



CEREBRUM

Association of people with acquired brain damage

A patient non-profit organization bringing together people who have suffered brain damage (strokes, trauma, brain tumours or other damage) as well as their family members and caregivers.

Cerebrum provides information to help understand brain injury issues.

It runs a community centre for these people – a safe place for everyone. A space for mutual motivation and support. A space where we want to give everyone the feeling that they are not alone.

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Thank you, your CEREBRUM.

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GROUP SPEECH THERAPY HANDBOOK

Jana Horynová / Michal Kraff



CEREBRUM

Asociace osob po získaném
poškození mozku, z.s.

+ BONUS LESSONS FROM ICELAND

Thorunn Hanna Halldorsdóttir

Helga Thors

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Iceland
Liechtenstein
Norway grants

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Dear readers,

We are pleased to present the Group Speech Therapy Handbook, which contains tips and suggestions for developing communication and interaction among adult clients with acquired brain injury and related speech and language difficulties.

The handbook was developed as a result of the EEA and Norway Grants project "Sharing the experience of patient organisations specialising in patients with brain injury", which involved two patient organisations, Cerebrum - Association of people with acquired brain damage on the Czech side and Heilaheill on the Icelandic side. It was the long-standing focus of both organisations on group rehabilitation of people with acquired neurogenic communication disorders that inspired the creation of the project, which ran from 1 September 2024 to 31 March 2025.

In the introductory section, we briefly introduce the role of group speech and language therapy and the basic principles for organizing this form of rehabilitation. We also introduce the basic characteristics of neurogenic communication disorders and provide recommendations on how to work with the lessons.

The core of the manual consists in 17 conversational lessons covering important and interesting topics related to the personal, leisure and working life of the group participants, as well as interesting facts about the Czech Republic and Iceland. When creating the individual tasks and exercises, we based them mainly on our personal experience with therapy for patients with acquired neurogenic communication disorders, who were and are our greatest inspiration and we thank them very much.

We hope that you will find new ideas for group speech therapy and the development of your clients' conversational and communication skills in this manual. We are also confident that you will be able to develop and elaborate on these tasks and exercises as needed. We wish you much joy and shared experiences with your clients.

Authors

INTRODUCTION

1. Group therapy for speech and language abilities

Group therapy can be a very valuable complement to speech and language rehabilitation and sometimes a beneficial change from long-term outpatient individual therapy. Motivation is a key element in any therapy; in group therapy it can be the group dynamics themselves (the relationships and interactions between members with each other and between members and the therapist) and the sense of belonging of each individual in the group.

Group therapy can provide several benefits to the participants, as there are interactions in the group that require functional and successful communication, which drives each individual subconsciously to improve. One such benefit is an increase in the initiation of communication with other group members and an increase in the tendency to express communicative intent. The group setting and other members offer the individual a variety of communication situations compared to the home or outpatient setting (Elman, 2006). Thus, after several group sessions, group members may be more communicatively adventurous, socially adept, and may have much more confidence in their gradually regained abilities.

In group therapy, it is generally recommended to hold individual sessions once a week; if this more intensive frequency cannot be guaranteed, then once every two weeks for an hour to an hour and a half of net time is optimal (Elman, 2006). More time is not necessary in our experience, and would rather be counterproductive, as clients with acquired brain tissue disruption tend to have reduced cognitive endurance, particularly the ability to focus attention and to process auditory and visual signals within their level and capacity of consciousness (Kulišťák, 2017). In terms of group size, it is recommended not to significantly exceed 10–12 participants. With this number, it is advisable to allow for the participation of two therapists or a therapist and two “assistants” from among the students (Elman, 2006).

2. Neurogenic communication disorders

Neurogenic communication disorders result from acquired organic damage to the brain's nervous tissue (usually following a stroke or traumatic brain injury) in which either the individual's language system or speech production and motor execution are impaired. In the former case, aphasia is the most common, while in the speech domain it is mainly various types of dysarthria and apraxia of speech (Neubauer et al., 2018). By impairing both language and speech, a person at any age is limited in his or her daily communication with his or her environment, which negatively affects the overall quality of life. The consequences of this impairment can develop into psychological difficulties (most often mood disorders), social isolation, and overall personality degradation due to communication deprivation (Obereignerů, 2013).

Through regular strengthening of all phatic, cognitive and speech functions in speech therapy (both individual and group), the client's impaired communication ability is gradually restored. It is also always necessary to find a suitable communication partner for the client (for example, in the case of the elderly, this is most often a partner, offspring or neighbour) for daily interaction and to educate them properly in order to effectively support the

client's language or speech rehabilitation. Group therapy helps to induce numerous social interactions in which the participant is repeatedly encouraged to communicate, making the overall rehabilitation more effective. For severe speech and language impairments, the primary goal is to ensure that the client has a functional communication system with his or her environment. In this case, the clinical speech and language therapist may use elements of alternative or augmentative communication (i.e. communication systems or devices such as sign language, finger alphabets or pictograms, communicators or communication software on tablets and computers). Through these communication tools, the client can expand his/her very limited expression and be able to interact with the environment in order to meet his/her basic needs.

