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## **Dys-Team, Dys-Play, Dys-Cuss.**

Sat, 21/10/2017 - 00:47 -- Mary Rose Formosa

### **Type of tool:**

Activity

### **Duration:**

30-60 min

### **Topics addressed:**

Democracy

Peer Education

Social inclusion

Our tool is an innovative way of raising awareness on dyslexia and positive self-esteem. The strength of our tool is the 2 videos that have been scripted by the youth themselves. A way to start a conversation about dyslexia. Are you ready to listen?

### **Aim:**

Our tool is made up of two videos, both are real life experiences of young people and tackle the challenges and strengths of having a profile of dyslexia through the voices and experiences of young people themselves. Each video emphasizes on the affect and results of youth empowerment and youth emancipation. The video "We want to start a conversation" has been scripted and produced by the young people of Dyslexic Teens Dialogue youth group and is aimed at a younger age group (aged 12 +). The second video was scripted and produced by youth participants of an Erasmus+ youth exchange held in Malta during the summer of 2016, this video is suitable for youth aged 16+. The aim of the activity which includes the viewing of one or both videos is to raise awareness on dyslexia and also to disseminate information about the self-help hints that have been composed by the young people themselves.

### **Methodology:**

The strength of this method of pedagogy is that it is peer lead and thus ensures that peer learning and sharing is at a maximum. There is also a possibility of dialogue and processing of thoughts and feelings during the workshops after the viewing of the videos.

### **Step by step process:**

Set up of activity connecting laptop with projector and sound system. Testing of sound and videos ahead of the arrival of the participants. Setting up chairs for participants in horse-shoe formation.

A copy of the video synopsis and/or leaflet of hints is placed on each chair in advance.

Group goes over the activity and roles are given to each presenter so the activity can run smoothly and without hesitation and interruptions.

Participants are greeted on arrival so a positive and open atmosphere can be achieved even before starting.

## Schedule for the workshop / activity

- Introduction by the young people (round of names). Brief information about the formation of the group and the aims behind the work done with particular reference to the Erasmus+ projects written by the group. Brief explanation of the sequence and time allotted for each part.
- Viewing of video (one of them or both depending on the age of the audience and aims of the session)
- Distribution of leaflet of hints
- Possibility of splitting audience/participants into smaller groups for better processing of the video together with the young people of the group.
- Workshop / discussion / sharing of experiences / peer learning opportunity lead by the young people themselves.
- Conclusion and greetings.

## Materials and resources:

Projector, screen and laptop / speakers

Seating for persons attending

Video no. 1 “We Want to start a conversation” (aimed at students aged 10 years and over old in schools and youth groups)

<https://drive.google.com/file/d/0B29bV4I3UmZNeXIZSjc1SW9ab3M/view?ts=59c68349> [1]

Video no. 2 “Sharing of experiences of dyslexia across Europe” (aimed at young people aged 13 and over).

<https://www.youtube.com/watch?v=SXBSav5jld0> [2]

Print out of video synopsis of video “We Want to Start a Conversation”.

Print out of leaflets of hints that was produced during an Erasmus+ youth exchange held in 2015 for dissemination purposes. These hints were composed by the youth participants from Malta and Italy during that exchange.

<http://dyslexicteensdialogue.com/downloads/LEAFLET.pdf> [3]

<http://dyslexicteensdialogue.com/downloads/BOOKLET.pdf> [4]

## Outcomes:

The outcome of this tool is to raise awareness on dyslexia with students, educators, policy makers and the public in general. It is meant to answer some general questions about dyslexia but also to encourage participants to delve deeper into the subject. The intention of this tool is to foster positive self-esteem in those participants when they become aware of their capabilities and potential despite having difficult experiences at school.

## Evaluation:

This style of activity following by small workshops or taking questions from the audience has been run several times with different age groups of students and also with an audience of teachers and learning support assistants.

Advantages: fresh, young and new approach. Peer learning activity which is well received by students and teaching staff alike. Young people with dyslexia identify with the group members and feel comfortable to ask questions and engage in the activity/workshops.

Disadvantages: Has limitation since it is not scripted and based on personal experiences. Young people are basing on their own experiences which could differ and are also subject to interpretation.

Potentialities: Significant since it is one of a kind in our country.

Limits of the tool: Restrictions as to the correctness of the information given as the young people are not experts in the field of learning difficulties.

### **Notes for further use:**

This activity is recommended to be run with and by young people with dyslexia so true personal experiences may be shared. We feel that this is the strength of this workshop.

### **Rating:**

No votes yet

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**Source URL:** <http://educationaltoolsportal.eu/en/tools/dys-team-dys-play-dys-cuss>

### **Links**

[1] <https://drive.google.com/file/d/0B29bV4I3UmZNeXIZSjc1SW9ab3M/view?ts=59c68349>

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