simple (a circle and a stem) or very complex (a layered rose). This makes flowers an ideal “scalable” task: every learner can succeed at their own level, and everyone can contribute to a shared bouquet or exhibition.

1.1 Objectives of the Intellectual Output

- To provide **educational resources on sustainability and recycling** adapted for adults with disabilities.
- To encourage **active participation in environmental action** through collecting, sorting and transforming waste.
- To support the **development of cognitive, motor and emotional skills** through structured artistic creation.
- To increase **awareness and social participation** through exhibitions, family events and community activities.

- To offer a **digital, multilingual and accessible guide** that educators across Europe can use and adapt.

1.2 Target groups

Target group	How they use this guide
Adults with disabilities (mainly mild to moderate intellectual disabilities, aged 18–60)	Direct participants in workshops, supported by easy-to-read summaries, activity cards and visual tutorials
Educators, trainers, therapists and support staff	Main users: methodology, workshop plans, assessment tools
Adult education institutions and day centres	Integrating creative recycling into their programmes and curricula
Families and caregivers	Continuing activities at home (Part VIII)
Environmental and civil society organisations, local authorities	Partnerships for waste collection, exhibitions and awareness campaigns

1.3 Learning outcomes

The learning outcomes below describe what adult learners can achieve after taking part in a full cycle of workshops. They are written at three levels so that progress can be recognised for every learner.

Area	Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Environmental knowledge	Recognises that some objects can be used again	Sorts common waste into 3–4 groups using colours or pictures	Explains in own words why recycling helps the planet
Fine-motor skills	Holds, tears, presses and places materials with support	Cuts along thick lines, rolls and glues with prompts	Cuts curves, assembles multi-part flowers independently
Cognitive skills	Attends to a task for 5–10 minutes	Follows a 3–5 step visual sequence	Plans a design, chooses materials and solves simple problems
Emotional and creative expression	Shows a preference (colour, material)	Names or shows a feeling linked to the work	Explains design choices and gives feedback to peers
Social participation	Takes part in a group activity	Shares tools and helps a peer	Presents work at an exhibition or event

1.4 Educational pathways

The guide can be used through three **educational pathways**. They follow the same logic as the project activities: first we understand waste, then we design and create, and finally we share our results.

Pathway	Sessions	Content	Suggested chapters
A. Short introduction	3–4 sessions of 60–90 min	Basic recycling awareness and 2–3 simple flowers (Level 1–2)	9, 10, 13, 14 (designs 2, 4, 6), Workshops 1, 7, 10
B. Standard programme	10–12 sessions over 3 months	Full cycle: sorting, safety, techniques, 6–8 designs, small exhibition	All of Parts II–V; Workshops 1–12 selectively
C. Extended programme	20+ sessions over 6–9 months	All 11 designs, own designs, community events, peer-tutor roles	Whole guide including family guide and assessment cycle

Easy-to-read summary

We make flowers from things people throw away.

This is good for the planet.

It helps our hands and our mind.

We work together and show our flowers to other people.

2. Needs of Learners and Educators

In this chapter

Aim: Understand the needs that shaped this guide, based on the project needs analysis carried out by the four partners.

After this chapter you will be able to:

- describe the main needs of adults with disabilities in creative and environmental education;
- describe what educators said they need;
- use the needs analysis tools for your own group.

Chapter developed by: KICK (Austria), with all partners

Before developing this guide, each partner carried out a needs analysis in its own country (Stage 1 of the IO work package). The analysis included questionnaires for educators and for adults with disabilities, interviews, and a review of good practices in inclusive education, art-based work, recycling education and creative workshops. The findings were compared in a joint **Needs Analysis Report** coordinated by the Austrian partner.

NOTE | Piloted in Buzău, 21–22 April 2026

The methodology of this guide was first tested during the project’s activity “Grouping and Design for Recycling Waste” in Buzău, Romania (20–25 April 2026), organised by Asociația Zona Integrare Europeană. **14 international participants** – 5 from Austria, 4 from Poland and 5 from Türkiye – worked together with Romanian trainers and local participants. **21 April:** thematic workshops on climate change, circular economy, waste classification and creative recycling for cognitive development, with a first practical session making paper flowers from recycled materials. **22 April:** practical workshops on the classification of recyclable materials, safety in the use of materials, suitable materials for educational activities, flower design and prototype documentation. The results – the Magnolia design, the Blooming Tree installation, Workshops 1–3 and the lessons on safety (Chapter 11.7) – are integrated throughout this guide.

NOTE | Where to find the data

The detailed figures from the national surveys (minimum 80 questionnaires and 20 interviews across the partnership) are presented in the separate Needs Analysis Report and national reports. Partners may insert a short summary of their own national results in the table in section 2.3 when producing national language versions.

2.1 Needs of adults with disabilities

- **Meaningful activity:** many adults with disabilities spend a large part of the day in passive activities. They need tasks that produce something real, visible and valued by others.
- **Fine-motor and cognitive stimulation:** structured hand-work (cutting, folding, rolling) supports coordination, attention and sequencing in a way that is enjoyable rather than repetitive.
- **Emotional expression:** some learners have limited verbal language. Colour, shape and material choice give them another way to communicate preferences and feelings.

- **Inclusion in environmental action:** adults with disabilities are often excluded from climate and sustainability initiatives, although they are equally affected and eager to contribute.
- **Visibility and recognition:** exhibitions and community events help challenge stereotypes and increase self-esteem.
- **Accessible information:** learning materials must be easy to read, visual and adaptable.

2.2 Needs of educators and institutions

- Ready-to-use **workshop plans** that combine creativity with environmental education.
- Guidance on **adapting tasks** for different disability levels in the same group.
- Practical **AAC resources** (pictograms, visual schedules, choice boards).
- Clear **safety procedures** for working with waste materials and tools.
- Simple **assessment tools** to show progress to families, managers and funders.
- Low-cost methods that use free, locally available materials.

2.3 Summary of common and country-specific needs

Country	Common needs confirmed	Country-specific emphasis (to complete from national report)
Austria	Accessible materials; structured creative tasks; staff training	...
Romania	Accessible materials; structured creative tasks; staff training	...
Poland	Accessible materials; structured creative tasks; staff training	...
Türkiye	Accessible materials; structured creative tasks; staff training	...

2.4 How to assess the needs of your own group

Before starting, spend one session getting to know each learner. Use the **Learner Profile** template (Annex D1) to record:

- preferred communication method (speech, signs, pictures, device);
- hand function and grip (can the learner use scissors? pinch small objects? press firmly?);
- attention span and best time of day;
- sensory preferences and sensitivities (textures, smells, noise, glue);
- interests and favourite colours;
- health information relevant to safety (allergies, epilepsy, swallowing risks).

Easy-to-read summary

We asked people with disabilities and teachers what they need.

People want to make real things, learn new skills and be seen.

Teachers want clear plans, pictures and safety rules.

This guide gives them.

Part II – Inclusive Education

Inclusive methodology, Augmentative and Alternative Communication (AAC) and practical guidelines for educators.

3. Inclusive Methodology

In this chapter

Aim: Apply inclusive teaching principles so that every learner can participate and succeed.

After this chapter you will be able to:

- apply the three principles of Universal Design for Learning (UDL);
- adapt one activity for learners with different support needs;
- use task analysis to break a flower into small steps.

Chapter developed by: Asociația Zona Integrare Europeană (Romania)

Inclusive education means that the activity is designed from the start for **diversity**, rather than being “fixed” later for learners who do not fit. In a flower workshop, this means offering several ways to learn, several ways to take part and several ways to show what you can do.

3.1 Principles of our approach

Principle	What it means in a flower workshop
Person-centred	We start from the learner’s interests, abilities and choices – not from the finished product.
Process over product	A crooked flower made independently is worth more than a perfect flower made by the educator.
Choice and control	Learners choose colour, material, shape and where their flower goes. Choice builds autonomy.
Multi-sensory learning	We see, touch, smell (paper, fabric), hear (tearing, crinkling) and move.
Small steps and success	Tasks are broken into small steps so that every learner experiences success quickly.
Consistency and routine	Each session follows the same structure, supported by a visual schedule.
Adult respect	Learners are adults. Materials, language and music should be age-appropriate, not childish.
Real contribution	Flowers are used: exhibitions, gifts, decoration of the centre, community events.

3.2 Universal Design for Learning (UDL)

Universal Design for Learning is a framework developed by CAST that encourages educators to plan for variability. It is based on three principles, which we apply to creative recycling as follows:

UDL principle	Question for the educator	Examples in this guide
Multiple means of engagement (the “why” of learning)	How do I motivate each learner?	Choice of colours and materials; real purpose (gift, exhibition); music; working in pairs; celebrating results

UDL principle	Question for the educator	Examples in this guide
Multiple means of representation (the “what”)	How do I present information?	Real sample flower; photo step cards; video tutorials; pictograms; demonstration; easy-to-read text
Multiple means of action and expression (the “how”)	How can learners take part and show what they know?	Tearing instead of cutting; adapted scissors; pointing to choose; presenting with photos; making a group flower

3.3 Task analysis: breaking a flower into steps

Task analysis means dividing a complex task into small, teachable steps. It is the most important tool for making flower-making accessible. Example for the **Egg-Carton Tulip** (Design 2):

Step	Action	Possible support
1	Choose one egg cup (already cut out)	Offer 2 choices only
2	Choose a paint colour	Choice board with 3 colour pictograms
3	Paint the outside of the cup	Thick brush with foam grip; sponge dabber
4	Put the cup on the drying tray	Tray marked with learner’s name/photo
5	Push the stick through the hole	Educator pre-makes the hole
6	Glue on a paper leaf	Glue stick; leaf pre-cut
7	Put the tulip in the group vase	Celebrate: photo and applause

For a learner at Level 1, the educator may teach only steps 2, 3 and 7 and prepare the rest. For a learner at Level 3, the learner may cut the cup and make the hole with a pencil under supervision. This is called **partial participation**: every learner takes part in the steps they can do, and receives support for the rest.

3.4 Prompting hierarchy

When a learner needs help, use the **least intrusive prompt** first and gradually reduce help over time (this is called fading):

Level of prompt	Example	Use when
1. Natural cue / wait	Wait 5–10 seconds; the materials themselves show what to do	Always try first
2. Gesture	Point to the glue or the step card	Learner seems unsure
3. Verbal / sign	“Now glue.” + sign or pictogram	Gesture is not enough
4. Model	Show the step on your own flower	Learner does not understand the action

Level of prompt	Example	Use when
5. Partial physical	Light touch at the elbow or wrist	Learner understands but needs motor help
6. Full physical (hand-over-hand)	Guide the learner's hands – only with consent	Last resort; fade as soon as possible

3.5 Adaptations by type of need

Type of need	Possible adaptations
Intellectual disability	Short steps; one instruction at a time; real model to copy; repetition across sessions; visual schedule; extra time
Autism spectrum	Predictable routine; warning before changes; quiet corner; noise-reducing headphones; avoid unexpected touch; offer textures gradually
Limited hand function / cerebral palsy	Loop or spring-loaded scissors; non-slip mats; thicker materials; larger pieces; glue sticks instead of liquid glue; work at an angled board
Visual impairment	High-contrast materials; tactile templates (raised edges with string or glue); verbal description; textured materials; good lighting
Hearing impairment	Sign language or signs; visual demonstration; captioned videos; face the learner when speaking
Attention difficulties	Short tasks; timer; movement breaks; reduce clutter on the table – only materials for the current step
Older learners / fatigue	Seated work; shorter sessions; warm-up of hands; avoid very small parts

TIP | Tip from Romanian educators

Prepare a “workstation tray” for each learner containing only what is needed for the current step. Clear the tray between steps. This simple change reduces distraction and anxiety dramatically.

Easy-to-read summary

Everyone can make a flower.

We do one small step at a time.

We choose colours and materials.

We get help when we need it, and less help when we learn.

4. AAC Integration

In this chapter

Aim: Use Augmentative and Alternative Communication (AAC) to support understanding, choice and expression during workshops.

After this chapter you will be able to:

- explain what AAC is and why it matters;
- prepare a visual schedule, a choice board and a “first–then” board for a flower workshop;
- use the core workshop vocabulary in Annex A.

Chapter developed by: Asociația Zona Integrare Europeană (Romania)

Augmentative and Alternative Communication (AAC) includes all the ways people communicate besides (or in addition to) speech: gestures, signs, pictures, symbols, written words, communication boards and speech-generating devices. Many adults with intellectual disabilities understand more than they can say. AAC helps them understand instructions, make choices, express feelings and participate fully.

AAC | AAC myth

Using pictures or signs does **not** stop people from speaking. Research and practice show that AAC often supports the development of spoken language and reduces frustration and challenging behaviour.

4.1 Types of AAC used in this guide

Type	Examples	Use in workshops
Unaided	Gestures, facial expression, manual signs (e.g. Makaton-style key signs, national sign languages)	Key signs for CUT, GLUE, FINISHED, HELP, MORE, STOP
Low-tech aided	Objects of reference, photos, pictograms, communication boards, visual schedules	Visual schedule; step cards; choice boards; feelings board
High-tech aided	Tablets with AAC apps, speech-generating devices	Learner uses own device; add workshop vocabulary page

AAC | Free pictogram resources

ARASAAC (arasaac.org), created by the Government of Aragón, offers thousands of free pictograms in many languages including English, German, Romanian, Polish and Turkish, under a Creative Commons BY-NC-SA licence. The pictogram vocabulary in Annex A was selected so it can be built with ARASAAC symbols. Always credit: “Pictographic symbols: Sergio Palao. Origin: ARASAAC (<http://www.arasaac.org>). Licence: CC (BY-NC-SA). Owner: Government of Aragón (Spain).”

4.2 The visual schedule

A visual schedule shows the parts of the session in order, using pictures. Put it on the wall or on the table. Point to each part as you begin it and move a “finished” marker (or turn the card over) when it ends.

Order	Pictogram	Word	Duration
1	[hello / greeting]	HELLO	5 min
2	[hands / warm-up]	WARM-UP HANDS	5 min
3	[look / eyes]	LOOK AT THE FLOWER	5 min
4	[make / scissors + glue]	MAKE	30–40 min
5	[clean / broom]	TIDY UP	5 min
6	[show / photo camera]	SHOW AND PHOTO	5–10 min
7	[goodbye]	GOODBYE	2 min

4.3 Choice boards

A choice board presents 2–6 options with pictures. The learner chooses by pointing, looking (eye-gaze), touching or saying. Start with 2 options and increase gradually. Typical workshop choice boards:

- **Colour board:** red, yellow, blue, pink, purple, white (use real colour squares, not only pictures).
- **Material board:** paper, plastic bottle, egg carton, fabric, bottle caps.
- **Flower board:** photos of the finished designs available in the session.
- **Help board:** HELP, MORE, STOP, FINISHED, TOILET, BREAK.

4.4 “First – Then” boards

A first–then board has two squares: FIRST (the task) and THEN (a motivating activity or rest). Example: FIRST [glue petals] – THEN [choose music]. It helps learners who find it hard to start or finish a task.

4.5 Step cards

Step cards show one step per card, with a photo of the real materials in the learner’s hands, a pictogram and 1–4 words. Use the Step Card template (Annex D5). Put cards in a vertical strip or a small flip-book; the learner turns the card when the step is done.

4.6 Feelings and feedback board

At the end of each session, invite learners to express how they felt using a feelings board with 3–5 pictograms (happy, calm, proud, tired, sad, angry). This supports emotional vocabulary (see Chapter 8) and gives the educator valuable evaluation data (Chapter 18).

4.7 Core workshop vocabulary

Use the same words and signs every time. Consistency helps learners understand. The complete list, with suggested translations in the five project languages, is in **Annex A – Visual Toolkit**. The most important words are:

Actions	Materials	Describing	Social
cut, tear, fold, roll, glue, paint, press, wait, wash, sort	paper, plastic, cardboard, fabric, bottle, cap, carton, stick, scissors, glue	big, small, more, finished, same, different, colours	help, please, thank you, my turn, your turn, look, good, well done

AAC | AAC tip

Model, do not test. Point to the pictogram while you speak (“Now we **glue**”). Learners learn AAC by seeing others use it, just as children learn speech by hearing it. Avoid asking learners to “show me the glue picture” as a test.

Easy-to-read summary

We use pictures, signs and words.

Pictures show us what we do today.

We can point to choose.

We can show how we feel.

5. Guidelines for Educators

In this chapter

Aim: Plan, organise and run safe, inclusive and motivating creative recycling workshops.

After this chapter you will be able to:

- plan a session using the standard session structure;
- organise the room, roles and materials;
- respond positively to challenging situations.

Chapter developed by: Asociația Zona Integrare Europeană (Romania)

5.1 The standard session structure

All workshops in Part VI follow the same structure. Routine reduces anxiety and helps learners anticipate what comes next.