The goal of therapy (individual and group) for neurogenic communication disorders should be to restore speech and language abilities as much as possible so that clients can meet their communication intention and thus their basic and higher needs on a daily basis.

3. How to work with the handbook?

The book is divided into a total of 15 lessons, the order of which is not necessarily followed by the therapist working with the handbook.

It also contains two bonus lessons included to promote thematic diversity. These lessons were created by Icelandic clinical speech and language therapists as their contribution to the collaboration and exchange of clinical practice experiences in the rehabilitation of speech and language disorders. This collaboration was, as already mentioned, based on the EEA and Norway Grants project “Sharing the experience of patient organisations specialising in patients with brain injury”.

At the beginning of each lesson, the objectives that the exercises of that lesson help to achieve are presented.

There is also a list of aids and preparation for the lesson, including any homework for clients. The recommended length of each session is 1.5 hours, with a maximum of 2 hours including a break. A suitable setting for group speech therapy is seated at a table so that clients can work with a variety of aids. Then, in each session, the main exercises/activities are followed by a relaxation break. It is recommended that this time distribution is followed, as clients with neurogenic communication disorders tire more rapidly and the exercises given would lose effectiveness.

Bonus exercises in the form of worksheets are provided at the end of each session to reinforce the thematic activities covered or in case clients are too fast in previous activities. It is therefore always at the discretion of the group's lead therapist whether and when (according to the group's ability and specifics) to add these exercises within the session. The exercises can also serve as additional homework for group participants.

We always encourage some form of communication with individual clients during each session. We do not insist on precise verbal or sentence expression. For more severe forms of neurogenic communication disorders, it is necessary to encourage all forms of expression that will be understandable and effective for the other members and the client in question (Lasotová, 2024), because the general goal of group therapy, as we conceive it in this publication, is to support clients in rehabilitating their language and speech functions, and thus contribute to their better communication with their environment and a higher quality of life.

Getting to Know Each Other & the Family

● **Objective:**

Introducing the individual members of the conversation group, making contact with the community, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

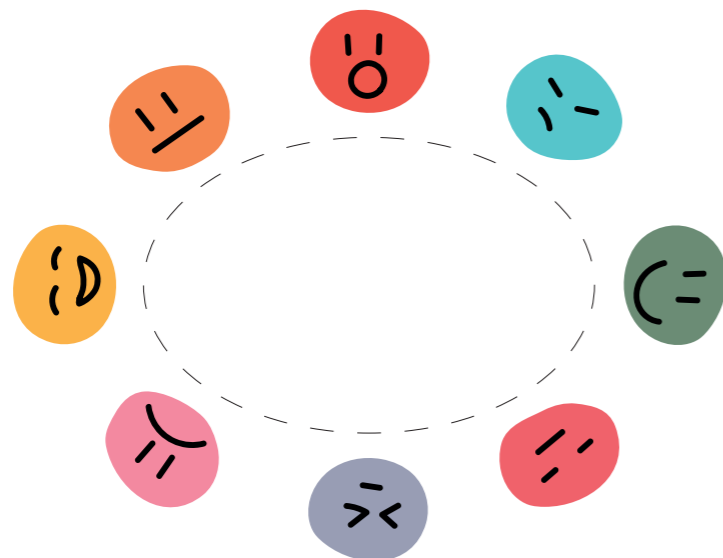
Completed family trees (Appendix 1.1); 2–3 family and each group member's personal photographs, basic biographical information on a sheet of paper (first three items to be brought to the meeting by group members), ball/ball of yarn/pipe, etc.; name tags of each group member, worksheet no. 1, Appendix 1.1; Appendix 1.2; key terms on the topic (from the therapist's own source).

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



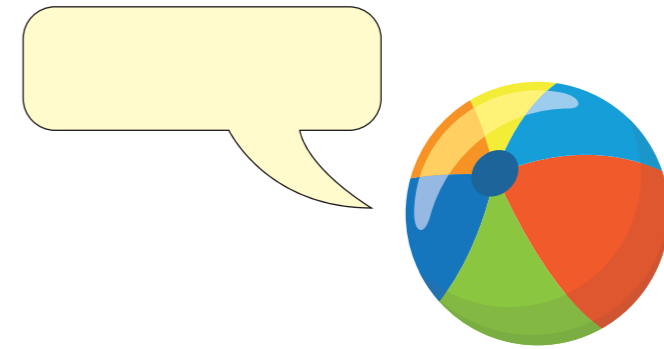
● **Introductory exercise:**

Round 1:

All group members take turns to introduce themselves by name. The one whose turn it is takes the ball in their hand and then passes it to the next person.

Round 2:

The person holding the ball repeats their name and adds one piece of information about them (e.g. birthplace/residence), then the person chooses and addresses the next member of the group by name and hands the ball to them.



