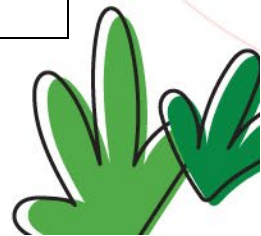




HEALTH AND MENTAL DISORDER, DIVERSITY AND INCLUSION

<p>Introduction</p>	<p>Asperger's syndrome is part of the autistic spectrum, but it has a milder classification within the spectrum. Most people with the syndrome are male, are intelligent and usually have a deep knowledge of a subject in which they become experts.</p> <p>On the other hand, they have difficulties in communication and language, do not understand metaphors, jokes, sarcasm, irony and interpret everything literally, that is, in the literal sense of what is being said. They do not deal with lies and easily lose self-control when they do not understand or feel deceived or even attacked. They are direct and extremely sincere. However, they have great difficulty in showing their feelings and emotions and, consequently, great difficulty in being empathic. They do not have much imagination, but if they like and are interested in something, they devote themselves deeply.</p> <ul style="list-style-type: none"> - The autistic spectrum is a psychiatric condition that has various levels and Asperger's is a level that the subject with adequate support and stimuli can lead an autonomous, integral and active life.
<p>Objective / teachers' goal</p>	<ul style="list-style-type: none"> ▪ Promoting the respect for the difference, inclusion and solidarity; ▪ Eliminating prejudice against people apparently different; ▪ Enhancing critical thinking; ▪ Making students aware of the value of life of each individual no matter what; ▪ Raising the feeling of empathy.
<p>Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</p>	<p>Competence in analysing health needs Understanding mental health Willingness and empathy to work with different clients/patients Communication Capacity building and intervention</p>
<p>Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning</p>	
<p>Materials</p>	<p>Film "Adam"</p>
<p>Approach</p>	<p>"Adam" is a light film that deals with differences and similarities between two young people. Adam, an electronic engineer with a passion for astronomy and also suffering from Asperger's syndrome, and Beth, a beautiful, affectionate teacher who had recently moved into her building.</p>





He loses his father and relies only on a tutor, a friend to support him, but in the experience of living alone he gets to know and learn a new world, as does the kindly girl who, newly arrived at his new flat, begins to get to know her new neighbour.

Both end up being strangers on one side and getting closer on the other and this game of discovery, curiosity and love creates a bond that would be unimaginable for people, a priori, so different. They face prejudice, lack of information and ignorance of people, but they discover that, however different, they may be who they are, there are precious things that unite them.

Activity steps:

- 1) Announce the students that they are going to watch a film, but that they will do a "warm-up" before the beginning.
- 2) Introduce the film as the story of an unlikely relationship between two people who are different from each other, where one is stranger than the other to the other. What might happen? What are the possible outcomes? What is it to be the same or different and what does this imply?

Pre-questions:

- What is empathy?
- What is the relationship between empathy and inclusion?
- How can we make a school an inclusive space? What is your part? How can you collaborate?

- 3) Watch the film.

Suggested guidelines for watching the film:

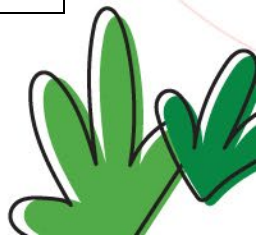
If possible, propose that they watch it in two stages, trying to write down and to bring in the discussion (first stage: 40 min of the film).

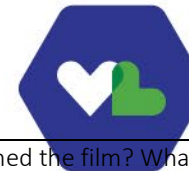
✓ **First stage:**

- Explain: how can each person be at the same time singular (unique), different (diverse), a whole and part?
- Is it possible to have a society where everyone feels included?

✓ **Second stage:**

- Highlight 3 new knowledge about the theme that the film has brought to you.
- What changes can you make in your life based on this knowledge?





	<ul style="list-style-type: none">o What did you feel when you watched the film? What emotions and feelings came up? <p>4) The students are asked to share about any situation where they had to deal with difference and to reflect on their reaction/attitude.</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment
Duration	3 hours
Final goal (learning outcome)	Breaking down barriers of prejudice and fostering the richness of diversity





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaningfulness	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