Phase	Time (90-min session)	Purpose	Example
1. Welcome	5–10 min	Arrival, greeting, visual schedule	Name round with a flower object passed around
2. Warm-up	5–10 min	Prepare hands and mind	Hand exercises (Chapter 7), breathing, crumpling paper
3. Discover	10–15 min	Introduce theme or material	Show a finished flower; touch and name materials
4. Create	35–45 min	Main activity	Make the flower following step cards
5. Tidy up	5–10 min	Responsibility, sorting leftovers	Sort offcuts into recycling boxes
6. Share and reflect	10 min	Pride, communication, evaluation	Show flowers, photo, feelings board

5.2 Group size and staffing

- Recommended group size: **6–10 learners**.
- Recommended ratio: **1 educator for every 3–4 learners**, or 1:1–1:2 for learners with high support needs or during cutting tasks.
- Assign roles: **lead educator** (demonstrates, keeps time), **support educators** (sit with learners), and, when possible, a **peer tutor** (an experienced learner who helps others).

5.3 Organising the room

- Tables at a comfortable height, with space for wheelchairs.
- Good natural light; avoid glare on shiny plastic.
- A **material station** where sorted, clean waste is stored in labelled transparent boxes with pictograms.
- A **drying area** (paint and glue), out of the way of movement.

- A **quiet corner** for learners who need a break.
- A **display area** where finished flowers are shown immediately – instant recognition is powerful.

5.4 Communication tips

- Speak to the learner as an adult. Use their name.
- Use short sentences: one idea per sentence.
- Show while you say. Combine speech with gesture, sign or pictogram.
- Give time. Wait at least 5–10 seconds for a response.
- Offer choices rather than open questions (“Red or yellow?” rather than “What colour?”).
- Praise effort and specific actions: “You rolled that paper very tightly!” rather than just “Good”.
- Never talk about a learner in the third person while they are present.

5.5 Supporting positive behaviour

Challenging behaviour usually communicates something: boredom, pain, frustration, sensory overload, or not understanding. Before reacting, ask “what is this behaviour telling me?”

Situation	Possible reason	What to try
Learner refuses to start	Task seems too hard; unclear; does not like material	Offer a choice; reduce to one step; first–then board; start together
Learner destroys own work	Frustration with result; perfectionism; sensory need	Offer a “practice sheet” to tear; praise the process; keep a finished example to reassure
Learner leaves the table	Needs a break; noise; fatigue	Allow the quiet corner; use a timer to agree a return; reduce noise
Conflict over materials	Scarcity; waiting is hard	Enough materials for everyone; “my turn / your turn” cards; individual trays
Repetitive use of one material	Enjoys sensory feedback; comfort	Accept it as part of creativity; gradually offer a second option

5.6 Consent, dignity and photographs

- Ask learners (and legal guardians where applicable) for **written consent** before taking photos or videos, using an easy-to-read consent form.
- Respect a learner’s choice not to be photographed; photograph only hands and flowers if needed.
- Follow the EU General Data Protection Regulation (GDPR) and your organisation’s policy for storing images.
- Always credit the maker when exhibiting a flower (with their agreement).

5.7 Educator self-reflection

After each session, take five minutes to complete the Educator Reflection Sheet (Chapter 18, Tool 5). Ask yourself: What worked? Who was not engaged, and why? What will I change next time?

Easy-to-read summary

Every workshop has the same parts.

We say hello, warm up, look, make, tidy up and show.

The teacher speaks clearly and waits.

We ask before we take photos.

Part III – Art, Mind and Emotions

Art-based therapeutic approaches, cognitive development and emotional well-being through creative work.

6. Art-Based Therapeutic Approaches

In this chapter

Aim: Understand how art-based approaches support well-being and how to use them responsibly in educational workshops.

After this chapter you will be able to:

- explain the difference between art therapy and art-based educational activities;
- describe the benefits of creative work for adults with disabilities;
- apply five art-based principles in a flower workshop.

Chapter developed by: KICK (Austria)

Art therapy is a recognised profession in which trained therapists use the creative process to support mental, emotional and physical health. In this guide we do **not** ask educators to act as therapists. Instead, we borrow proven principles from art therapy and apply them in an **educational and social setting**: creating a safe space, valuing the process, encouraging self-expression and supporting reflection.

	Art therapy	Art-based educational activity (this guide)
Delivered by	Qualified art therapist	Educator, trainer, support worker
Main aim	Therapeutic change, treatment goals	Learning, skills, well-being, participation
Setting	Individual or group therapy	Workshops, day centres, adult education
Interpretation of artwork	Therapist may explore meaning with client	Educator does not interpret; learner describes own work if they wish
Referral	–	Educator refers to professionals when emotional needs exceed their role

6.1 Why creative work helps

Across the partner organisations, educators observe that creative hand-work offers adults with disabilities a rare combination of **control, success and recognition**. Creative activities can:

- offer a non-verbal channel for expressing preferences and emotions;
- reduce stress through repetitive, rhythmic movements (rolling, folding, tearing);
- support concentration and a sense of “flow” – being absorbed in a task;
- increase self-esteem through visible, valued results;
- encourage social contact in a relaxed context – people talk more easily when their hands are busy;
- give a sense of purpose, especially when the work is used, exhibited or given as a gift.

6.2 Five art-based principles for educators

Principle	In practice
1. A safe space	Predictable routine, calm atmosphere, no judgement of “good” or “bad” art, respect for “no”.
2. The process matters	Value exploring, trying, mixing and even “mistakes”. Describe what you see instead of evaluating.
3. Choice is expression	Every choice of colour, material or shape is a form of self-expression. Offer choices constantly.
4. The work belongs to the maker	Never correct or finish a learner’s flower without permission. Ask: “Do you want help?”
5. Reflection, not interpretation	Invite learners to talk about their work (“Tell me about your flower”) but do not interpret its meaning.

6.3 Describing rather than judging

Replace judgements with descriptions and open invitations:

Instead of...	Try...
“Beautiful!”	“You used lots of yellow and orange – it looks warm.”
“That is wrong, the petal goes here.”	“Where would you like to put this petal?”
“What is it supposed to be?”	“Tell me about your flower.”
“Let me fix it.”	“Would you like help with this part?”

6.4 Flowers as symbols

Flowers carry many meanings across our four countries: celebration, remembrance, love, friendship, spring and renewal. Some learners may connect flowers with personal memories – a garden, a grandparent, a festival. Welcome these stories. They are an opportunity for reminiscence and for intercultural exchange between partner groups. At the same time, be aware that flowers may also evoke loss (for example, funerals); respond with sensitivity.

TIP | Intercultural activity

Share the national flowers or symbolic flowers of the partner countries: edelweiss (Austria), the tulip (Türkiye, where it is a historic cultural symbol), and flowers used in folk traditions in Romania and Poland. Learners can create a “European Garden” of flowers inspired by each partner country.

SAFETY | When to refer

If a learner shows strong distress, disclosure of abuse, or persistent sadness during or after a session, follow your organisation's safeguarding procedure and inform the responsible professional. Educators should not try to "treat" emotional problems alone.

Easy-to-read summary

Making art can make us feel calm and proud.

There is no wrong flower.

My flower belongs to me.

I can tell others about my flower if I want.

7. Cognitive Development through Flower-Making

In this chapter

Aim: Link flower-making tasks to specific cognitive and motor skills and use targeted exercises.

After this chapter you will be able to:

- name the cognitive and motor skills involved in flower-making;
- choose exercises that target a specific skill;
- grade (make easier or harder) a task.

Chapter developed by: KICK (Austria)

Making a flower looks simple, but it involves a rich set of cognitive and motor processes. By understanding them, educators can choose and adapt tasks so that each learner is challenged at the right level – not bored, not overwhelmed.

7.1 Skills involved

Skill	What it is	Flower-making examples
Attention	Focusing on a task and ignoring distractions	Following one petal from start to finish; counting petals
Working memory	Holding information in mind while doing a task	Remembering “3 red petals, then 1 green leaf”
Sequencing	Doing steps in the correct order	Cut → curl → glue → attach stem
Planning	Deciding what to do before doing it	Choosing materials and colours for a design
Problem-solving	Finding a way when something does not work	The petal does not stick – what can we try?
Visual perception	Recognising shapes, sizes, colours, positions	Matching petals of the same size; placing petals in a circle
Categorisation	Grouping by common features	Sorting waste by material; sorting petals by colour
Fine-motor skills	Small, precise hand and finger movements	Pinching, cutting, rolling, threading
Bilateral coordination	Using both hands together	Holding paper with one hand while cutting with the other
Hand-eye coordination	Guiding the hand with the eyes	Cutting along a line; placing glue on a dot

7.2 Grading tasks

To make a task easier or harder, change one variable at a time:

Variable	Easier	Harder
Number of steps	1–2 steps, rest prepared	Full sequence, 6+ steps
Size of pieces	Large (palm-sized)	Small (fingertip-sized)
Material	Soft paper, fabric, foam	Thin plastic, card, layered materials
Tool	Tearing by hand, glue stick	Scissors on curves, liquid glue, hole punch
Choices	2 options	Open design
Support	Model to copy next to learner	Photo only, or from memory
Time	No time pressure	Complete a set for an exhibition by a date

7.3 Hand warm-up routine (5 minutes)

Start every session with this routine. It prepares hands for fine-motor work, reduces stiffness and signals the start of the activity. Demonstrate each movement and count aloud together.

#	Exercise	Instruction	Repeat
1	Flower opens	Make a fist (closed bud), then open all fingers wide (open flower)	10 times
2	Rain drops	Tap each fingertip on the table, one by one, like rain	2 rounds
3	Petal touch	Touch the thumb to each finger in turn	3 rounds each hand
4	Paper ball	Crumple a sheet of newspaper into a ball with one hand	Each hand
5	Smooth it out	Open the ball and smooth the paper flat with both hands	1 time
6	Wrist circles	Turn wrists slowly in circles, both directions	5 each way
7	Shake off	Shake hands loosely as if drying them	10 seconds

7.4 Cognitive exercises with flowers and waste

The following exercises can be used as warm-ups, as stations during a workshop, or as independent activities. Each targets specific skills.

Exercise	Materials	How to do it	Skills
Colour sort	Bottle caps or paper petals in 4 colours; 4 cups	Sort items into cups by colour. Harder: sort by colour AND size.	Categorisation, visual perception, pincer grip
Petal patterns	Paper petals in 2–3 colours; flower centre	Copy a pattern (red–yellow–red–yellow) around the centre. Harder: continue a pattern.	Sequencing, attention, working memory

Exercise	Materials	How to do it	Skills
Memory garden	6–10 finished flowers; cloth	Show flowers for 30 s, cover, remove one: which is missing?	Visual memory, attention
Petal counting	Flower centres with numbers 1–10; petals	Glue the same number of petals as the number on the centre.	Number concepts, fine-motor
Big and small	Petals and circles of three sizes	Build a flower from biggest (outside) to smallest (inside).	Seriation, size perception
Find the pair	Pairs of identical paper flowers	Match pairs; harder: memory card game face-down.	Visual discrimination, memory
What comes next?	Photo step cards, shuffled	Put the steps of making a flower in the right order.	Sequencing, planning
Waste detective	Bag with mixed clean waste	Take one item without looking, feel it, guess the material.	Tactile perception, vocabulary
Threading stems	Bottle caps with holes, string or pipe cleaner	Thread caps onto a stem to make a flower tower.	Bilateral coordination, hand-eye
Design from a recipe	Recipe card: “2 red, 1 yellow, 3 leaves”	Collect exactly the items on the card and build the flower.	Working memory, planning

TIP | Tip from Austrian educators

Keep a simple record of which exercise each learner did and at what level. Over 8–12 weeks you will often see clear progress – for example, a learner moving from 2 to 4 steps independently. Share this progress with the learner: seeing their own improvement is very motivating.

Easy-to-read summary

Making flowers trains our hands and our brain.

We warm up our hands first.

We play games with colours, sizes and numbers.

Tasks can be easy or harder.

8. Emotional Well-being and Self-Expression

In this chapter

Aim: Use flower-making to support emotional awareness, self-esteem and relationships.

After this chapter you will be able to:

- use colours and flowers to talk about feelings;
- run a short relaxation activity;
- plan activities that build self-esteem and belonging.

Chapter developed by: KICK (Austria)

8.1 The “Feelings Garden”

Colours are a simple entry point to talking about emotions. There is no universal “correct” meaning of colours – meanings are personal and cultural. The aim is not to label feelings for learners but to give them a tool to express themselves.

Step	Activity
1	Show the feelings board (happy, calm, sad, angry, tired, excited) with pictograms.
2	Ask: “Which colour is happy for you today?” Learners choose a paper petal colour for each feeling they want to show.
3	Each learner makes a “Feelings Flower” with petals in the colours of their feelings.
4	Optional: learners share one petal (“This blue petal is calm, because I like the sea”).
5	Flowers are planted in a group “Feelings Garden” on the wall. Over weeks, the garden shows the group’s journey.

8.2 Relaxation with flowers (5–10 minutes)

Use this short guided activity at the start or end of a session. Speak slowly and calmly. Learners can close their eyes or look at a flower.

- **Smell the flower, blow out the candle:** breathe in slowly through the nose as if smelling a flower; breathe out slowly through the mouth as if blowing a candle. Repeat 5 times.
- **Growing flower:** sit curled up like a seed; slowly “grow” by stretching up the arms; open the hands like petals to the sun; slowly return to the seed.
- **Petal stroke:** gently stroke a fabric or paper petal and notice how it feels (soft, smooth, rough).

8.3 Building self-esteem

- **Signature tag:** every flower gets a small tag with the maker’s name, symbol or photo.
- **Expert role:** a learner who masters a design becomes the “expert” who demonstrates it to others.
- **Gift flowers:** learners give flowers to family, staff, neighbours or local institutions (hospitals, elderly homes, municipality).
- **Portfolio:** each learner has a folder with photos of their flowers and certificates (Annex D8).

- **Exhibition:** the group organises an exhibition for families and the community (Chapter 16).

8.4 Relationships and teamwork

Group projects create interdependence: each person contributes one part to something larger. Ideas:

Group project	How it works	Social skills
Friendship bouquet	Each learner makes one flower; together they form one bouquet to give to someone	Contribution, belonging
Production line	Learner A cuts petals, B curls, C glues, D attaches stems	Cooperation, turn-taking, communication
Giant flower	A large flower (1 m) made of petals from all participants	Shared goal, pride
European garden	Exchange photos or flowers with a partner group in another country	Intercultural awareness

Team roles for group projects

Workshop 3 (“We Create Together from Waste”) introduced **eight team roles**, each represented by a pictogram on a role card. Clear roles make cooperation concrete: every participant knows what to do, what to ask for and how he or she contributes. Roles can be swapped during the activity, and one person can hold two roles in small teams.

Role card	What the person does	Suggested pictogram
Material selector	Chooses the materials for the team	hand + box
Sorter	Sorts the components (by colour, size, material)	three bins
Cutter	Cuts out or prepares the pieces	scissors
Assembler	Puts the parts together	glue / joining hands
Decorator	Decorates the finished parts	paintbrush
Helper	Offers help to others	helping hands
Presenter	Presents the product to the group	person speaking
Photographer	Documents the process (at least three stages)	camera

AAC | Visual work rules for teams

We work together • We wait for our turn • We ask for materials • We offer help • We use tools safely • We respect others’ choices • We say positive things • We clean up the workspace.

8.5 The Blooming Tree

The Blooming Tree is a group installation created and tested during the Buzău pilot (22 April 2026). A large bare tree is painted on canvas and hung on the wall. Each participant attaches the flower he or she has

made to a branch. Flower by flower, the bare tree comes to life. The symbolism is immediate and needs no words: **every person's contribution makes the tree bloom** – a powerful message about inclusion, belonging and caring for nature.



Attaching a magnolia to a branch



Each participant places a flower



The tree begins to bloom



Step	What to do
1. Prepare the tree	Paint a bare tree with many branches on a large canvas or an old bedsheet (about 1.5 × 2 m) with brown acrylic paint. Staff or a learner group can do this in an earlier session. Hang it with a rod and string at a height reachable from a wheelchair.
2. Make flowers	Each participant makes one or more flowers (the Magnolia, Design 1, is ideal; any design works).
3. Choose a branch	Each participant chooses where the flower goes – an important moment of choice and ownership.
4. Attach the flower	Use double-sided tape, Velcro dots or a safety pin (staff). Avoid hot glue on fabric that hangs on the wall.
5. Name it	Add a small name tag or symbol under each flower (with the maker's agreement).
6. Celebrate and photograph	Take a group photo in front of the tree. Repeat at every session – the tree grows with the group.

Variation	How it works
Growing tree	The tree stays in the centre for the whole programme; each workshop adds new flowers. Photograph it monthly to show progress.
Feelings tree	Combine with the Feelings Garden: flowers in colours chosen for today's feeling.
European tree	One tree per partner country, or one shared tree to which partner groups send flowers or photos.
Seasons tree	Bare in winter, blooming in spring, "fruit" (bottle-cap mosaics) in autumn – linking the activity to the calendar.
Tactile tree	For learners with visual impairments: textured branches (glued string or yarn) that can be followed with the fingers.

NOTE | Full workshop plan

Workshop 3 in Part VI ("We Create Together from Waste") turns the Blooming Tree into a complete 120-minute team workshop with roles, AAC supports, adaptations and success indicators.

Easy-to-read summary

Colours can show feelings.

We can breathe slowly and feel calm.

Our name is on our flower.

Together we make the tree bloom.

Part IV – Waste and Environment

Climate change in plain language, the waste hierarchy, waste classification and safety procedures.