● **Exercise 2:**

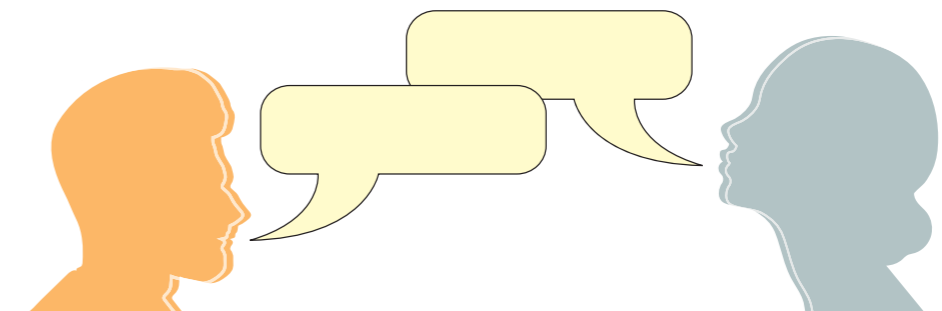
The therapist collects the completed family trees from all group members. The therapist then selects one participant and has them pull out one of the completed family trees. This participant reads out the name of the colleague to whom the family tree belongs, points to the person in the group and asks him or her one or two questions about the names on the family tree. The member who answers may accompany their answers with a sample of the family photographs they have brought. This member will also then pull out another family tree. In this exercise, group members can learn more about the families of the participants. Note: If working with family trees is too difficult, we only work with individual photographs. In case of a large number of participants, we divide the activity into two parts and include a break.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Conversation training: working in pairs. Pairs of group members try to find out interesting things about each other. At the end of this activity, each individual participant will reveal these interesting facts about the other to the whole group.



● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

• **Bonus activity:**

Worksheet No. 1

A) Use the letters to make words for family members:

O H R E T R B _____

U O S C I N _____

T H R U D E A G _____

H R M T O E _____

N S O _____

D R G M A A N _____

T S I R E S _____

T H A R F E _____

B) Identify the family member from the given description:

- | | |
|-------------------------------|-----------------|
| My mother's son is my | aunt |
| My mother's mother is my | grandma |
| My husband's mother is my | daughter-in-law |
| My sister's daughter is my | brother |
| My wife's brother is my | grandchildren |
| My uncle's son is my | niece |
| My mother's brother is my | cousin |
| My brother's sister is my | brother-in-law |
| To my husband's father, I'm a | sister |
| My father's sister is my | mother-in-law |
| My children are my parents' | uncle |



C) I will read you a short story (Appendix No. 1.2), listen carefully and then answer the questions:

What was James's anniversary? _____

What is the name of James's wife? _____

How many grandchildren do Mr. and Mrs. Trowel have? _____

What is the name of Jane's aunt? _____

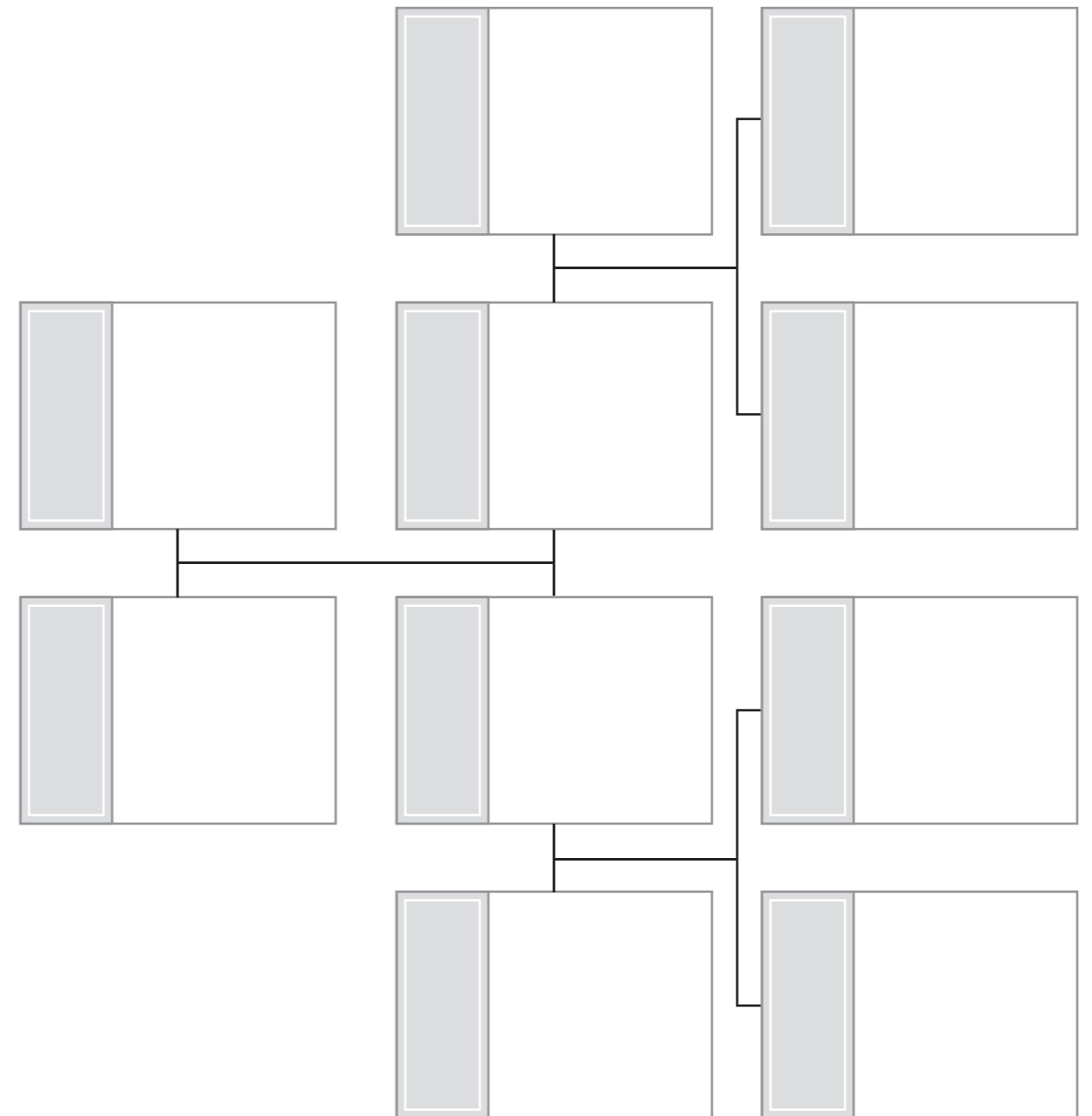
Does Monika have any cousins? _____

What did James get from his brother-in-law? _____

What is the name of Peter's niece? _____

APPENDIX No. 1.1

• **Family tree:**



APPENDIX No. 1.2

• Birthday celebration:

James Trowel celebrated his 60th birthday on Sunday. With his wife Eva they threw a big family party at their home, inviting both their children, daughter Jane and son Peter and their families. Ann, James's sister, also attended with her husband Joe.

Jane, her husband William, and their daughter Monika were the first to arrive, bringing a chocolate cake. Peter, his wife Lucy, and their twin daughters Sophie and Mary were delayed and barely made it in time for the festive lunch. For lunch, Eva served beef soup and creamy beef sirloin sauce with Karlsbad dumplings. After lunch, everyone enjoyed the cake along with coffee or tea. They also extended their heartfelt congratulations to the birthday boy. From his children, James received a voucher for a spa retreat. Ann and her husband gave him a new watch.

The granddaughters brought their grandfather great joy: Monika played the violin for him, and Sophie and Mary each gave him a hand-painted picture.



2nd lesson Occupation

• Objective:

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



• Preparation/aids/materials:

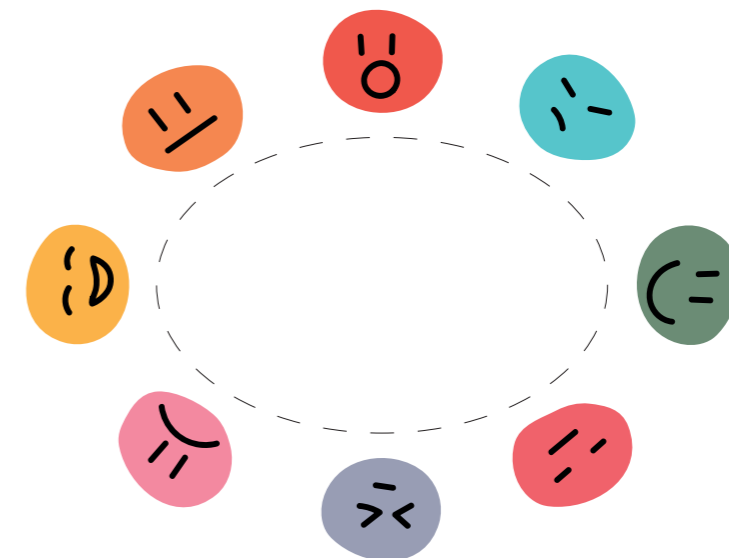
Each participant prepares 2–3 sentences at home about their occupation (what they need to do their job and what the job entails); ball; name tags of the group members; snacks; key terms on the topic; cards with the name of the occupation (Appendix 2.1); puzzles with the names of occupations (Appendix 2.2); Worksheet 2.

• Length of the lesson/session:

1.5–2 h maximum



• Environment:



● **Introductory exercise:**

Conversation training. Individual lesson participants introduce their occupation to the other group members in turn. The therapist encourages group members to discuss with each other, ask questions.



● **Exercise 2:**

The “guess who I am” game. Each person in turn takes out a card with their occupation (Appendix 2.1) so that the others cannot see it. The other group members then ask the person closed questions, to which the person is allowed to answer only YES/NO. The aim is to guess the occupation on the card. The person who guesses the occupation draws a new card and the game continues. Participants take turns in asking questions, e.g. clockwise.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Conversation training. Each person in turn says what they wanted to be when they were little. Alternatively, they can add an occupation they would like to try now, as an adult. (The topic can be varied, e.g. what I would like to be if I were not in my occupation, what craft I would like to try.)