9. Waste, Climate and Us

In this chapter

Aim: Explain in plain language how waste is linked to climate change and why re-using materials helps.

After this chapter you will be able to:

- explain the link between waste and greenhouse gases in simple words;
- use the waste hierarchy (reduce, reuse, recycle);
- run an accessible awareness activity with learners.

Chapter developed by: Fundacja GAMA (Poland)

9.1 Background for educators

Climate change is caused mainly by the increase of **greenhouse gases** – such as carbon dioxide (CO₂) and methane (CH₄) – in the atmosphere. These gases trap heat and warm the planet. Waste contributes to this in several ways:

- **Production:** making new products (plastic, paper, metal, glass) uses energy and raw materials, and releases greenhouse gases.
- **Landfill:** organic waste such as food and paper that decomposes in landfills without oxygen produces methane, a powerful greenhouse gas.
- **Incineration and transport:** burning and transporting waste also produce emissions.
- **Pollution:** plastic waste that escapes into nature pollutes soil, rivers and seas and harms animals.

Every time we re-use a material, we extend its life and reduce the need to produce something new. This is the idea behind the **circular economy**, which the European Union promotes through the **European Green Deal** and its Circular Economy Action Plan: keeping products and materials in use for as long as possible.

9.2 The waste hierarchy

EU waste policy follows a “waste hierarchy” – an order of priority from best to worst option. A simplified version for learners:

Priority	Action	Simple explanation	Example in our project
1 (best)	Reduce / prevent	Use less. Do not buy what we do not need.	Use a reusable bottle
2	Reuse	Use things again, in the same or a new way.	Turn an egg carton into tulips
3	Recycle	Sort waste so it can become new material.	Put leftover paper in the paper bin
4	Recover	Get energy from waste.	–
5 (worst)	Dispose	Landfill – the last option.	Only what cannot be used or recycled

NOTE | Upcycling

Our flower-making is a form of **upcycling**: transforming waste into something of higher value – beautiful, useful or meaningful. Upcycling is at level 2 (reuse) of the hierarchy.

9.3 How long does waste stay in nature?

Learners are often impressed by how long waste remains in nature. Estimates vary widely depending on conditions and sources, so present them as approximate: a paper sheet may break down in weeks to months, while plastic bottles are estimated to persist for hundreds of years, and glass for much longer. The key message is simple: **paper disappears quickly, plastic and glass stay for a very, very long time.**

Material	Simple message for learners
Paper, newspaper	Disappears quickly (weeks – months)
Cardboard, egg cartons	Disappears quickly (months)
Cotton fabric	Disappears in months to a few years
Juice / milk cartons (layered)	Take years – harder because of plastic and aluminium layers
Plastic bottles and caps	Stay hundreds of years
Glass	Stays for a very, very long time

9.4 Awareness activity: “The Journey of a Bottle”

Tell the story of a plastic bottle with 5 picture cards. Learners place the cards in order and choose the “happy ending” or the “sad ending”:

- Card 1: A bottle is made in a factory (smoke from the factory).
- Card 2: We drink the water.
- Card 3 – sad ending: the bottle is thrown in nature; it stays there for hundreds of years; animals are hurt.
- Card 3 – happy ending: the bottle goes to the yellow bin (or the relevant local bin) and becomes a new bottle, or...
- Card 4 – our ending: the bottle becomes a beautiful flower!

TIP | Keep it positive

Climate messages can create anxiety. With adults with disabilities, focus on **what we can do** rather than on frightening images. Every flower is a small, positive action.

9.5 Explaining climate change: the Earth’s blanket

The partnership developed a lesson that explains climate change with one simple image: **the gases in the air act like a blanket around the Earth.** A thin blanket keeps us comfortable; a blanket that is too thick makes us too hot. Pollution, too many car journeys and too much waste make the Earth’s blanket thicker.

Re-using materials – for example turning waste into flowers – means producing less, which helps keep the blanket thin. The lesson exists in two versions, which is itself a good example of Universal Design for Learning (Chapter 3.2): a standard version and an AAC version with very short sentences and pictograms.

Step	Standard version (key idea)	AAC version (what learners see and hear)
1. Our home	The Earth is our home; today we learn how to take care of it.	This is Earth. Earth is our home. We learn: how to help Earth.
2. Air	Air is all around us; it helps us breathe and protects our home.	Air is around us. We breathe air. Air protects Earth.
3. The blanket	The gases in the air act like a blanket.	Air = blanket. Small blanket = good. Big blanket = too hot.
4. What makes it thicker	Too much driving, factory smoke and waste add layers to the blanket.	Cars make smoke. Factories make smoke. Waste makes pollution. More gas = hot Earth.
5. What happens	Ice melts, sea water rises, animals lose their homes; summers are hotter; storms are stronger.	Ice melts. Sea water rises. Animals lose home. Very hot weather. Big storms.
6. What we can do	Re-use things, make art from waste, keep places clean, switch off lights.	We reuse things. Waste → flowers. Clean places. Turn off light. Use less waste.
7. Our promise	Every small action matters.	Small actions = BIG help. We help Earth.

NOTE | Adapting the original slides

The original lesson slides were created with an AI tool (NotebookLM). Before using them with adults, replace illustrations showing children or childlike characters with images of adults or neutral images (Chapter 3.1, “Adult respect”), and state that the images are AI-generated. Check questions for learners: “Is very hot weather good for plants?”, “Clean park or dirty park – which do you prefer?”, “What can we make from waste?”

Easy-to-read summary

Too much rubbish is bad for the planet.

Some rubbish stays in nature for a very long time.

We can use things again.

We make flowers from rubbish. This helps the planet.

10. Waste Classification

In this chapter

Aim: Teach learners to sort waste and to select clean, safe materials suitable for flower-making.

After this chapter you will be able to:

- classify common waste into material groups;
- use a colour-coded sorting system adapted to your local rules;
- choose suitable materials for each type of flower.

Chapter developed by: Fundacja GAMA (Poland)

10.1 Main material groups

Separate collection is required throughout the EU, but the **colours of bins differ between countries and even between municipalities**. Always check and teach your local system. The table below shows a common pattern; partners should adapt the colours in national language versions.

Material group	Examples	Common bin colour*	Useful for flowers?
Paper and cardboard	Newspapers, magazines, cardboard boxes, paper rolls, egg cartons	Blue	Yes – very useful
Plastic and metal packaging	Plastic bottles, caps, yoghurt cups, bags; cans; (in some places also beverage cartons)	Yellow	Yes – plastic; metal only with great care
Glass	Jars, bottles	Green / white	As vases only, handled by staff
Bio-waste	Food scraps, coffee grounds, garden waste	Brown	No (hygiene)
Textiles	Old clothes, fabric scraps, buttons, yarn	Special containers	Yes – very useful
Mixed / residual	Dirty packaging, nappies, ceramics	Black / grey	No
Hazardous	Batteries, medicines, paints, chemicals, electronics	Special collection points	Never

*Colours are indicative. For example, in Poland the national system uses yellow (plastics and metals), blue (paper), green (glass), brown (bio) and black (mixed). Romania, Austria and Türkiye use similar colour logic with local variations. Verify with your municipality.

10.2 Materials for flower-making: suitability matrix

Material	Suitable for	Level	Preparation	Caution
Egg cartons (cardboard)	Tulips, daisies, roses	1–3	Check for egg residue; use only dry, clean cartons	Hygiene: discard if stained

Material	Suitable for	Level	Preparation	Caution
Paper rolls (toilet/kitchen)	Sunflowers, loops, stems	1–3	Only kitchen rolls or new rolls from stock	Some centres avoid toilet rolls for hygiene
Newspapers, magazines	Roses, fringe flowers, stems	1–3	None	Ink can stain hands
Plastic bottles (PET)	Bottle-bottom flowers, petals	2–3	Wash, remove labels; staff pre-cut	Cut edges can be sharp
Bottle caps	Centres, mosaics, threading	1–3	Wash and dry	Choking risk – see Chapter 11
Beverage cartons (Tetra Pak)	Lilies, leaves	2–3	Open, wash, dry flat	Stiff to cut
Fabric scraps	Rosettes, soft petals	1–3	Wash; cut into pieces	Fraying; dust allergies
Yarn and wool leftovers	Pom-pom flowers, wrapping stems	1–3	None	Tangling
Buttons	Centres, decoration	2–3	Sort by size	Choking risk
Cardboard boxes	Bases, templates, large petals	1–3	Flatten; staff cut large pieces	Thick – hard to cut
Plastic bags	Soft petals, fringe flowers	2–3	Clean, dry	Suffocation risk – supervision
Single-use plastic plates	Flower bases (Magnolia)	2–3	Collect after events; wash	Can crack when cut – cut slowly
Plastic spoons	Petals (Magnolia)	1–3	Wash; staff cut handles	Check cut edges
Plastic cups	Fringed centres	2–3	Wash and dry	Never curl with heat
Glass jars	Vases	Staff	Wash; remove labels	Breakage – staff only
Tin cans	Vases	Staff	File/tape edges	Sharp edges – staff only

10.3 The material collection system

Collecting materials is itself an educational activity. Organise it as a project:

- **Collection boxes:** place labelled boxes (with pictograms) in the centre, at home and with partner organisations.
- **Collection campaign:** invite families, staff and local businesses (cafés, shops) to donate clean materials.
- **Sorting day:** learners sort donated materials into material boxes, check cleanliness and discard unsuitable items.
- **Collection log:** record what was collected (Annex D3). At the end of the programme, calculate how many items were saved from the bin – a powerful result to communicate.

10.4 Sorting activity for learners

Level	Activity
1 – Seed	Sort into 2 boxes: PAPER / PLASTIC. Use real objects and large pictograms on boxes.
2 – Sprout	Sort into 4 boxes using local bin colours: paper, plastic/metal, glass, other.
3 – Bloom	Sort into boxes AND decide: “Can we use it for flowers?” Yes / No / Ask staff. Explain why.

Easy-to-read summary

Rubbish can be paper, plastic, glass, fabric or food.

Each has its own bin and colour.

We use clean paper, plastic, cartons and fabric for flowers.

We never use batteries, medicine or broken glass.

11. Safety Procedures

In this chapter

Aim: Prevent accidents and protect health when working with waste materials and tools.

After this chapter you will be able to:

- carry out a risk assessment before a workshop;
- apply cleaning and hygiene rules for waste materials;
- use tools and glue safely with adults with disabilities.

Chapter developed by: Fundacja GAMA (Poland)

SAFETY | Golden safety rules

- Only clean, dry, non-hazardous materials enter the workshop.
- Staff prepare all sharp-edged cuts (plastic bottles, cans, cardboard boxes).
- Know the health needs of every learner before the session.
- Never leave learners alone with scissors, hot glue or small parts if there is a risk.
- No open flames or melting of plastic – ever.
- Keep a first-aid kit in the room and know the emergency procedure.

11.1 Materials: what never to use

- Batteries, electronics, light bulbs (hazardous substances, broken glass).
- Medicine packaging with residues, syringes, blister packs with contents.
- Containers of chemicals: cleaning products, solvents, paints, pesticides, motor oil.
- Broken glass, ceramics, mirrors.
- Aerosol cans.
- Anything mouldy, greasy, stained with food or of unknown origin.
- Polystyrene that crumbles into small pieces (choking and mess).

11.2 Cleaning and hygiene

Material	Cleaning procedure
Plastic bottles, caps, cups	Rinse with warm soapy water, remove labels, dry completely (24 h).
Beverage cartons	Open fully, rinse inside, dry flat.
Fabric	Machine-wash before use.
Egg cartons	Inspect; discard any carton with egg residue. Some organisations prefer new egg cartons or cartons from the centre's own kitchen.
All materials	Store in closed, labelled boxes in a dry place. Wash hands before and after the workshop.

11.3 Tools: safe choices

Tool	Safe option	Rules
Scissors	Round-tip scissors; spring-loaded or loop scissors; left-handed scissors available	Cut away from the body; pass handle first; sit while cutting
Cutters / craft knives	Staff only	Never used by learners
Glue	Glue sticks, white PVA (water-based, non-toxic) glue	Check product labels; ventilated room
Hot glue guns	Low-temperature glue gun, used only by staff or by Level 3 learners under 1:1 supervision	Silicone finger protectors; stand on heat-resistant mat; unplug after use
Paint	Water-based acrylic or poster paint, applied with brush or sponge	Aprons; wash brushes
Spray paint	Staff only	Outdoors or well-ventilated room; mask and gloves; spray inside a cardboard box; learners stay at a distance
Lighters, candles, heat guns	Not used	Never heat, curl or melt plastic with a flame
Hole punch / awl	Staff make holes in plastic caps; learners may use paper hole punch	Supervision
Wire	Pipe cleaners or paper-covered floral wire instead of bare wire	Staff bend ends into loops

11.4 Individual risks

Risk	Who is at risk	Prevention
Choking / swallowing small parts	Learners who put objects in the mouth (pica), have swallowing difficulties	Use only large pieces; count small parts before and after; 1:1 supervision
Suffocation	Learners who may put bags over the head	Avoid plastic bags; cut bags into strips before the session
Allergies and skin reactions	Learners with latex, dust or glue allergies	Check profile; gloves (non-latex); alternative materials
Seizures	Learners with epilepsy	Know the individual protocol; avoid flashing lights in videos
Cuts	All	Staff pre-cut plastic; tape sharp edges; first-aid kit
Sensory overload	Learners with autism, sensory processing difficulties	Quiet room; limit strong-smelling glues; headphones

Risk	Who is at risk	Prevention
Falls and trips	Wheelchair users, learners with mobility impairments	Clear floor; materials within reach

11.5 Pre-workshop risk assessment

Complete the Risk Assessment Checklist (Annex D2) before each new workshop type. It takes 10 minutes and covers: materials, tools, room, staffing ratio, individual learner risks and emergency procedures.

11.6 Safety for outdoor waste collection

Some workshops include symbolic waste collection in the community (as in the project activities in Romania and Poland). Follow these rules:

- Wear gloves and high-visibility vests.
- Use litter pickers (grabbers) – never pick up waste with bare hands.
- Do **not** collect needles, glass, batteries or unknown substances – point them out to staff, who report them to the municipality.
- Work in pairs; one staff member for every 2–3 learners near roads.
- Collected street waste goes to the correct bins – it is **not** used for flower-making (only clean household materials are).

11.7 Lessons from the pilot

The Buzău pilot (22 April 2026) was a valuable test of both techniques and safety rules. The partnership reviewed the activity afterwards and made the following decisions for this guide:

What we observed	What worked well	What we changed in the guide
Painting finished flowers	Using gloves; spraying inside a cardboard box to contain the paint	Spray paint is used only by staff, outdoors or in a well-ventilated area, with a mask. Learners use acrylic paint and sponges.
Curling cup fringes	Fringed cups gave an attractive, stamen-like centre	Heat is never used on plastic. Fringes are curled around a pencil or left straight.
Hot glue guns	Fast, strong assembly of spoon petals	Low-temperature glue guns only, used by staff or Level 3 learners with 1:1 supervision; glue dots or PVA for other learners.
Materials	Plates, spoons and cups were easy to transform	Only collected, washed single-use tableware is used – never newly bought items.

Easy-to-read summary

We only use clean rubbish.

We never use batteries, medicine or broken glass.

We never use fire on plastic.

We cut carefully and sit down to cut.

We wash our hands before and after.

Part V – Creative Design and Flower-Making

Design principles, basic techniques, ten flower designs from waste, visual tutorials and exhibitions.

12. Principles of Creative Design

In this chapter

Aim: Use basic design elements to help learners make choices and create attractive flowers.

After this chapter you will be able to:

- explain colour, shape, texture and composition in simple terms;
- guide learners through the design process;
- use examples and inspiration boards.

Chapter developed by: ARTİKA Creative Arts Association (Türkiye)

Good design is not only for artists. By understanding a few basic elements, learners can make intentional choices and feel ownership of their work. Educators should present these elements through looking, touching and playing, not through theory.

12.1 Elements of design

Element	Simple explanation	Activity idea
Colour	Warm colours (red, orange, yellow) feel energetic; cool colours (blue, green, purple) feel calm. Colours next to each other on the colour wheel look harmonious; opposite colours create contrast.	Make a “warm” flower and a “cool” flower and compare.
Shape	Round, pointed, heart-shaped, long petals change the character of a flower.	Petal shape game: same flower, different petal shapes.
Size and proportion	Big centre with small petals, or small centre with big petals.	Build flowers of 3 sizes and arrange them.
Texture	Smooth plastic, soft fabric, rough cardboard, crinkly paper.	Touch box: combine two textures in one flower.
Pattern and repetition	Repeating petals create rhythm.	Alternating colour petals.
Composition	How flowers are arranged together: height, grouping, space.	Arrange a bouquet with tall, medium and short flowers.

12.2 The design process in five steps

Step	What learners do	Educator support
1. Look	Look at real flowers, photos and finished waste flowers	Inspiration board; walk in a garden or park
2. Collect	Choose materials from the material station	Limit choice for Level 1 (2 options)
3. Plan	Choose colours and shape; sketch (Level 3)	Choice boards; design worksheet (Annex C, W7)

Step	What learners do	Educator support
4. Make	Create the flower	Step cards; prompts
5. Present	Show and name the flower; give it a title	Photo; name tag; exhibition

12.3 Inspiration board

Create a large board with photos of real flowers, examples of waste flowers from the project, colour samples and material samples. Invite learners to add pictures they like. The board supports learners with limited verbal communication to show preferences by pointing.