● **Exercise 4:**

Game. Each person in the group is given a puzzle in the form of a circle in which the name of the occupation is hidden. The name can be written clockwise or counter-clockwise. Two letters are always missing from the title (see Appendix 2.2). The one who solves the puzzle will briefly describe the occupation in 2–3 sentences and explain it to the other members of the group. We can simplify this variant by adding letters into the blanks.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 2

A) Make correct sentences from the given rearranged terms:

Architect	writes	disputes.
Judge	feeds	trains.
Composer	cuts	water pipes.
Butcher	designs	books.
Engineer	repairs	animals.
Pharmacist	composes	clothes.
Tailor	decides	medicine.
Writer	drives	music.
Zookeeper	sells	meat.
Plumber	sews	buildings.



B) Write an occupation beginning with the given letter:

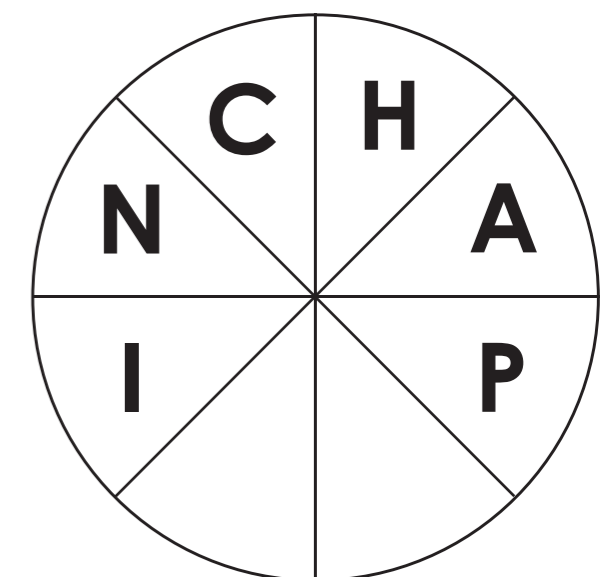
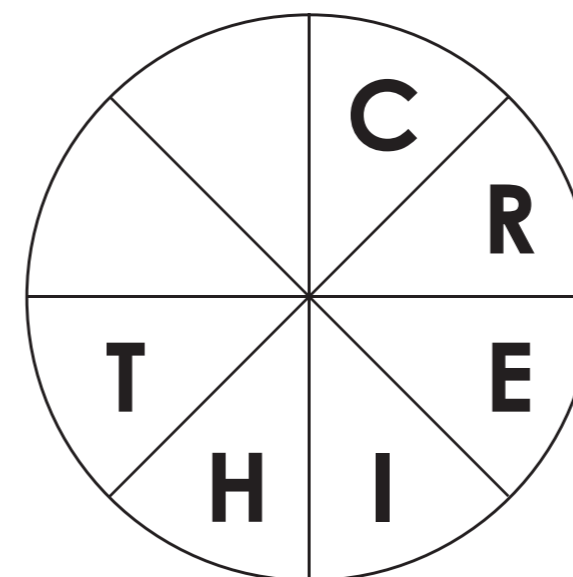
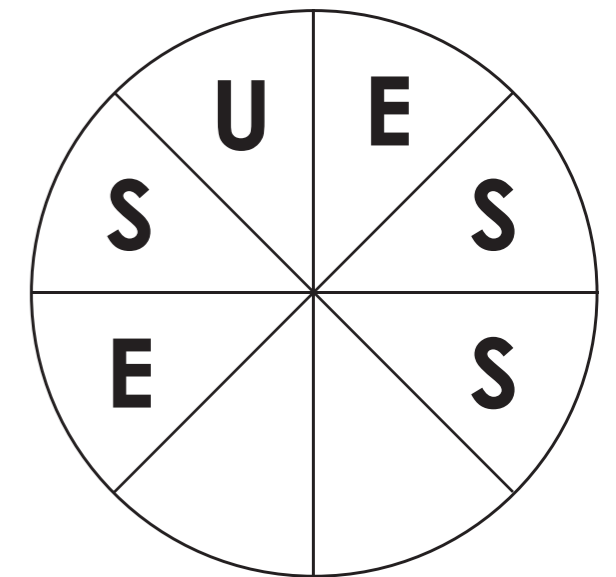
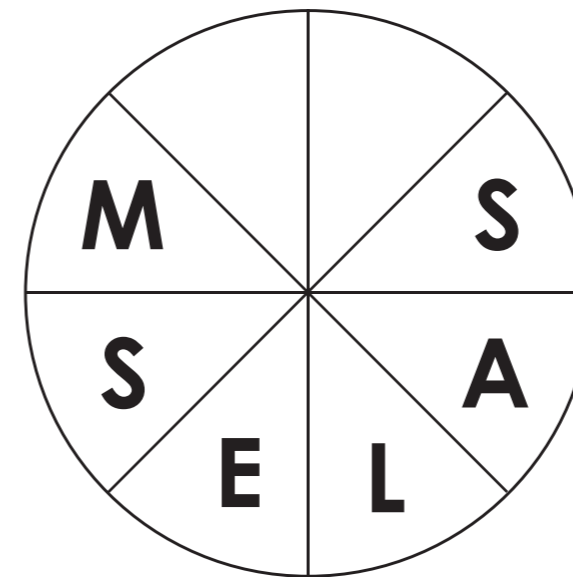
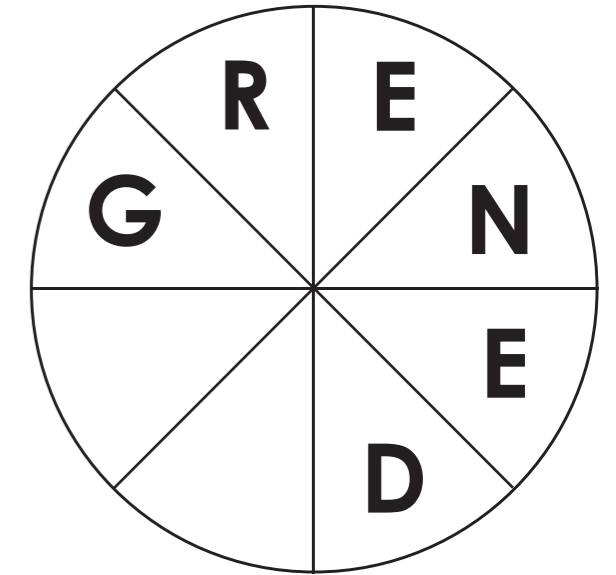
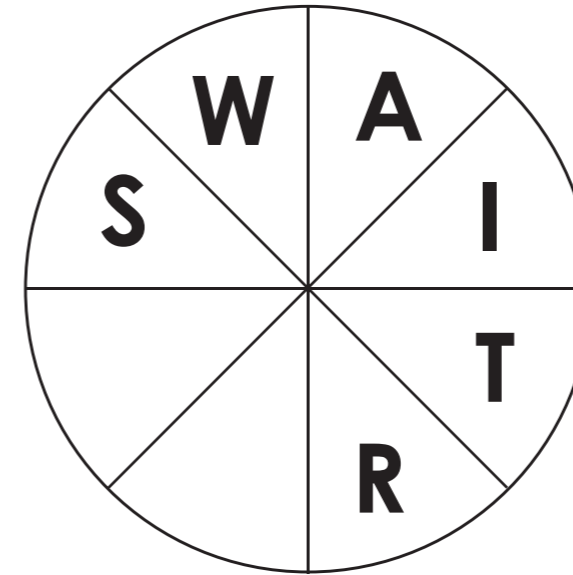
B _____	D _____
F _____	P _____
K _____	N _____
O _____	L _____
R _____	C _____
T _____	S _____