Easy-to-read summary

Colours can be warm or cool.

Petals can be big or small, round or pointed.

Materials can be soft or hard.

First we look, then we choose, then we make.

13. Basic Techniques

In this chapter

Aim: Master eight basic techniques used in all flower designs, and adapt them to learners' abilities.

After this chapter you will be able to:

- demonstrate each basic technique;
- choose adapted tools;
- plan progressive practice.

Chapter developed by: ARTİKA Creative Arts Association (Türkiye)

Technique	Description	Practice exercise	Adapted option
Tearing	Tearing paper by hand into pieces or strips	Tear newspaper into “petals” for a collage flower	Pre-started tears; softer paper
Cutting straight	Cutting along a straight line	Cut a fringe; cut strips	Loop scissors; thick marked lines; staff hold paper
Cutting curves	Cutting round shapes	Cut a circle, then a spiral	Larger shapes; cardboard template with raised edge
Folding	Folding paper in half, accordion (fan) folding	Accordion fold a strip to make a fan flower	Pre-scored fold lines (scored with a blunt tool)
Rolling	Rolling paper around a stick or on itself	Roll newspaper stems; roll spiral roses	Roll around a pencil or dowel
Curling	Curving the tip of a petal around a pencil	Curl carton petals	Staff hold the petal, learner turns pencil
Gluing	Applying the right amount of glue	“Dot, dot, not a lot” – glue dots on a sheet	Glue stick; pre-placed glue dots; glue in a small dish with a brush
Assembling	Joining parts: centre, petals, stem, leaves	Assemble a pre-cut flower kit	Velcro dots or split pins; assembly template

13.1 Making stems

- **Newspaper stem:** roll a sheet of newspaper diagonally and tightly around a skewer; remove the skewer or keep it inside for strength; paint green or wrap with green paper.
- **Pipe cleaners:** easy and flexible; ideal for small flowers.
- **Paper rolls:** cut open lengthwise, roll narrower and tape.
- **Garden twigs:** natural, zero-waste stems collected during a walk.

13.2 Making leaves

Leaves can be cut from green paper, green plastic bottles, beverage cartons painted green or fabric. Fold a leaf in half lengthwise before cutting to make it symmetrical, and to create a central vein when unfolded.

13.3 Vases and containers from waste

Complete the circular story by making vases from waste: glass jars (staff handle), tin cans with taped edges, plastic bottles cut in half, or cardboard tubes on a base. Learners can decorate the outside with paper, yarn or fabric. A pot filled with sand or small stones keeps a bouquet stable.

Easy-to-read summary

We learn to tear, cut, fold, roll, curl and glue.

We use a little glue: dot, dot, not a lot.

We make stems, leaves and vases too.

14. Eleven Flower Designs from Waste

This chapter presents eleven designs. **Design 1, the Magnolia, was developed and tested by the partnership during the Buzău activity in April 2026.** Designs 2–11 were proposed by the partners for the workshop programme; photographs from partner workshops will be added as they are tested. Each design includes materials, preparation, step-by-step instructions with key words for AAC, adaptations for the three levels, and safety notes. Photo step cards and video tutorials for each design are provided as separate project resources (see Chapter 15).

#	Design	Main material	Level
1	Magnolia from Single-Use Tableware	Plastic plates, spoons and cups	★★ – ★★★★★ (★ with pre-cut parts)
2	Egg-Carton Tulips	Cardboard egg cartons	★ – ★★
3	Plastic Bottle Daisies	Plastic (PET) bottles	★★ – ★★★★★
4	Paper-Roll Sunflower	Cardboard paper rolls	★ – ★★★★★
5	Rolled Newspaper Roses	Newspapers and magazines	★★ – ★★★★★
6	Bottle-Cap Flowers and Mosaic	Plastic bottle caps	★ – ★★★★★
7	Fabric-Scrap Rosettes	Textile scraps, old clothes	★ – ★★★★★
8	Beverage-Carton Lilies	Juice / milk cartons (Tetra Pak)	★★ – ★★★★★
9	Newspaper Fringe Chrysanthemums	Newspaper, paper bags, wrapping paper	★ – ★★
10	Yarn Pom-Pom Alliums	Leftover wool and yarn	★★ – ★★★★★
11	Cardboard and Button Layered Flowers	Cardboard boxes, cereal boxes, buttons	★ – ★★★★★

Design 1: Magnolia from Single-Use Tableware

Main material	Plastic plates, spoons and cups	Difficulty	★★ – ★★★ (★ with pre-cut parts)
Time	60–90 min (plus drying)	Key skills	Drawing with a template, cutting, circular arrangement, layering, bilateral coordination

This large, three-layered flower was designed and made by the partnership during the Buzău activity. It turns three of the most common single-use items – plates, spoons and cups – into an elegant magnolia about 20–25 cm wide. The base is a plate cut into a flower, the petals are spoon bowls arranged in a circle, and the centre is a cup cut into fine fringes that look like stamens. Finished magnolias can be white, pink or red, and are ideal for group installations such as “The Blooming Tree” (Chapter 8).

NOTE | Tested in the project

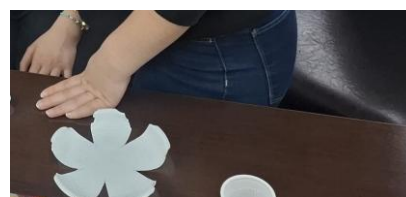
This design was developed and tested on **22 April 2026** in Buzău, Romania, during the mobility activity “Grouping and Design for Recycling Waste”, by educators from Austria, Poland, Türkiye and Romania working together with local participants. The instructions below include the **safer alternatives** adopted after the pilot (see Chapter 11, “Lessons from the pilot”).



Plates drawn with a marker and cut into flower bases



Cups cut into fringes form the centre



Spoon bowls become petals

You need

Waste materials	Tools and other
Single-use plastic plates (washed) – 1 per flower; Plastic spoons (washed) – 6 to 10 per flower; Plastic cups (washed) – 1 per flower; Yellow paper scrap or a yellow bottle cap for the heart (optional)	Marker and a flower template (cardboard, 5–6 petals); Strong round-tip scissors; spring-loaded scissors for learners with less hand strength; Low-temperature glue gun (staff, or Level 3 learners with 1:1 supervision) or strong PVA glue; Pencil or wooden skewer for curling; Acrylic paint and sponges (optional); Gloves (optional, as used in the pilot)

Preparation by the educator

- Collect and wash plates, spoons and cups (see the note on single-use plastics below).

- Make a cardboard flower template the size of the plate.
- Staff cut the handles off the spoons, leaving only the bowls, and check that no sharp edges remain.
- For Level 1: staff also pre-cut the plate flower and the cup fringe.

Step by step

Step	What to do	Key word / pictogram
1	Place the template on the plate and draw around it with the marker.	DRAW
2	Cut out the plate flower slowly, following the line. Plastic plates can crack – take small cuts.	CUT
3	Take 6–10 spoon bowls. Arrange them in a circle on the plate flower, without glue, until you like the shape.	PLACE
4	Glue the spoon bowls one by one. Hold each one for 10 seconds.	GLUE
5	Cut the cup into thin strips, from the rim down to about 1 cm above the bottom.	CUT
6	Curl the strips outwards by rolling each one around a pencil.	CURL
7	Glue the cup in the centre of the flower. Add a yellow heart of paper or a yellow cap.	GLUE
8	Optional: dab pink or red acrylic paint on the petal tips with a sponge for a soft gradient. Leave to dry.	PAINT
9	Your magnolia is ready for a vase, a stem or the Blooming Tree!	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Plate flower, spoon bowls and fringed cup are prepared; learner chooses the colour, places the spoon bowls on marked dots and presses them on glue dots.	Learner draws around the template and cuts the plate with support; places and glues the petals; staff cut the fringe.	Learner completes all steps, plans the number and position of the petals and paints a gradient; can tutor a peer.

SAFETY | Watch out

Do not heat plastic. Never use lighters, candles or heat guns to curl the cup strips – heated plastic releases harmful fumes. Curl the strips around a pencil, or leave them straight.

Spray paint only by staff, outdoors or in a well-ventilated area, with a mask. Learners paint with water-based acrylic and a sponge.

Cut spoon handles and check edges before giving parts to learners.

TIP | From our workshops

The pilot showed that the magnolia is highly motivating because the result is large and impressive. Make the parts in a “production line” (Chapter 8.4): one team cuts plates, one prepares spoon bowls, one makes the fringed centres.

NOTE | Single-use plastics: why this design matters

Under the EU Single-Use Plastics Directive (Directive (EU) 2019/904), single-use plastic plates, cutlery and straws may no longer be placed on the EU market. Many such items, however, are still stored in homes, canteens and event venues. Collecting them after parties, events or canteen use – instead of buying new ones – gives them a second life and keeps them out of the environment. Always use **collected, washed** tableware for this design.

Design 2: Egg-Carton Tulips

Main material	Cardboard egg cartons	Difficulty	★ – ★★
Time	45–60 min (plus drying)	Key skills	Grasp, painting, bilateral coordination, colour choice

The tulip is the simplest and most successful starting design. The cups of an egg carton already have the shape of a tulip. It is ideal for the first workshop and for learners at every level. The tulip is also a flower of cultural importance in Türkiye and across Europe.

You need

Waste materials	Tools and other
Cardboard egg cartons (clean, dry); Paper rolls or newspaper for stems; Green paper or card scraps for leaves	Round-tip scissors; Water-based paint and thick brushes or sponges; Glue stick / PVA glue; Wooden skewers with blunted tips or pipe cleaners

Preparation by the educator

- Cut egg cups apart. For Level 1, also cut the zig-zag tulip edge.
- Make a small hole in the bottom of each cup with a pencil.
- Prepare leaf templates on card.
- Blunt the tips of the skewers (cut off the point) or use pipe cleaners.

Step by step

Step	What to do	Key word / pictogram
1	Choose an egg cup.	CHOOSE
2	Cut 3–4 small “V” shapes around the top edge to make tulip petals.	CUT
3	Paint the cup, inside and outside, in the colour you choose.	PAINT
4	Leave to dry on the drying tray (15–20 minutes, or until next session).	WAIT
5	Draw around the leaf template on green paper and cut out 1–2 leaves.	CUT
6	Push the stem through the hole from inside the cup. Secure with a drop of glue or a small ball of paper.	PUSH
7	Glue the leaves onto the stem.	GLUE
8	Put your tulip in the group vase.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Cup pre-cut and petals pre-shaped; learner paints with sponge dabber and chooses colour; hand-over-hand for the stem if needed.	Learner cuts “V” shapes on marked lines; paints; attaches leaves with glue stick.	Learner cuts cups apart, designs two-colour tulips, makes a bouquet of 3 tulips with different heights.

TIP | From our workshops

Paint many cups in one session and assemble in the next – this gives a natural two-session structure and time for paint to dry.

Design 3: Plastic Bottle Daisies

Main material	Plastic (PET) bottles	Difficulty	★★ – ★★★
Time	60 min	Key skills	Hand-eye coordination, cutting, symmetry, fine-motor control

The base of many plastic bottles already has a five-part “flower” shape. Cut off and painted, it becomes a daisy or star flower. The upper part of the bottle can be cut into strips for a second flower type.

You need

Waste materials	Tools and other
Clean plastic bottles (0.5–2 L) with petal-shaped bases; Bottle caps for the centre; Cardboard for backing (optional)	Craft knife and strong scissors – STAFF ONLY for the first cut; Acrylic paint; Brushes; PVA glue or low-temperature glue gun (staff); Permanent markers

Preparation by the educator

- Staff cut off the bottle bases about 3–4 cm from the bottom.
- Staff smooth or tape any sharp edges.
- For Level 2: staff draw petal lines on the cut edge with a marker.

Step by step

Step	What to do	Key word / pictogram
1	Look at the bottle base: count the petal shapes.	LOOK
2	Cut along the marked lines between the petals (towards the centre, not all the way).	CUT
3	Gently bend the petals outwards.	BEND
4	Paint the petals white, yellow or your colour.	PAINT
5	Leave to dry.	WAIT
6	Glue a bottle cap in the centre.	GLUE
7	Decorate with dots or lines using a marker.	DECORATE
8	Glue onto a stem or cardboard backing to make a picture.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Learner paints a pre-cut base with sponge; chooses cap colour and presses it on glue.	Learner cuts marked lines with spring scissors, bends and paints.	Learner designs a “bottle-bottom garden” wall picture with several flowers of different sizes.

SAFETY | Watch out

Cut plastic can have sharp edges. Staff make all first cuts and check edges before giving pieces to learners. Never use heat to shape plastic.

Design 4: Paper-Roll Sunflower

Main material	Cardboard paper rolls	Difficulty	★ – ★★★
Time	60–75 min	Key skills	Cutting, pattern, repetition, circular arrangement

Cardboard rolls cut into rings make perfect petals. Arranged in a circle around a centre, they create a large, bright sunflower – a strong, cheerful symbol for exhibitions.

You need

Waste materials	Tools and other
Cardboard rolls (kitchen paper rolls preferred); Cardboard for the centre circle; Bottle caps, buttons or crumpled brown paper for seeds; Newspaper for the stem	Scissors; Yellow and brown paint; PVA glue; Pencil and ruler; Circle template (e.g. a plate)

Preparation by the educator

- Mark lines every 1.5–2 cm on the rolls.
- Cut a cardboard circle (10–15 cm) for the centre.

Step by step

Step	What to do	Key word / pictogram
1	Flatten a cardboard roll gently.	PRESS
2	Cut along the lines to make rings (petals).	CUT
3	Pinch the ends of each ring to make a petal shape.	PINCH
4	Paint the petals yellow.	PAINT
5	Paint the centre circle brown.	PAINT
6	Glue the petals around the centre, like the numbers of a clock.	GLUE
7	Fill the centre with “seeds” (caps, buttons or small paper balls).	FILL
8	Roll newspaper tightly for a stem and attach.	ROLL

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Learner glues pre-cut, pre-painted petals onto a centre with marked positions (dots).	Learner cuts rings along lines and arranges petals following the “clock” model.	Learner makes two layers of petals and a textured centre; creates a sunflower field with the group.

TIP | From our workshops

Mark 12 dots on the centre circle like a clock face. Learners place one petal on each dot – excellent for counting and spatial orientation.

Design 5: Rolled Newspaper Roses

Main material	Newspapers and magazines	Difficulty	★★ – ★★★
Time	45–60 min	Key skills	Rolling, finger dexterity, spiral cutting, patience

A circle of paper cut into a spiral and rolled from the outside in creates a surprisingly realistic rose. Colourful magazine pages give striking effects; newspaper roses look elegant and can be painted.

You need

Waste materials	Tools and other
Magazine pages or newspaper; Cardboard for the base; Green paper for leaves	Scissors; Glue stick and PVA glue; Circle template (saucer, 12–15 cm); Pencil; Stems: rolled newspaper or skewers

Preparation by the educator

- Draw circles on pages and draw a spiral line inside each circle (for Levels 1–2).

Step by step

Step	What to do	Key word / pictogram
1	Cut out the circle.	CUT
2	Cut along the spiral line from the outside to the centre. Leave a small circle in the middle.	CUT
3	Start rolling from the outer end of the spiral. Roll tightly.	ROLL
4	Keep rolling until you reach the centre circle.	ROLL
5	Let the roll open a little – it becomes a rose.	OPEN
6	Put glue on the centre circle and press the rose onto it. Hold for 10 seconds.	GLUE
7	Attach to a stem and add a leaf.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Staff cut the spiral; learner rolls with support, or tears and crumples paper into a “ball rose” instead.	Learner cuts a pre-drawn circle and spiral; rolls with prompts.	Learner draws freehand spirals (wavy edges give more petal effect); makes roses in different sizes for a bouquet.

TIP | From our workshops

Wrap the finished spiral around a pencil first for learners who find rolling difficult – the pencil gives something to hold.

Design 6: Bottle-Cap Flowers and Mosaic

Main material	Plastic bottle caps	Difficulty	★ – ★★★
Time	45–90 min	Key skills	Sorting, pincer grip, patterns, planning a composition

Bottle caps come in many bright colours. They can be used as flower centres, as petals arranged around a centre, or combined in a large group mosaic of flowers on cardboard or wood.

You need

Waste materials	Tools and other
Clean bottle caps in many colours; Large cardboard sheet or wooden board; Buttons (optional)	Strong PVA glue or glue gun (staff); Pencil; Sorting trays / muffin trays

Preparation by the educator

- Sort caps by colour with the group (a learning activity in itself).
- Draw simple flower outlines on the board.
- Count caps before and after the session (choking prevention).

Step by step

Step	What to do	Key word / pictogram
1	Sort caps by colour into trays.	SORT
2	Choose one cap for the centre of your flower.	CHOOSE
3	Choose 5–6 caps of another colour for the petals.	COUNT
4	Arrange the caps on the drawn flower without glue first.	PLACE
5	When you like it, glue each cap in place.	GLUE
6	Add a stem and leaves with more caps or paper.	ADD
7	Look at the whole mosaic together.	LOOK

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Learner places large caps on dots; sorting 2 colours; caps pre-glued with a glue dot.	Learner makes an individual 7-cap flower following a colour card.	Learner designs part of the mosaic (e.g. one flower bed), plans colours and quantities.

SAFETY | Watch out

Bottle caps are a choking hazard for learners who put objects in the mouth. Assess each learner. Count caps. Use larger caps (e.g. from large bottles or detergent containers – thoroughly cleaned) where needed.

Design 7: Fabric-Scrap Rosettes

Main material	Textile scraps, old clothes	Difficulty	★ – ★★★
Time	45–60 min	Key skills	Tactile exploration, folding, twisting, sensory regulation

Soft fabric is pleasant to touch and calming for many learners. Strips of old T-shirts or fabric scraps can be twisted and coiled into rosettes, or gathered into soft petal flowers. The finished flowers can decorate bags, brooches or hair clips.

You need

Waste materials	Tools and other
Old T-shirts, shirts, fabric scraps (washed); Buttons for centres; Cardboard circles (5 cm) as base	Fabric scissors (staff for first cuts); PVA or fabric glue; Clothes pegs to hold while drying; Optional: large blunt needle and thread for Level 3

Preparation by the educator

- Cut T-shirts into strips (3 × 40 cm). T-shirt jersey does not fray and curls nicely.
- Cut cardboard circles.

Step by step

Step	What to do	Key word / pictogram
1	Touch and choose your fabric strip.	TOUCH
2	Put a line of glue on the cardboard circle.	GLUE
3	Fix one end of the strip in the centre.	PRESS
4	Twist the strip and coil it around the centre, like a snail.	TWIST
5	Add glue as you go and press.	PRESS
6	Tuck the end under and glue.	GLUE
7	Glue a button in the middle.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Learner scrunches a fabric square and places it on glue; chooses button.	Learner coils with prompts; staff hold the base.	Learner sews gathered-fabric petals (yo-yo flowers) or makes a set of brooches for sale at a charity event.

Design 8: Beverage-Carton Lilies

Main material	Juice / milk cartons (Tetra Pak)	Difficulty	★★ – ★★★
Time	60 min	Key skills	Using templates, curling, stronger hand force, 3D assembly

The inside of beverage cartons is silver or white and water-resistant – ideal for elegant lilies. The printed outside can also be used for colourful effects. Carton flowers are sturdy and last well in exhibitions.

You need

Waste materials	Tools and other
Beverage cartons – opened, washed and dried flat; Yellow paper or pipe cleaners for stamens; Paper rolls for stems	Strong scissors; Lily petal template (6 petals joined at centre, or single petals); Pencil; PVA glue / stapler (staff); Pencil for curling

Preparation by the educator

- Cut cartons into flat panels.
- Prepare templates in card.

Step by step

Step	What to do	Key word / pictogram
1	Put the template on the carton and draw around it.	DRAW
2	Cut out the petal shape.	CUT
3	Curl each petal tip by rolling it around a pencil.	CURL
4	Make stamens: cut thin strips of yellow paper or fold a pipe cleaner.	CUT
5	Roll the petals into a trumpet shape and glue or staple the base.	ROLL
6	Put the stamens inside.	PUT
7	Attach to a stem.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Staff cut petals; learner curls with pencil (hand-over-hand if needed) and chooses stamens.	Learner draws around template with support and cuts straight parts.	Learner cuts complete shapes, paints petal details, designs a lily arrangement.

TIP | From our workshops

Cartons are stiff. Spring-loaded scissors make cutting much easier for learners with limited hand strength.

Design 9: Newspaper Fringe Chrysanthemums

Main material	Newspaper, paper bags, wrapping paper	Difficulty	★ – ★★
Time	30–45 min	Key skills	Repetitive cutting, rolling, bilateral coordination

A strip of paper with many small cuts (fringe) rolled tightly becomes a fluffy chrysanthemum or dandelion. The repetitive cutting is excellent scissor practice and often very calming.

You need

Waste materials	Tools and other
Newspaper, coloured paper bags, gift-wrap leftovers; Paper rolls or skewers for stems	Scissors; Glue stick; Tape; Marker

Preparation by the educator

- Cut paper into strips 8–10 cm wide and 40–60 cm long.
- For Level 1, draw a line 2 cm from the bottom as a “stop line”, and draw cutting lines.

Step by step

Step	What to do	Key word / pictogram
1	Fold the strip in half along its length (optional, for fuller flowers).	FOLD
2	Cut many small cuts along the edge. Stop at the line.	CUT
3	Put glue along the uncut bottom edge.	GLUE
4	Roll the strip tightly around the stem.	ROLL
5	Fix the end with tape or glue.	FIX
6	Fluff out the fringe with your fingers.	OPEN
7	Your flower is ready!	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Learner tears the fringe instead of cutting, or snips pre-marked short lines; staff roll with learner.	Learner cuts fringe independently and rolls around a stem.	Learner combines two colours (inner and outer layers) for a two-tone flower.

Design 10: Yarn Pom-Pom Alliums

Main material	Leftover wool and yarn	Difficulty	★★ – ★★★
Time	45–60 min	Key skills	Wrapping, bilateral coordination, counting, rhythm

Pom-poms made from leftover yarn look like round allium flowers or clover. Wrapping yarn is a rhythmic, soothing activity, and counting wraps adds a cognitive element.

You need

Waste materials	Tools and other
Leftover yarn and wool; Cardboard (for pom-pom templates); Paper rolls or sticks for stems	Scissors (sharp – staff for final cut); Cardboard “U” templates or fork; Glue

Preparation by the educator

- Cut cardboard “U” shapes (7 × 5 cm) or double rings as pom-pom makers.

Step by step

Step	What to do	Key word / pictogram
1	Choose the yarn colour.	CHOOSE
2	Hold the end of the yarn and wrap it around the template. Count to 50 (or more).	WRAP
3	Staff or learner ties a piece of yarn tightly around the middle.	TIE
4	Cut the loops at both sides (staff support).	CUT
5	Fluff and trim the pom-pom into a ball.	SHAPE
6	Glue it onto a stem.	GLUE
7	Make several and put them together.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Learner wraps yarn around a wide cardboard template with support; staff finish.	Learner wraps and counts independently; staff tie and cut.	Learner completes all steps; combines 2 colours; makes a bouquet of different sizes.

Design 11: Cardboard and Button Layered Flowers

Main material	Cardboard boxes, cereal boxes, buttons	Difficulty	★ – ★★★
Time	45–60 min	Key skills	Size seriation, layering, 3D thinking, planning

Several flower shapes of different sizes cut from cereal boxes or cardboard are layered from biggest to smallest and fixed with a button in the centre. The result is a strong, three-dimensional flower suitable for cards, wall art or brooches.

You need

Waste materials	Tools and other
Cereal boxes, thin cardboard; Buttons; Paper scraps for decoration	Flower templates in 3 sizes; Scissors; Paint or markers; Glue or split pins (staff make holes)

Preparation by the educator

- Prepare templates in 3 sizes (large 10 cm, medium 7 cm, small 4 cm).

Step by step

Step	What to do	Key word / pictogram
1	Draw around the large, medium and small templates.	DRAW
2	Cut out the three flowers.	CUT
3	Paint or colour each layer (e.g. dark, medium, light).	PAINT
4	Bend the petals of each layer upwards slightly.	BEND
5	Put the flowers on top of each other: big, medium, small.	BIG–SMALL
6	Glue them together and glue a button in the centre.	GLUE
7	Use it for a card, a picture or a brooch.	FINISHED

Adaptations

Level 1 – Seed	Level 2 – Sprout	Level 3 – Bloom
Pre-cut shapes; learner orders them from big to small and glues button.	Learner cuts large and medium shapes; small shape pre-cut.	Learner designs own petal shapes and creates a greeting card series.

Your Own Design

After making several designs, invite Level 3 learners (and curious learners at any level) to invent a flower. Offer a “mystery box” of materials and the Design Planning worksheet (Annex C, W7). New designs created by learners can be photographed and added to the project’s online gallery – they become part of this guide’s living collection.

Easy-to-read summary

There are 11 flowers in this guide.

Each flower has steps.

We choose the flower and the level.

We can also invent our own flower.

15. Visual Tutorials

In this chapter

Aim: Create and use photo step cards and short video tutorials that make instructions accessible.

After this chapter you will be able to:

- produce a photo step card set;
- record a short, accessible video tutorial;
- apply accessibility features: captions, audio description, sign language.

Chapter developed by: ARTİKA Creative Arts Association (Türkiye)

15.1 Photo step cards

- One step = one card = one photo.
- Photograph from the **maker's point of view** (over the shoulder), with hands visible.
- Plain, contrasting background (e.g. white table for colourful materials).
- Add a pictogram and 1–4 words in large, clear font (minimum 24 pt, sans-serif).
- Number each card in large digits.
- Print in A5 or A6 and laminate, or display on a tablet.

15.2 Video tutorials

Feature	Recommendation
Length	2–5 minutes per flower; one video per design; separate short clips per step for Level 1–2
Pace	Slow; show each action at least twice; pause between steps
Framing	Close-up of hands and materials; top-down or over-the-shoulder view
Language	Short spoken sentences with the same key words as the step cards
Captions	Always add subtitles (in all project languages)
Sign language	Picture-in-picture sign language interpreter or key signs where possible
Audio description	Describe visual information verbally for learners with visual impairments
Visual safety	Avoid flashing lights, fast cuts and loud music (epilepsy and sensory sensitivity)
Publication	Project YouTube channel (managed by Fundacja GAMA), linked from website and EPALE

15.3 Involving learners in making tutorials

Learners who master a design can become the “hands” in the video or the presenters. This is a powerful recognition of their expertise – with their informed consent and in line with the photo policy in section 5.6.

Easy-to-read summary

Photo cards show one step each.

Videos are slow and have subtitles.

We can be in the videos if we want.

16. Exhibitions and Community Events

In this chapter

Aim: Organise exhibitions and events that make learners and their work visible in the community.

After this chapter you will be able to:

- plan an inclusive exhibition;
- involve families and local stakeholders;
- use the event for environmental awareness.

Chapter developed by: ARTİKA (Türkiye) and all partners

Exhibitions are a key part of the project: in the activity in Poland, families of the participating adults are invited to see the flowers created during the workshop, and in Buzău the Blooming Tree showed how quickly a shared installation creates pride and conversation. An exhibition turns individual work into a shared celebration and a public message about inclusion and sustainability.

16.1 Exhibition checklist

When	Task	Who
6 weeks before	Choose date, venue (centre, library, town hall, shopping centre), theme	Staff + learner committee
4 weeks before	Invite families, local authorities, environmental NGOs, media; prepare easy-to-read invitations	Staff + learners
3 weeks before	Select flowers; make labels (title, maker, materials used)	Learners
2 weeks before	Prepare information panels: “How much waste did we save?”	Staff + learners
1 week before	Rehearse short presentations; prepare AAC supports for presenters	Learners
Day of event	Set up; welcome guests; live demonstration workshop; photos	Everyone
After	Thank-you notes; share photos on social media and EPALE; evaluate	Staff + learners

16.2 Ideas to make the exhibition interactive

- **Live workshop corner:** visitors make a simple flower guided by learners.
- **Waste-to-flower display:** show the original waste item next to the flower made from it.
- **Counting board:** “Our group saved 350 bottle caps, 60 egg cartons and 40 bottles from the bin.”
- **Flower exchange:** visitors bring a clean waste item and take a flower (donation-based, where appropriate).
- **Feedback tree:** visitors write or draw their comments on paper leaves.

16.3 A permanent installation: the Blooming Tree

An exhibition can also be permanent. During the Buzău pilot, a bare tree painted on a large canvas was hung on the wall, and each participant attached his or her flower to its branches. By the end of the day, the tree had started to bloom. Left in place in a centre, the tree becomes a living record of the group's work and a strong message for visitors: every contribution makes the tree bloom. Instructions are in Chapter 8.5 and Workshop 3.



The Blooming Tree after the first flowers were added – Buzău, 22 April 2026

NOTE | Accessibility of the venue

Check step-free access, accessible toilets, seating, quiet room, clear signage with pictograms, and the height of display tables (visible from a wheelchair).

Easy-to-read summary

We show our flowers to families and friends.
We tell people how we made them.
People can make a flower with us.
We are proud of our work.

Part VI – Workshops

Twelve ready-to-use workshop plans developed by the four partners.

17. Ready-to-Use Workshop Plans

This chapter contains **12 workshop plans** – three from each partner – that together form a complete programme (Pathway B). Workshops 1–3 were developed by the Romanian partner in the full format required by the work package (aim, objectives, AAC supports, procedure, adaptations and measurable success indicators); the Blooming Tree version of Workshop 3 was tested in the Buzău pilot. Each plan follows the standard session structure (Chapter 5), indicates links to relevant chapters and designs, and names the assessment tools to use. Adapt timings to your group: many groups need more time for the practical phases, especially at the start.

#	Workshop	Partner	Links to chapters / designs
1	My Eco-Smart Choices	Romania	Chapters 4, 10, 11
2	My Flower, My Choice	Romania	Chapters 3, 4, 12, 14
3	We Create Together from Waste (incl. Blooming Tree)	Romania	Chapters 8.4, 8.5; Design 1
4	My Feelings Garden	Austria	Chapters 6, 8
5	Memory and Pattern Flowers	Austria	Chapter 7
6	Soft and Calm – Fabric Rosettes	Austria	Chapters 6, 8; Design 7
7	Waste Detectives – Sorting for the Planet	Poland	Chapters 9, 10
8	The Journey of a Bottle – Bottle Daisies	Poland	Chapter 9; Design 3; Chapter 11
9	Clean and Safe – Collection Campaign	Poland	Chapters 10, 11
10	Colour Explorers – Fringe Chrysanthemums	Türkiye	Chapters 12, 13; Design 9
11	Design Studio – My Own Flower	Türkiye	Chapters 12, 13, 14
12	Bouquets and Exhibition	Türkiye	Chapter 16

Suggested programme order

Phase	Workshops	Focus
Month 1 – Getting started	1, 7, 10	Routine, AAC, safe materials, what is waste, colours
Month 2 – Building skills	2, 5, 8, 9	Choices and autonomy, cognition, plastic, safety, collection campaign
Month 3 – Expression and cooperation	3, 4, 6, 11	Teamwork and the Blooming Tree, emotions, relaxation, own designs
Finale	12	Bouquets and exhibition

Workshop 1: My Eco-Smart Choices – Recycling, Safety and Eco-Crafting through AAC

Developed by	Alisa Pioară and Dan Pioară, Asociația Zona Integrare Europeană (Romania)
Theme	Recognising, classifying and selecting recyclable and safe materials using visual supports and Augmentative and Alternative Communication (AAC), to build environmental awareness, functional skills and simple eco-friendly crafts.
Target group	Primary: adults with mild and moderate intellectual disabilities; adults with autism spectrum disorder (ASD); individuals with communication, learning and comprehension difficulties; individuals with attention, memory or motor coordination difficulties. Secondary: educators, trainers, occupational therapists and support staff.
Duration	90 minutes (adaptable to 60–120 minutes depending on participants' level of functioning and support needs)
Participants	8–12 adults with disabilities; 2–4 educators or facilitators; individual, paired and small-group work
Aim	To develop participants' ability to identify recyclable materials, distinguish between safe and hazardous items, and express their choices verbally or through AAC, in order to complete both a waste-sorting task and a creative eco-craft (a decorative flower).
Links	Chapters 4, 10, 11; Tool 2, Tool 4; Annex A3

Learning objectives. By the end of the workshop, participants will be able to:

- recognise at least 3 types of recyclable materials (paper/cardboard, plastic, metal, textiles);
- differentiate between recyclable and non-recyclable items;
- identify safe and dangerous materials and follow at least 2 key safety rules;
- sort items into the appropriate colour-coded bins;
- use core AAC symbols (“yes”, “no”, “safe”, “dangerous”, “recyclable”, “I choose”, “help”, “done”);
- follow a 4-step practical plan to create a flower from recycled materials;
- express personal choices and preferences during crafting and evaluation.

Competences developed: environmental awareness and sustainability (basic waste sorting and reuse); cognitive skills (classification, categorisation, attention, memory); functional communication (decision-making, expressing needs and choices via AAC or gestures); motor and practical skills (fine-motor coordination, pincer grasp, tool handling); autonomy and safety (independent participation, adherence to safety rules).

Materials required

- **Sorting equipment:** colour-coded bins with visual labels and tactile/raised markings.
- **Clean recyclables:** cardboard tubes, paper scraps, plastic bottles and caps, egg cartons, textile or felt scraps.
- **Non-recyclable / hazard examples:** picture cards or safe mock-ups only (e.g. a photo of broken glass) – never real hazardous items.
- **Crafting supplies:** round-tip or spring-loaded safety scissors, non-toxic glue sticks, wooden sticks, magnetic tape, non-slip mats.

- **Visual tools:** visual agenda board, AAC pictogram cards, “Safe / Dangerous” cards, protective gloves, emoticon evaluation forms.