APPENDIX No. 2.1

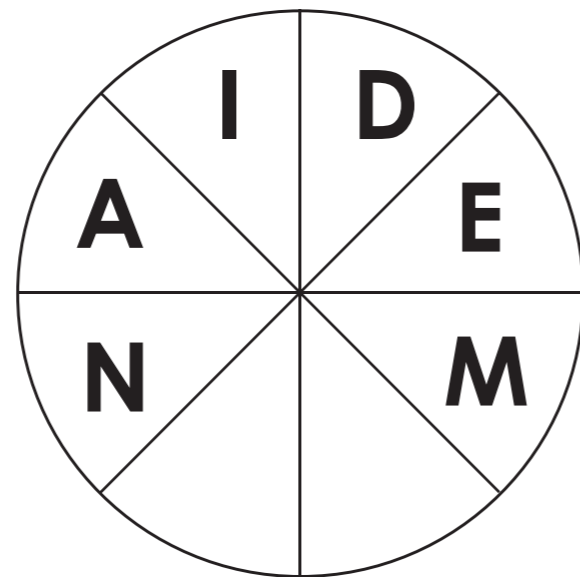
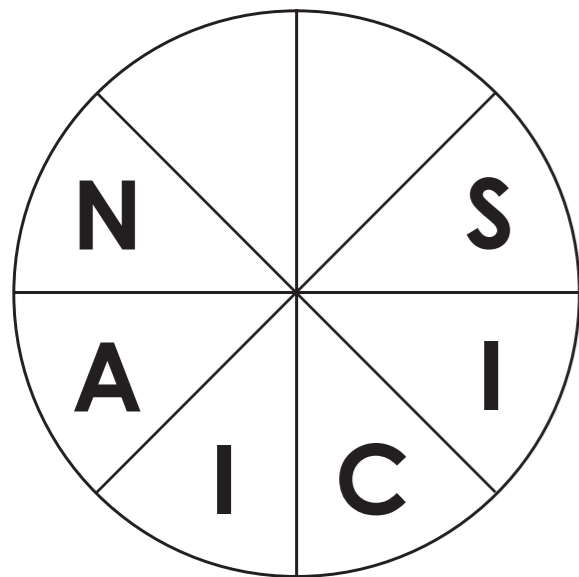
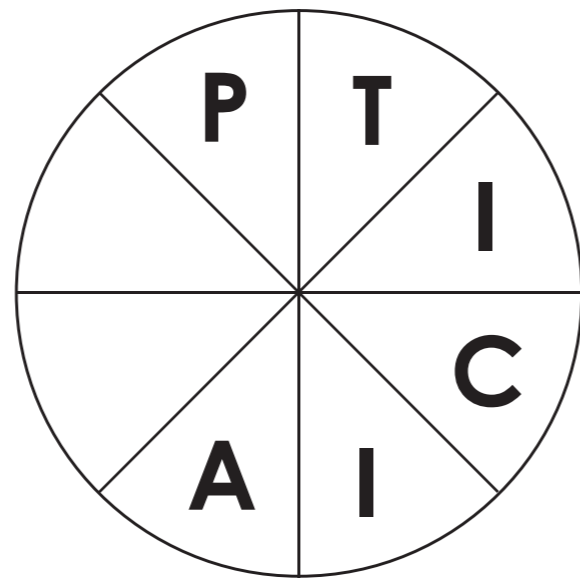
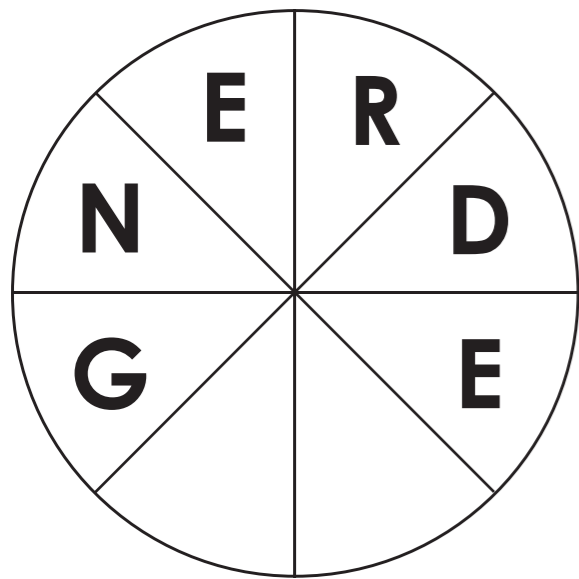
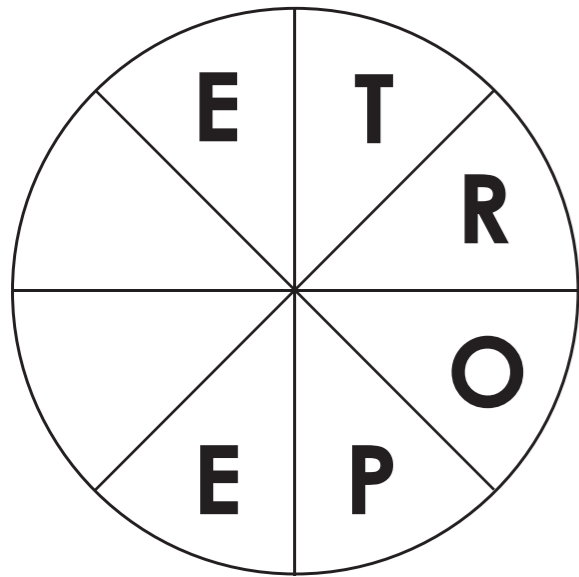
ROOM PAINTER	STEWARDESS
VET	GARDENER
DANCER	CONDUCTOR
POSTMAN	FIREFIGHTER
DENTIST	BREWMASTER
PHYSIOTHERAPIST	CASHIER
CLEANER	CAR MECHANIC
FOOTBALLER	TV HOST
CHEF	TRAINER
POLICE OFFICER	BRICKLAYER

APPENDIX No. 2.2

• Puzzles:



Food



● **Objective:**