AAC supports – recommended pictograms: materials – paper, cardboard, plastic, metal, textile/fabric; categories – recyclable, non-recyclable, safe, dangerous; actions and core words – yes, no, I choose, I place, I cut, I glue, help, stop, finished/done.

Workshop procedure

Stage	Time	Activity	Educator’s role
Welcome and orientation	10 min	Presentation of the visual schedule, rules and AAC board.	Uses short sentences, clear gestures and pictograms.
Activation	10 min	Sensory exploration: participants touch and inspect safe materials.	Encourages tactile identification and prompts simple AAC interactions.
Demonstration	10 min	Modelling step-by-step sorting and safe handling of materials.	Demonstrates one action at a time; models safety checks.
Activity 1: Safety and AAC matching	20 min	Matching objects or images with “Safe / Dangerous” and AAC cards.	Provides verbal, tactile and visual guidance as needed.
Activity 2: Waste sorting	15 min	Sorting recyclable materials into the corresponding colour-coded bins.	Monitors safety and guides bin identification.
Activity 3: Eco-crafting (flower making)	15 min	Selecting materials and creating a flower following a step-by-step plan.	Facilitates decision-making and assists with motor handling.
Reflection	5 min	Recapping sorted items and reviewing the finished eco-crafts.	Asks simple recap questions using visual prompts.
Evaluation	5 min	Collecting feedback with pictogram / emoticon evaluation forms.	Records responses and observes overall engagement.

TIP | Main practical task

Task A – Sorting. Each participant receives 5–8 items or images and:

- identifies the object (verbally or with AAC);
- selects the “Safe” or “Dangerous” symbol;
- selects the “Recyclable” or “Non-recyclable” symbol;
- places the item in the corresponding colour-coded bin.

Task B – Flower-making plan (4 steps).

- **Collect:** select safe recyclable items (e.g. cardboard rings, plastic caps, fabric scraps) from the sorting bins.
- **Prepare:** cut or arrange petals and stems using adaptive tools (loop scissors, pre-cut shapes).
- **Create:** assemble the flower by gluing petals around a plastic-cap centre on a sturdy base.
- **Finalise:** attach a stem (paper roll or wooden stick) and place the flower on the display board.

Adaptations

Intellectual disabilities	Autism (ASD)	Motor disabilities / reduced mobility	Visual impairment
• maximum 2–3 choices at a time • real objects before pictures • short, direct, repeated instructions • crafting broken into single sequential steps	• strict visual agenda and First–Then structure • predictable, low-noise, low-odour environment (low-odour glue) • structured repetitive tasks (sorting, gluing sequence)	• spring-loaded or loop scissors, thick glue sticks • materials on non-slip mats within easy reach • choices by eye gaze, pointing or gestures	• high-contrast cards • textured / tactile bin markers • descriptive verbal guidance with tactile exploration

Evaluation. Tools: trainer observation checklist (Tool 2); classification and sorting worksheets (W1, W2); easy-to-read / emoticon feedback form (Tool 4); photographs of the activity and finished products.

Success indicator	Target
Participants who recognise at least 2 recyclable materials	≥ 75%
Participants who correctly sort 3 items into the proper bins	≥ 70%
Participants who use at least 1 AAC symbol during the session	≥ 80%
Participants who follow the safety rules and complete an eco-flower	≥ 75%

Final products: completed classification sheets; personalised AAC communication boards; recycled flowers (eco-crafts); facilitator observation logs and photo documentation.

Workshop 2: My Flower, My Choice

Developed by	Asociația Zona Integrare Europeană (Romania)
Theme	Developing autonomy and encouraging self-expression by allowing participants to choose the design, colours and materials for creating a flower from recycled materials.
Target group	Adults with intellectual disabilities; individuals with autism spectrum disorder (ASD); people with communication difficulties; people with motor impairments; individuals who need support in decision-making.
Duration	120 minutes, including a 10-minute break
Participants	8–10 adults with disabilities; 2–4 educators/trainers; individual work with adapted support
Aim	To enhance autonomy, creativity and self-confidence by enabling each participant to create a flower based on his or her own personal choices.
Links	Chapters 3, 4, 12, 14; Tool 9 (Autonomy Checklist), Tool 4; Annex A3

Learning objectives. By the end of the workshop, participants will be able to:

- choose a flower design;
- select at least two colours;
- choose their preferred materials;
- follow a visual sequence of at least four steps;
- request assistance when needed;
- complete a flower with appropriate support;
- present or indicate what they have created;
- evaluate their own experience.

Competences developed: autonomy; expressing personal preferences; planning skills; hand-eye coordination; fine-motor skills; creativity; concentration; communication; self-regulation; self-confidence.

Materials required

- 3–4 simple flower templates;
- cardboard, paper, bottle caps, fabric scraps, paper straws;
- adapted scissors, non-toxic glue, adhesive tape, paintbrushes;
- AAC picture cards for materials and colours; visual step-by-step activity boards;
- “I Choose” communication board; “Help”, “Break” and “Finished” cards; First–Then visual schedule;
- self-assessment sheet.

AAC supports – recommended pictograms: I choose, flower, red, yellow, blue, green, paper, cardboard, plastic, bottle cap, cut, glue, fold, place, help, break, finished, I like it, I don’t like it.

Workshop procedure

Stage	Time	Activity	Educator's role
Introduction	10 min	Present the workshop objective and the visual schedule.	Creates a predictable environment.
Choosing the flower model	10 min	Participant selects one flower template.	Offers no more than 3–4 options.
Choosing colours	10 min	Participant selects colours using AAC cards.	Respects the participant's preferences.
Choosing materials	15 min	Participant selects preferred materials.	Ensures all materials are safe.
Demonstration	10 min	Educator demonstrates the steps.	Demonstrates slowly and clearly.
Practical activity – Part I	20 min	Prepare the flower components.	Provides graduated support.
Break	10 min	Relaxation and sensory regulation.	Allows access to a quiet space if needed.
Practical activity – Part II	20 min	Assemble and decorate the flower.	Encourages independence.
Presentation	10 min	Participants show or describe their flowers.	Values each participant's work.
Evaluation	5 min	Self-assessment using emoji cards.	Supports participants in expressing their experience.

TIP | Main practical task

Each participant creates an individual flower by choosing a design, selecting colours, choosing materials, following the visual sequence, requesting support when needed, personalising the flower and presenting the final product.

Visual sequence (one card per step): I choose my flower → I choose the colours → I choose the materials → I prepare the pieces → I glue them together → I decorate my flower → I show my flower → I clean my workspace → I evaluate the activity.

Levels of support (use the lowest level needed – see 3.4): independent → verbal support → visual support → demonstration → partial physical assistance → full physical assistance (only when necessary).

Adaptations

Motor difficulties	Cognitive difficulties	Autism	Communication difficulties
• pre-cut pieces • adapted scissors • larger materials • glue with a thick applicator • non-slip work mat	• no more than 4 visual steps displayed at a time • one material presented at a time • clear visual model • repeated visual sequence	• limited, structured choices • advance warning before breaks • materials with tolerated textures • reduced sensory stimulation	• choice board • response cards • pointing, indicating or selecting instead of speaking

Evaluation. Tools: individual progress record; Autonomy Checklist (Tool 9); emoji-based self-assessment (Tool 4); photo portfolio.

Success indicator	Target
Participants who independently choose a flower model	≥ 80%
Participants who express two personal preferences	≥ 75%
Participants who follow four visual steps	≥ 70%
Participants who complete their flower	≥ 80%
Participants who express or indicate satisfaction with the activity	≥ 75%

Final products: individual flower; choice sheet; visual sequence; self-assessment sheet; photograph of the completed work.

Workshop 3: We Create Together from Waste – including the Blooming Tree

Developed by	Alisa Pioară and Dan Pioară, Asociația Zona Integrare Europeană (Romania); Blooming Tree version tested in the Buzău pilot (22 April 2026)
Theme	Fostering collaboration, communication and social participation through the creation of a flowering tree or a floral arrangement in small teams, using various techniques.
Target group	Adults with intellectual disabilities; individuals with autism; individuals with communication or social difficulties; adults with varying levels of autonomy; educators and facilitators.
Duration	120 minutes, including a 10-minute break
Participants	12–16 participants in teams of 3–4; one facilitator for every one or two teams
Aim	To develop social skills, cooperation and functional communication through a collaborative creative project.
Links	Chapters 8.4 (team roles), 8.5 (Blooming Tree), 11.7, 16.3; Design 1; Tool 10 (Cooperation Rubric)

Learning objectives. By the end of the workshop, participants will be able to:

- accept a role within the team;
- collaborate with others;
- request and share materials;
- take turns;
- contribute to decision-making;
- participate in at least two stages of the project;
- offer positive feedback;
- present the team's project.

Competences developed: communication; cooperation; negotiation; respecting roles; mutual support; problem-solving; creativity; social participation; sense of belonging; valuing others' contributions.

Materials required

- safe recycled materials; flower templates / patterns;
- cardboard base for the joint project – or the painted tree canvas for the Blooming Tree version (8.5);
- glue and scissors;
- role cards and communication pictograms (8.4); team board; planning sheet;
- visual rules poster; feedback cards.

AAC supports – recommended pictograms: me/I, you, team, my turn, your turn, give me, take, help me, thank you, together, we choose, stop, break/pause, done/ready, nice/beautiful, I like it, well done/great job, we present.

Workshop procedure

Stage	Time	Activity	Educator's role
Welcome	10 min	Presentation of purpose and rules.	Explains using visual support.
Team formation	10 min	Mixed, balanced teams.	Groups participants according to needs.
Role selection	10 min	Selecting role cards.	Encourages personal choice.
Planning	15 min	Team chooses the model and materials.	Facilitates negotiation.
Demonstration	10 min	Example of collaboration on one stage.	Models functional language.
Practical activity I	20 min	Preparing the components.	Observes each person's participation.
Break	10 min	Relaxation.	Ensures sensory regulation.
Practical activity II	20 min	Assembling the shared product.	Supports conflict resolution.
Presentation	10 min	Team presents its creation.	Encourages everyone's contribution.
Feedback and evaluation	5 min	Positive cards and emoticons.	Records the results.

TIP | Main practical task

Each team must: (1) choose a team name; (2) select a flower model or arrangement; (3) distribute the roles; (4) choose the materials; (5) make a simple sketch; (6) produce the flower components; (7) assemble the shared product; (8) photograph at least three stages of the process; (9) present the final result; (10) give feedback to another team.

Visual work rules: we work together • we wait for our turn • we ask for materials • we offer help • we use tools safely • we respect others' choices • we say positive things • we clean up the workspace.

NOTE | Blooming Tree version

In the version tested in Buzău, the shared product is **the Blooming Tree** (Chapter 8.5): each team produces magnolias (Design 1) in a production line, and every participant attaches a flower to the painted tree during the presentation phase. The tree can stay in the centre and grow at every following workshop – as the Buzău tree did, gaining many new red and white flowers after the pilot. Use the safer techniques from Chapter 11.7 (no heat on plastic; spray paint by staff only).

Adaptations

Non-verbal participants	Social difficulties	Reduced independence	Advanced skills
• roles shown visually • request/communication board • answering by pointing • presentation made with images	• clear, predictable role • support partner • short tasks • immediate feedback	• simplified components • adapted functional roles • choice between two options • partial physical assistance	• mentor role • coordinating a stage • explaining an instruction • documenting the process

Evaluation. Tools: social skills and Cooperation Rubric (Tool 10); cooperation checklist; role assessment sheet; team feedback; photo-video portfolio; educator reflection (Tool 5). Areas evaluated: engagement, communication, fulfilling the assigned role, cooperation, asking for help, offering support, turn-taking, task completion, expressing satisfaction.

Success indicator	Target
Participants who accept and fulfil a role	≥ 80%
Participants who use a functional form of communication	≥ 75%
Participants who collaborate in at least two stages	≥ 70%
Teams that complete a shared product	every team
Participants who give positive feedback	≥ 80%
Educators who evaluate the methodology positively	≥ 80%

Final products: shared flower, arrangement or Blooming Tree; team plan; completed role cards; at least three photographs of the process; short video recording; evaluation rubric; feedback between teams.

Workshop 4: My Feelings Garden

Developed by	Austria
Level / Duration	★ – ★★★ 90 min
Group	6–10 learners with 2–3 educators
Objectives	Express feelings through colour; develop emotional vocabulary; create a group artwork.
Materials	Feelings board, coloured paper and magazine pages, cardboard circles, glue, large wall paper for the garden.
Links	Chapters 6, 8

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Relaxation: “smell the flower, blow the candle” (8.2).
Discover	15 min	Explore the feelings board; educator shares own feelings flower as a model.
Create	40 min	Each learner makes a Feelings Flower with petals in colours chosen for their feelings (8.1).
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Plant flowers in the wall garden; voluntary sharing of one petal.

TIP | Practical activity

Repeat monthly: the garden grows and shows the group’s journey. Photograph it each time.

Assessment: Tool 4 (Learner Self-Assessment) with feelings pictograms.

Workshop 5: Memory and Pattern Flowers

Developed by	Austria
Level / Duration	★★ – ★★★ 90 min
Group	6–10 learners with 2–3 educators
Objectives	Train attention, working memory and sequencing through flower games.
Materials	Paper petals in 3 colours, flower centres, pattern cards, 8 finished flowers and a cloth, shuffled step cards.
Links	Chapter 7

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Hand warm-up + “Memory garden” game (which flower is missing?).
Discover	15 min	Introduce pattern cards (ABAB, AABB, ABC).
Create	40 min	Stations (15 min each, rotating): 1) Petal patterns 2) “What comes next?” step-card ordering 3) Design from a recipe.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Each learner shows one pattern flower; group counts all petals together.

TIP | Practical activity

“Flower recipe cards”: learners receive a card (e.g. 1 yellow centre, 5 red petals, 2 leaves), collect items from the material station and build the flower.

Assessment: Tool 2 (Observation Checklist) – cognitive area: steps completed independently.

Workshop 6: Soft and Calm – Fabric Rosettes

Developed by	Austria
Level / Duration	★ – ★★ 90 min
Group	6–10 learners with 2–3 educators
Objectives	Use tactile, rhythmic work for relaxation and sensory regulation; make fabric rosettes.
Materials	T-shirt strips, buttons, cardboard circles, glue, calm background music.
Links	Chapters 6, 8; Design 7

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	“Growing flower” movement and petal stroke (8.2).
Discover	15 min	Touch box with different fabrics: soft, rough, smooth. Choose a favourite.
Create	40 min	Make fabric rosettes (Design 7) to calm music.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Learners decide what the rosette becomes: brooch, decoration, gift.

TIP | Practical activity

Create a “calm kit” box for the centre with fabric flowers and a picture card of the breathing exercise, for use when a learner needs to relax.

Assessment: Tool 6 (Workshop Evaluation Sheet) – learner satisfaction.

Workshop 7: Waste Detectives – Sorting for the Planet

Developed by	Poland
Level / Duration	★ – ★★★ 90 min
Group	6–10 learners with 2–3 educators
Objectives	Recognise and sort waste materials; understand which materials are suitable for flowers.
Materials	Bag of mixed clean waste, 4 sorting boxes in local bin colours with pictograms, gloves.
Links	Chapters 9, 10

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	“Waste detective”: feel an item in the bag and guess the material.
Discover	15 min	Show the local bins; name colours and materials.
Create	40 min	Sorting activity at 3 levels (10.4); then decide: “Can we use it for flowers?”
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Count items sorted; photo of the sorted boxes; “We saved ___ items today!”

TIP | Practical activity

Set up the permanent material station of the centre with learners, including labels they design themselves.

Assessment: Tool 3 (Skills Progress Scale) – environmental knowledge area.

Workshop 8: The Journey of a Bottle – Bottle Daisies

Developed by	Poland
Level / Duration	★★ – ★★★ 2 × 90 min
Group	6–10 learners with 2–3 educators
Objectives	Understand the link between plastic, waste and nature; transform bottles into flowers.
Materials	“Journey of a bottle” picture cards, pre-cut bottle bases, paint, caps, glue.
Links	Chapter 9 (9.4); Design 3; Chapter 11

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Story with picture cards: happy ending vs sad ending.
Discover	15 min	Show a bottle, a cut base and a finished daisy.
Create	40 min	Session 1: cut petals and paint. Session 2: centres, decoration and a “bottle garden” wall picture.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Learners choose the “best ending” card and place their daisy next to it.

TIP | Practical activity

Learners collect bottles at home for one week (with families) and bring them to the centre – linking to the family guide.

Assessment: Tool 8 (Environmental Impact Tracker) – number of bottles re-used.

Workshop 9: Clean and Safe – Collection Campaign

Developed by	Poland
Level / Duration	★★ – ★★★ 90 min + campaign
Group	6–10 learners with 2–3 educators
Objectives	Learn safety and hygiene rules; organise a collection campaign in the community.
Materials	Safety pictograms, gloves, washing tubs, towels, collection boxes, easy-to-read posters.
Links	Chapters 10, 11

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Hand-washing routine as a warm-up.
Discover	15 min	“Safe or not safe?” game with photos (battery, bottle, broken glass, egg carton, fabric...).
Create	40 min	Wash and dry bottles and caps; decorate collection boxes; make posters for the campaign.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Plan where to place boxes (centre, shops, families) and who is responsible.