Vocabulary expansion, categorization, naming skills, understanding the meanings of words, reversal of roles in dialogue and group interaction in dialogue and group interaction, active listening and understanding of other group members' statements, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

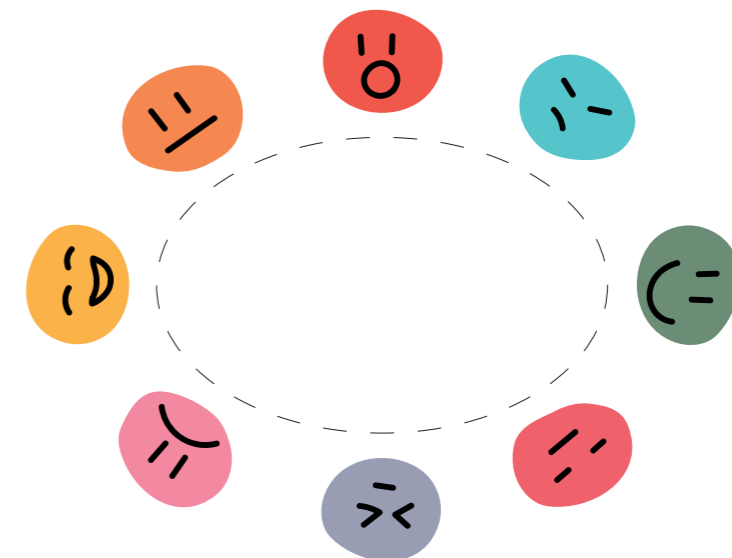
Each participant chooses their favourite food or a meal from childhood (homework); ball; name tags of the group members; snacks; key terms on the topic; Appendix 3.1; bomb from the game "Tick tock boom"; picture cards with basic foods or meals (therapist's own preparation); Worksheet 3.