TIP | Practical activity

Run a 2–4 week collection campaign with local shops or neighbours. Record everything in the Collection Log (Annex D3).

Assessment: Tool 2 (Observation Checklist) – safety behaviours.

Workshop 10: Colour Explorers – Fringe Chrysanthemums

Developed by	Türkiye
Level / Duration	★ – ★★ 90 min
Group	6–10 learners with 2–3 educators
Objectives	Explore warm and cool colours; practise repetitive cutting; make fringe flowers.
Materials	Colour wheel, coloured paper bags and newspaper, scissors, stems.
Links	Chapters 12, 13; Design 9

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Tearing and crumpling paper in warm and cool colours.
Discover	15 min	Colour wheel game: put warm colours on one side, cool on the other.
Create	40 min	Make one warm and one cool fringe flower.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Arrange warm and cool bouquets; learners say which they prefer.

TIP | Practical activity

Create a “colour of the week” display where learners bring objects of a chosen colour.

Assessment: Tool 4 (Learner Self-Assessment).

Workshop 11: Design Studio – My Own Flower

Developed by	Türkiye
Level / Duration	★★ – ★★★ 2 × 90 min
Group	6–10 learners with 2–3 educators
Objectives	Plan and create an original flower; make independent material and design choices.
Materials	Mystery material boxes, inspiration board, Design Planning worksheet (W7), all tools.
Links	Chapters 12, 13, 14

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Look at the inspiration board; point to favourite flowers.
Discover	15 min	Open mystery boxes; explore materials; brainstorm “what could this become?”
Create	40 min	Session 1: plan on the worksheet and test. Session 2: make and name the flower.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Gallery walk: each designer stands next to their flower; visitors (peers) give a sticker to what they like.

TIP | Practical activity

Photograph original designs and upload them (with consent) to the project’s online gallery as “designs by our learners”.

Assessment: Tool 3 (Skills Progress Scale) – creative expression and planning.

Workshop 12: Bouquets and Exhibition

Developed by	Türkiye
Level / Duration	★ – ★★★ 90 min + event
Group	6–10 learners with 2–3 educators
Objectives	Compose bouquets, prepare labels and present work publicly.
Materials	Finished flowers, vases made from waste, label templates (Annex D7), invitation templates.
Links	Chapter 16

Phase	Time	Activity
Welcome	5 min	Greeting round; visual schedule of the day.
Warm-up	10 min	Relaxation and short rehearsal of presentations.
Discover	15 min	Look at bouquet examples: tall–medium–short.
Create	40 min	Compose bouquets in pairs; decorate vases; write/stamp labels.
Tidy up	5 min	Sort leftovers into recycling boxes; clean tables.
Share	15 min	Rehearse the exhibition: each learner practises presenting (speech, AAC, photo card).

TIP | Practical activity

Hold the exhibition for families and the community (see checklist 16.1), including a live workshop corner run by learners.

Assessment: Tool 7 (Family Feedback Form) and Tool 6 (Workshop Evaluation Sheet).

Part VII – Assessment

Inclusive tools to observe progress, collect feedback and measure impact.

18. Assessment and Evaluation Tools

In this chapter

Aim: Monitor learners' progress and evaluate workshops using simple, inclusive tools.

After this chapter you will be able to:

- establish a baseline for each learner;
- record progress across five skill areas;
- assess autonomy and cooperation in specific workshops;
- collect feedback from learners, educators and families.

Chapter developed by: Asociația Zona Integrare Europeană (Romania), with all partners

Assessment in this guide is **formative and positive**: its purpose is to recognise progress, adapt teaching and celebrate achievement – never to rank or exclude learners. Assessment happens mainly through observation during normal activities, and through accessible self-assessment.

Tool	Purpose	Who completes it	When
1. Learner Profile	Baseline: needs, communication, skills, interests	Educator (with learner/family)	Before first workshop
2. Observation Checklist	Record participation and skills in a session	Educator	Every session (5 min)
3. Skills Progress Scale	Measure progress in 5 areas on a 4-point scale	Educator	Start, middle, end of programme
4. Learner Self-Assessment	Learner's own view with pictograms	Learner (with support)	End of sessions
5. Educator Reflection Sheet	Improve teaching	Educator	After sessions
6. Workshop Evaluation Sheet	Satisfaction and quality	Learners and educators	End of each workshop
7. Family Feedback Form	Transfer to home; family perception	Families / caregivers	After exhibition / end
8. Environmental Impact Tracker	Quantity of waste re-used	Learners with educator	Continuous
9. Autonomy Checklist (Romania)	Level of support needed for each step of an individual task	Educator	Workshop 2 and any individual flower task
10. Cooperation Rubric (Romania)	Social and cooperation skills in team work	Educator (with team feedback)	Workshop 3 and any group project

Tool 2 – Observation Checklist

Indicator	Not observed	With full help	With some help	Independent
Takes part in the whole session				
Follows the visual schedule				
Makes choices (colour, material)				
Uses tools safely				
Follows step cards / sequence				
Completes a flower				
Interacts with peers				
Sorts leftovers correctly				
Expresses a feeling or opinion				

Learner: _____ Date: _____ Workshop: _____ Educator: _____

Tool 3 – Skills Progress Scale

Score each area at the start (S), middle (M) and end (E) of the programme using the descriptors below.

Area	1 – Beginning	2 – Developing	3 – Consolidating	4 – Independent
Fine-motor	Grasps and places large items with help	Tears, presses and glues with prompts	Cuts straight lines, rolls, folds	Cuts curves, assembles complex flowers
Cognitive	Attends briefly; needs full guidance	Follows 2–3 steps with visual support	Follows 4–6 steps; corrects small errors	Plans own design; solves problems
Environmental	Handles materials without distinction	Sorts 2 material types	Sorts 4 types; knows unsafe items	Explains why re-use helps; motivates others
Emotional / creative	Shows reaction to materials	Makes consistent choices	Names feelings or preferences about work	Explains design choices; gives feedback
Social	Present in the group	Shares materials, waits turn	Helps a peer; works in a pair	Tutors peers; presents publicly

Area	Start (S)	Middle (M)	End (E)	Comment
Fine-motor				

Area	Start (S)	Middle (M)	End (E)	Comment
Cognitive				
Environmental				
Emotional / creative				
Social				

Tool 4 – Learner Self-Assessment

Read each question aloud, point to the pictograms and let the learner point, mark or say the answer. Use 3 faces (happy – neutral – sad) or thumbs (up – middle – down).

Question	 Yes / a lot	 A bit	 No
I liked making flowers today.			
I made my flower myself.			
I chose the colours.			
I helped a friend / a friend helped me.			
I know which bin is for paper.			
I want to do it again.			

Tool 5 – Educator Reflection Sheet

Question	Notes
What worked well today? Why?	
Which learner was least engaged? What might be the reason?	
Which adaptation helped most?	
Were there any safety issues?	
What will I change next time?	
Moment of the day (a success to celebrate)	

Tool 6 – Workshop Evaluation Sheet

For educators and adult learners (easy-to-read version with pictograms for learners). Scale: 1 = not at all, 5 = very much.

Statement	1	2	3	4	5
The workshop objectives were clear.					
Materials and instructions were accessible.					
All learners could take part.					
The activity supported motor and cognitive skills.					
The activity increased environmental awareness.					
I would use this workshop again.					

Comments and suggestions: _____

Tool 7 – Family Feedback Form

Question	Answer
Has your family member talked about or shown the flower workshops at home?	Yes / No / Sometimes
Have you noticed any changes (e.g. more interest in crafts, sorting waste, more confidence)?	
Have you tried any activity at home?	
How did you feel at the exhibition?	
What would you like the centre to do next?	

Tool 8 – Environmental Impact Tracker

Material	Items collected	Items used in flowers	Items recycled (leftovers)	Flowers made
Egg cartons				
Plastic bottles				
Bottle caps				
Paper / newspaper (sheets)				
Beverage cartons				
Fabric (pieces)				
Other				
TOTAL				

Tool 9 – Autonomy Checklist (developed by the Romanian partner)

Use with Workshop 2 (“My Flower, My Choice”) or any individual flower task. For each step, tick the **lowest level of support** the learner needed (see the levels of support in 3.4 and Workshop 2). Compare results across sessions: moving to the left means growing autonomy.

Step	Ind.	Verbal	Visual	Demo	Partial phys.	Full phys.
Chooses a flower model						
Selects at least two colours						
Chooses the materials						
Prepares the pieces (cuts, tears, folds)						
Glues / assembles the flower						
Decorates the flower						
Asks for help when needed (word, sign or card)						
Shows / presents the flower						
Cleans the workspace						
Evaluates the activity (emoji card)						

Ind. = independent; Demo = demonstration; Partial / Full phys. = partial / full physical assistance. Learner: _____ Date: _____ Session no.: _____ Educator: _____

Link to success indicators (Workshop 2): count the learners who chose a model independently (target $\geq 80\%$), expressed two preferences ($\geq 75\%$), followed four visual steps at “Visual” level or better ($\geq 70\%$) and completed the flower ($\geq 80\%$).

Tool 10 – Cooperation Rubric (developed by the Romanian partner)

Use with Workshop 3 (“We Create Together from Waste”) or any team project. Score each area from 1 to 4 for each participant; a team summary can be completed with the team.

Area	1 – Not yet	2 – With support	3 – Mostly independent	4 – Independent and supports others
Engagement	Present but not involved	Takes part when invited	Takes part in most stages	Takes part actively in all stages
Communication	No functional communication with the team	Communicates with prompts (card, sign, word)	Communicates needs spontaneously	Communicates and encourages others

Area	1 – Not yet	2 – With support	3 – Mostly independent	4 – Independent and supports others
Fulfilling the role	Does not take a role	Holds the role with support	Holds the role for most of the task	Holds the role and can swap roles
Cooperation	Works alone	Works next to others	Works with others on shared parts	Coordinates a stage with others
Asking for help	Does not ask	Asks when prompted	Asks when needed	Asks appropriately and at the right time
Offering support	Does not offer	Offers when asked	Offers spontaneously sometimes	Offers help regularly (mentor)
Turn-taking	Does not wait	Waits with reminders	Waits most of the time	Waits and invites others' turn
Task completion	Stage not completed	Completes with a lot of help	Completes with little help	Completes and helps the team finish
Expressing satisfaction / feedback	No feedback	Chooses an emoji card with support	Gives feedback to own team	Gives positive feedback to another team

Participant: _____ Team: _____ Role(s): _____ Date: _____
Educator: _____

Link to success indicators (Workshop 3): participants scoring 3 or 4 in “Fulfilling the role” (target ≥ 80%), “Communication” (≥ 75%) and “Cooperation” in at least two stages (≥ 70%); every team completes a shared product; ≥ 80% give positive feedback.

18.9 Key performance indicators for institutions

Institutions that implement the guide can use the following indicators, aligned with the project’s quality monitoring framework:

Indicator	Suggested target (per programme)
Learners participating regularly (≥ 75% of sessions)	≥ 80% of enrolled learners
Learners improving by ≥ 1 level in at least 2 skill areas (Tool 3)	≥ 60%
Learners completing at least 5 different designs	≥ 70%
Average workshop satisfaction (Tool 6)	≥ 4 / 5
Waste items re-used (Tool 8)	Set a group target, e.g. 300 items
Public events / exhibitions	≥ 1
Families reached	≥ 50% of learners’ families
Educators trained in the methodology	All staff involved

Easy-to-read summary

Teachers watch how we learn.

We say what we liked with faces or thumbs.

We count how much rubbish we used.

Our families tell what they think.

Part VIII – Families and Caregivers

Continuing creative recycling safely and happily at home.

19. Guide for Families and Caregivers

In this chapter

Aim: Continue creative recycling at home, in a safe and enjoyable way.

After this chapter you will be able to:

- set up a simple home flower kit;
- do five easy activities at home;
- support independence and communication.

Chapter developed by: Asociația Zona Integrare Europeană (Romania), with all partners

Dear families and caregivers, your family member has taken part in workshops where adults with disabilities make flowers from waste. These activities help hand skills, concentration and confidence, and teach how to care for the environment. You can continue at home – it does not cost anything and can become a pleasant shared routine.

19.1 A home flower kit

- A box for **clean** materials: egg cartons, paper rolls, magazines, bottle caps, fabric scraps.
- Round-tip scissors, a glue stick, a few markers or paints.
- An old tablecloth or newspaper to protect the table.
- The step cards or video links your centre gives you.
- A place to display finished flowers.

19.2 Five easy activities at home

Activity	How	Benefit
Sorting helper	Your family member helps sort household waste into the right bins every day.	Responsibility, categorisation, environmental habit
Collect for the centre	Collect clean caps, cartons or bottles for the workshops.	Contribution, link between home and centre
Weekend flower	Make one flower from the guide together (e.g. fringe flower, tulip).	Fine-motor skills, shared time
Gift flower	Make a flower for a relative's birthday or a neighbour.	Social relationships, self-esteem
Flower photo album	Take photos of finished flowers and create an album or phone folder.	Memory, communication, pride

19.3 Tips for families

- Let your family member do as much as possible themselves – even if it takes longer or looks different.
- Use the same key words and pictures as the centre (Annex A).
- Offer choices: “Red or blue?”
- Praise the effort: “You worked for 20 minutes!”

- Keep sessions short and stop before tiredness.
- Follow the safety rules: only clean materials, round-tip scissors, careful supervision with small parts.
- Share what you see with the educators – your observations are valuable.

Easy-to-read summary for learners

I can make flowers at home too.

I help sort rubbish at home.

I can give a flower as a present.

I show my family what I learned.

Annexes

Visual toolkit, activity cards, printable worksheets, templates, glossary, references and the partnership.

Annex A – Visual Toolkit

The Visual Toolkit contains the core vocabulary, visual schedules, choice boards and infographics used in this guide. Printable pictogram sheets are produced as a separate resource using ARASAAC pictograms. The translations below are suggestions; each partner has verified the words for its national version.

A1. Core vocabulary in five languages

English	Deutsch	Română	Polski	Türkçe
hello	Hallo	Bună ziua	Dzień dobry	Merhaba
goodbye	Auf Wiedersehen	La revedere	Do widzenia	Hoşça kal
look	schauen	uită-te	patrz	bak
cut	schneiden	taie	tnij	kes
tear	reißen	rupe	drzyj	yırt
fold	falten	îndoae	złóż	katla
roll	rollen	rulează	zwiń	rulo yap
glue	kleben	lipeşte	przyklej	yapıştır
paint	malen	pictează	maluj	boya
wait	warten	aşteaptă	czekaj	bekle
sort	sortieren	sortează	sortuj	ayır
wash	waschen	spală	umyj	yıka
paper	Papier	hârtie	papier	kâğıt
plastic	Plastik	plastic	plastik	plastik
cardboard	Karton	carton	karton	karton
fabric	Stoff	material textil	tkanina	kumaş
bottle	Flasche	sticlă	butelka	şişe
cap	Deckel	capac	nakrętka	kapak
scissors	Schere	foarfecă	nożyczki	makas
waste	Abfall	deşeu	odpady	atık
flower	Blume	floare	kwiat	çiçek
petal	Blütenblatt	petală	płatek	taç yaprağı
leaf	Blatt	frunză	liść	yaprak
stem	Stiel	tulpină	łodyga	sap
big	groß	mare	duży	büyük

English	Deutsch	Română	Polski	Türkçe
small	klein	mic	mały	küçük
more	mehr	mai mult	więcej	daha
finished	fertig	gata	gotowe	bitti
help	Hilfe	ajutor	pomoc	yardım
stop	Stopp	stop	stop	dur
please	bitte	te rog	proszę	lütfen
thank you	danke	mulțumesc	dziękuję	teşekkürler
my turn	ich bin dran	rândul meu	moja kolej	benim sıram
well done	gut gemacht	bravo	brawo	tebrikler
happy	froh	bucuros	wesoły	mutlu
calm	ruhig	calm	spokojny	sakin
tired	müde	obosit	zmęczony	yorgun
sad	traurig	trist	smutny	üzgün

A3. Workshop vocabularies (Workshops 1–3)

The Romanian workshops define specific AAC vocabularies. Prepare these pictograms (e.g. from ARASAAC) before each workshop, in addition to the core vocabulary in A1.

Workshop	Materials and describing words	Actions and core words	Social and feedback words
1. My Eco-Smart Choices	paper, cardboard, plastic, metal, textile/fabric; recyclable, non-recyclable, safe, dangerous	yes, no, I choose, I place, I cut, I glue, stop, finished/done	help
2. My Flower, My Choice	flower, red, yellow, blue, green, paper, cardboard, plastic, bottle cap	I choose, cut, glue, fold, place, finished	help, break, I like it, I don't like it
3. We Create Together	team, together, nice/beautiful	my turn, your turn, give me, take, we choose, stop, break/pause, done/ready, we present	me/I, you, help me, thank you, I like it, well done/great job

A2. Visual resources included in the toolkit

Resource	Content	Format
Visual schedule strip	7 session phases (hello → goodbye)	A4 landscape, Velcro cards
Choice boards	Colours, materials, flowers, help/break	A4, 2–6 options
First–Then board	Two-square board	A5
Feelings board	Happy, calm, proud, tired, sad, angry	A4
Step cards	One set for each of the 11 designs	A6 laminated
Safety pictograms	Wash hands, sit to cut, no mouth, ask for help, never use batteries/glass	A4 poster
Bin labels	Paper, plastic/metal, glass, bio, mixed, “for flowers”	Stickers / A5
Infographic 1	“From waste to flower” – the circular journey	A3 poster
Infographic 2	“How long does waste stay in nature?”	A3 poster
Infographic 3	“Our session” – visual routine for the wall	A3 poster

Annex B – Activity Cards

Print each card on A6 card. Front: title and pictogram. Back: instructions. Use them as warm-ups, stations or fillers.

#	Card	Instruction	Time	See
1	Warm-up hands	Open–close, rain drops, petal touch, paper ball, shake off	5 min	Chapter 7.3
2	Colour sort	Sort caps into cups by colour	10 min	Chapter 7.4
3	Memory garden	Which flower is missing?	10 min	Chapter 7.4
4	Petal patterns	Copy or continue a colour pattern	10 min	Chapter 7.4
5	Waste detective	Feel an object in the bag, guess the material	10 min	Chapter 7.4
6	Smell the flower	Breathe in (flower), breathe out (candle) × 5	3 min	Chapter 8.2
7	Growing flower	From seed to open flower with the body	3 min	Chapter 8.2
8	Safe or not safe?	Sort photos: safe materials / never use	10 min	Chapter 11
9	Journey of a bottle	Put 5 story cards in order; choose the ending	10 min	Chapter 9.4
10	Flower recipe	Collect items from a recipe card and build the flower	15 min	Chapter 7.4
11	Big to small	Layer 3 shapes from biggest to smallest	10 min	Design 11
12	Feelings petal	Choose a colour for how you feel today	5 min	Chapter 8.1

Annex C – Worksheets

Ten printable worksheets support the workshops. Use large print (minimum 16 pt), pictures and plenty of white space. Worksheets can be completed by drawing, colouring, stamping, sticking or pointing – not only by writing.

Worksheet	Content	Level
W1 – Which bin?	Draw a line from each picture (bottle, newspaper, jar, banana peel, egg carton, battery) to the correct bin (local colours). Battery → “special collection”.	★ – ★★
W2 – Can we use it for flowers?	Tick YES or NO under 10 pictures of materials. Discuss the NO answers (safety).	★★
W3 – Count the petals	Count petals of 6 drawn flowers and write or stamp the number.	★ – ★★
W4 – Continue the pattern	Colour the empty petals to continue the pattern (ABAB, AABB, ABC).	★★ – ★★★★★
W5 – Cutting practice	Thick straight, zig-zag, wavy and spiral lines to cut, from easy to hard.	★ – ★★★★★
W6 – Put the steps in order	Cut out 5 photo steps of the tulip and glue them in the right order.	★★ – ★★★★★
W7 – Design planning	My flower name / materials I choose (tick) / colours (colour in) / my sketch / what it will be used for.	★★★
W8 – Warm and cool colours	Colour one flower with warm colours and one with cool colours.	★ – ★★
W9 – How do I feel?	Colour the petals of the feelings flower; circle the pictogram of today’s feeling.	★ – ★★★★★
W10 – Our waste counter	Weekly chart: stamp or tally items collected; total at the end of the month.	★★ – ★★★★★

Annex D – Templates

D1. Learner Profile (Tool 1)

Item	Information
Name / preferred name	
Age	
Communication (speech, signs, pictures, device)	
Understanding (words, short sentences, pictures, objects)	
Hand function (grip, scissors, pinch, strength, dominant hand)	
Attention span / best time of day	
Sensory preferences and sensitivities	
Interests, favourite colours	
Health and safety (allergies, epilepsy, swallowing, mobility)	
Goals for this programme (agreed with learner)	
Consent for photos / video	Yes / No / Hands only

D2. Risk Assessment Checklist

Check	Yes	No	Action
All materials are clean, dry and non-hazardous			
Sharp edges pre-cut and taped by staff			
Small parts counted; learners at choking risk identified			
Safe tools available (round-tip, adapted scissors)			
Glue is water-based / non-toxic; room ventilated			
Hot glue only by staff (if used)			
Staff ratio adequate for the activity			
Individual health protocols known (epilepsy, allergies)			
First-aid kit present; emergency procedure known			
Floor clear; wheelchair access to tables			
Quiet corner available			

D3. Material Collection Log

Date	Donor / source	Material	Quantity	Clean? (Y/N)	Stored in box

D4. Session Plan Template

Item	Plan
Title / date	
Level(s) and learners	
Objectives	
Design / techniques	
Materials and preparation	
Welcome (5 min)	
Warm-up (10 min)	
Discover (15 min)	
Create (40 min)	
Tidy up (5 min)	
Share (15 min)	
Adaptations for individual learners	
Safety notes	
Assessment tool	

D5. Step Card Template

STEP [number – large]	[PHOTO of the step from the maker's view]	[PICTOGRAM]	[1–4 WORDS, e.g. "CUT the petals"]
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D6. Easy-to-Read Photo Consent Form

Photos and videos in the flower workshops

We take photos and videos of the workshops. We show them on our website, on Facebook, Instagram, YouTube and in the project guide. You can choose.

Choice	Tick one
Yes – you can take photos and videos of me.	☐
Only my hands and my flowers.	☐
No photos or videos of me.	☐

You can change your mind at any time. Tell your educator.

Name: _____ Signature / mark: _____ Date: _____

Legal guardian (if applicable): _____ Signature: _____

D7. Exhibition Label

Title of the flower	
Made by	
Made from (waste materials)	
Design / technique	
Project	Empowering Adults with Disabilities with Flowers Made from Waste – Erasmus+

D8. Certificate of Participation

TIP | CERTIFICATE

This certificate is awarded to _____

for taking part in the workshops “Blooming from Waste” and making flowers from waste materials to help our planet.

Designs made: ☐ Magnolia ☐ Tulip ☐ Daisy ☐ Sunflower ☐ Rose ☐ Cap flower ☐ Rosette ☐ Lily ☐ Chrysanthemum ☐ Allium ☐ Layered flower

Place and date: _____ Educator: _____

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Annex E – Glossary

Term	Definition
AAC	Augmentative and Alternative Communication: all ways of communicating that add to or replace speech (signs, pictures, devices).
Art-based approach	Use of creative activities to support learning and well-being, inspired by art therapy but delivered in an educational context.
Circular economy	An economic model in which products and materials are kept in use for as long as possible, reducing waste.
Choice board	A board with pictures of options from which a person chooses.
Easy-to-read	Information written in simple language and layout so that people with intellectual disabilities can understand it.
Fading	Gradually reducing the help given to a learner as they become more independent.
Fine-motor skills	Small, precise movements of the hands and fingers.
Greenhouse gases	Gases such as carbon dioxide and methane that trap heat in the atmosphere and cause climate change.
Partial participation	A learner takes part in the steps they can do, with support for the others.
Pictogram	A simple picture that represents a word or idea.
Prompt	Help given to a learner to perform a step (gesture, word, model, physical).
Task analysis	Breaking a task into small, teachable steps.
UDL	Universal Design for Learning: a framework for designing learning that works for everyone.
Upcycling	Transforming waste into a product of higher value.
Visual schedule	A sequence of pictures showing the parts of an activity or day.
Waste hierarchy	EU order of priority for waste: prevention, reuse, recycling, recovery, disposal.

Annex F – Resources and References

- CAST (2018). Universal Design for Learning Guidelines version 2.2. udlguidelines.cast.org
- Inclusion Europe. Information for all: European standards for making information easy to read and understand. inclusion-europe.eu
- ARASAAC – Aragonese Portal of Augmentative and Alternative Communication (pictograms, CC BY-NC-SA). arasaac.org
- European Commission. The European Green Deal (COM(2019) 640) and A new Circular Economy Action Plan (COM(2020) 98).
- Directive 2008/98/EC on waste (Waste Framework Directive), establishing the waste hierarchy, as amended.
- United Nations. Convention on the Rights of Persons with Disabilities (CRPD), in particular Art. 24 (Education) and Art. 30 (Participation in cultural life).
- EPALE – Electronic Platform for Adult Learning in Europe. epale.ec.europa.eu
- Erasmus+ Project Results Platform. erasmus-plus.ec.europa.eu/projects
- American Art Therapy Association and national art therapy associations of partner countries – information on the profession of art therapy.

Annex G – The Partnership

Organisation	Country	Role in the Intellectual Output
KICK – Kommunikation Integration Coaching Kulturmanagement	Austria (Dornbirn)	Project coordinator; needs analysis questionnaires and comparative analysis; chapters on art-based approaches, cognitive development and emotional well-being; workshops 4–6; quality monitoring
Asociația Zona Integrare Europeană	Romania (Buzău)	IO leader; methodology, AAC, educator guidelines, assessment, family guide, visual toolkit; editing and final layout; workshops 1–3; EPALE publication
Fundacja GAMA	Poland (Dąbrowa Białostocka)	Chapters on climate, waste classification and safety; workshops 7–9; surveys; YouTube channel for video tutorials
ARTİKA Yaratıcı Sanatlar Derneği	Türkiye (Adana)	Chapters on creative design, techniques, flower designs, visual tutorials and exhibitions; workshops 10–12; project website and dissemination

Synergies with other Erasmus+ projects

The methodology of this guide builds on – and will continue through – other Erasmus+ projects of the partners. These links support the sustainability of the results after the end of the project.

Project	Reference	Link with this guide
Education and Therapy Gardens for Impaired Adults (KA210-ADU; partners from Romania, Türkiye, Poland and Czechia, including AZIE and ARTİKA)	2023-2-RO01-KA210-ADU-000173575	Same target group; nature-based, out-of-classroom education of adults with disabilities; its e-book is a complementary resource to the Blooming Tree and the waste-to-garden approach.
EduZone – Inclusive communication for all (KA220-SCH; coordinated with Centrul Școlar de Educație Incluzivă Buzău)	2025-1-RO01-KA220-SCH-000353640 (01.10.2025–30.09.2027)	AAC-based curriculum and digital platform; supports Chapter 4 (AAC) and explains the involvement of CSEI Buzău in the pilot.
Seniors ZONE in gamification and art-therapy (KA210-ADU; Netherlands, Spain, Romania)	2023-1-NL01-KA210-ADU-000157474	E-learning platform with 15 games and 15 art-therapy workshops for adults 50+; complementary to Chapters 6 and 7.
Erasmus+ accreditation in adult education of AZIE	2022-1-RO01-KA120-ADU-000110754 (2022–2027)	Mobilities for adult educators (e.g. digital and green skills) ensure that staff can continue to be trained in the methods of this guide.

Thank you

We thank all the adults with disabilities, educators, families and volunteers in Austria, Romania, Poland and Türkiye who took part in the workshops, tested the designs and shared their ideas. This guide is their work as much as ours.

Annex H – Printable Resources

The following pages can be printed directly (A4) for use in workshops. For national versions, translate the words and add pictograms. For better durability, laminate cards and boards.

Contents of this annex

- Worksheets W1–W10
- Activity cards 1–12
- Visual schedule, choice boards, First–Then board, Help board
- Safety poster

Printable W1 – Which bin?

Name: _____ Date: _____

Draw a line from each thing to the right bin.

PLASTIC BOTTLE	BLUE BIN – PAPER
NEWSPAPER	YELLOW BIN – PLASTIC / METAL
GLASS JAR	GREEN BIN – GLASS
BANANA PEEL	BROWN BIN – BIO
EGG CARTON	SPECIAL COLLECTION
BATTERY	

Printable W2 – Can we use it for flowers?

Name: _____ Date: _____

Look at each thing. Tick YES or NO.

Egg carton	YES ☐ NO ☐
Battery	YES ☐ NO ☐
Clean bottle cap	YES ☐ NO ☐
Broken glass	YES ☐ NO ☐
Old T-shirt	YES ☐ NO ☐
Medicine box with pills	YES ☐ NO ☐
Magazine	YES ☐ NO ☐
Dirty yoghurt cup	YES ☐ NO ☐
Juice carton (washed)	YES ☐ NO ☐
Paint tin	YES ☐ NO ☐

Printable W3 – Count the petals

Name: _____ Date: _____

Count the petals. Write, stamp or stick the number.

Flower 1:  (5 petals drawn)	Number: _____
Flower 2: (3 petals drawn)	Number: _____
Flower 3: (8 petals drawn)	Number: _____
Flower 4: (4 petals drawn)	Number: _____
Flower 5: (6 petals drawn)	Number: _____
Flower 6: (10 petals drawn)	Number: _____

Printable W4 – Continue the pattern

Name: _____ Date: _____

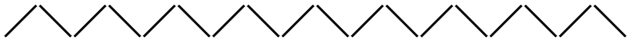
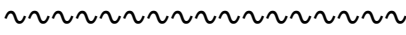
Colour the empty petals. Follow the pattern.

RED	YELLOW	RED	YELLOW		
BLUE	BLUE	GREEN	GREEN		
PINK	WHITE	PURPLE	PINK		

Printable W5 – Cutting practice

Name: _____ Date: _____

Cut along the lines. Start with number 1.

1.  (thick straight line)
2.  (thin straight line)
3.  (zig-zag)
4.  (wavy line)
5. ○ (circle – draw around a cup)
6. @ (spiral – for a rose)

Printable W6 – Put the steps in order

Name: _____ Date: _____

Cut out the pictures. Glue them in the right order: 1, 2, 3, 4, 5.

1	2	3	4	5

Pictures to cut out (photo step cards of the Egg-Carton Tulip, in mixed order):

PAINT the cup	PUT in the vase	CUT the petals	PUSH the stem	CHOOSE a cup

Printable W7 – My flower design

Name: _____ Date: _____

My flower is called:
Materials I choose: ☐ paper ☐ bottle ☐ egg carton ☐ caps ☐ fabric ☐ yarn ☐ cardboard
My colours (colour the squares): ☐ ☐ ☐ ☐
My drawing:
My flower will be: ☐ a gift ☐ for the exhibition ☐ for my room ☐ other: _____

My drawing (space)

Printable W8 – Warm and cool colours

Name: _____ Date: _____

Colour one flower with WARM colours (red, orange, yellow). Colour one flower with COOL colours (blue, green, purple).

WARM FLOWER	COOL FLOWER

Printable W9 – How do I feel?

Name: _____ Date: _____

Circle how you feel today. Colour a petal for your feeling.

HAPPY 😊	CALM	PROUD
TIRED	SAD 😞	ANGRY

My feelings flower (draw or glue petals here)

Printable W10 – Our waste counter

Group: _____ Month: _____

Put a stamp or a line for every item we collect.

	Week 1	Week 2	Week 3	Week 4	TOTAL
Bottles					
Caps					
Egg cartons					
Paper					
Cartons					
Fabric					

Printable activity cards 1–4

CARD 1 WARM-UP HANDS Open–close, rain drops, petal touch, paper ball, shake off Time: 5 min Chapter 7.3	CARD 2 COLOUR SORT Sort caps into cups by colour Time: 10 min Chapter 7.4
CARD 3 MEMORY GARDEN Which flower is missing? Time: 10 min Chapter 7.4	CARD 4 PETAL PATTERNS Copy or continue a colour pattern Time: 10 min Chapter 7.4

Printable activity cards 5–8

CARD 5 WASTE DETECTIVE Feel an object in the bag, guess the material Time: 10 min Chapter 7.4	CARD 6 SMELL THE FLOWER Breathe in (flower), breathe out (candle) × 5 Time: 3 min Chapter 8.2
CARD 7 GROWING FLOWER From seed to open flower with the body Time: 3 min Chapter 8.2	CARD 8 SAFE OR NOT SAFE? Sort photos: safe materials / never use Time: 10 min Chapter 11

Printable activity cards 9–12

CARD 9 JOURNEY OF A BOTTLE Put 5 story cards in order; choose the ending Time: 10 min Chapter 9.4	CARD 10 FLOWER RECIPE Collect items from a recipe card and build the flower Time: 15 min Chapter 7.4
CARD 11 BIG TO SMALL Layer 3 shapes from biggest to smallest Time: 10 min Design 11	CARD 12 FEELINGS PETAL Choose a colour for how you feel today Time: 5 min Chapter 8.1

Printable – Visual schedule

Cut out the cards. Add the pictogram for each phase (ARASAAC). Stick them in order with Velcro.

1 HELLO	2 WARM-UP HANDS
3 LOOK	4 MAKE
5 TIDY UP	6 SHOW AND PHOTO
7 GOODBYE	FINISHED ✓

Printable – Choice boards

Colour the squares with real colours or glue coloured paper. Add pictograms for materials.

RED	YELLOW	BLUE
PINK	PURPLE	WHITE

PAPER	BOTTLE	EGG CARTON
CAPS	FABRIC	YARN

Printable – First–Then board and Help board

HELP	MORE	STOP
FINISHED	BREAK	TOILET

Printable – Safety poster

1. WASH YOUR HANDS

2. ONLY CLEAN MATERIALS

3. SIT DOWN TO CUT

4. NOTHING IN THE MOUTH

5. ASK FOR HELP

6. NEVER: BATTERIES, GLASS, MEDICINE