● **Length of the lesson/session:**

1.5–2 h maximum

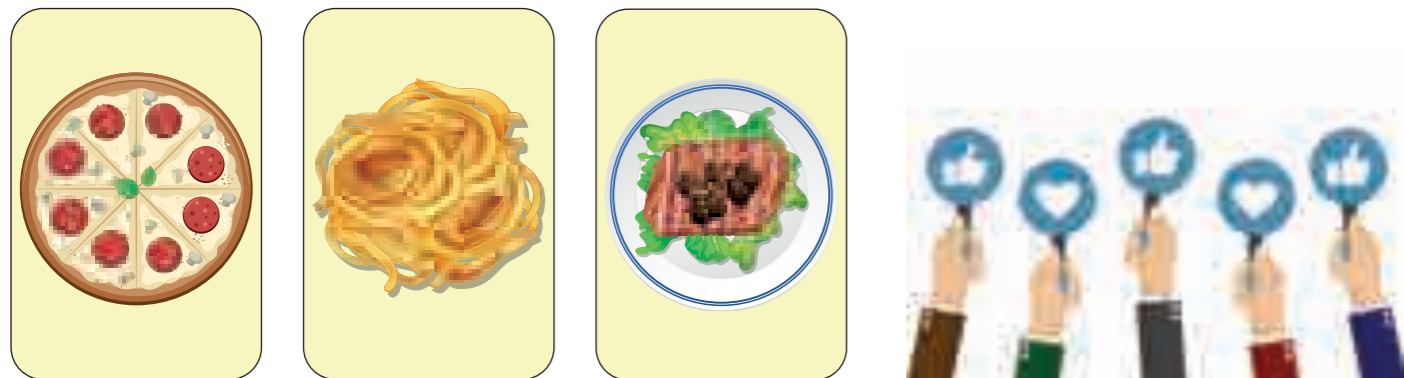


● **Environment:**



● **Introductory exercise:**

The therapist shows/projects individual picture cards of basic foods or meals; the group members try to name the cards or express their opinion on the food (I like/dislike, it tastes good/bad).



● **Exercise 2:**

Individual group members briefly describe their favourite food/cuisine and state why they like it.

● **Exercise 3:**

The “bomb” game. Each person in the group passes around a ticking bomb. The one holding the bomb has to mention one term from a given category related to food (fruit, vegetables, cold cuts, baked goods, drinks, etc.).

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)



● **Exercise 4:**

Game. The group divides into two teams, each team is given a “cut”/“scrambled” recipe and the individual team members must assemble the recipe according to the correct order and then present it to the other team. Then the roles are reversed.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 3

A) Find 15 hidden names of fruits and vegetables in the word search:

G	B	A	N	A	N	A	W	C	V	E	R	P	Y
A	T	T	O	M	A	T	O	A	K	P	U	X	R
R	O	O	Q	W	A	M	Z	B	P	U	D	L	R
L	F	C	R	I	Y	F	K	B	Q	M	Z	H	E
I	W	I	K	R	H	I	I	A	P	P	L	E	B
C	U	R	Q	N	A	G	T	G	U	K	A	X	W
C	R	P	E	S	R	C	H	E	H	I	C	T	A
E	V	A	M	A	X	P	A	R	S	N	I	P	R
Y	R	R	E	B	E	U	L	B	R	S	P	D	T
V	A	P	N	O	L	K	A	M	D	A	L	A	S

APPLE APRICOT BANANA BLUEBERRY CABBAGE CARROT FIG
GARLIC KIWI PARSNIP PEAR PUMPKIN SALAD STRAWBERRY TOMATO

B) Cross out what doesn't belong in the row:

carrot	cabbage	tomato	pear	broccoli
beer	wine	milk	vodka	rum
bread	bun	sausage	pie	cake
ham	sausage	salami	bacon	butter
yogurt	pâté	cheese	cream	butter
oil	schnitzel	meat	flour	egg

C) Connect countries with their typical food:

Japan	schnitzel
Italy	crêpes
Poland	pizza
USA	moussaka
Greece	fikka masala
France	paella
Austria	sushi
Spain	hamburger
India	pierogi

APPENDIX No. 3.1

- **Recipe – chicken schnitzel:**

Prepare the chicken breasts, salt, barbecue seasoning, on separate plates put the plain flour, egg, and breadcrumbs. Pour oil into the pan.

Gently pound the chicken with a mallet on both sides.

Put salt and pepper on the chicken cutlets and coat them.

First coat the meat in plain flour, then in beaten egg and finally in breadcrumbs.

Heat the oil in a frying pan and fry the chicken cutlet in it until golden brown on both sides.

Place the schnitzels on a paper towel to get rid of excess fat.

Serve the chicken schnitzel with potatoes, mashed potatoes or potato salad and lemon, or serve cold with bread.

4th lesson

Seasons, Weather

- **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



- **Preparation/aids/materials:**

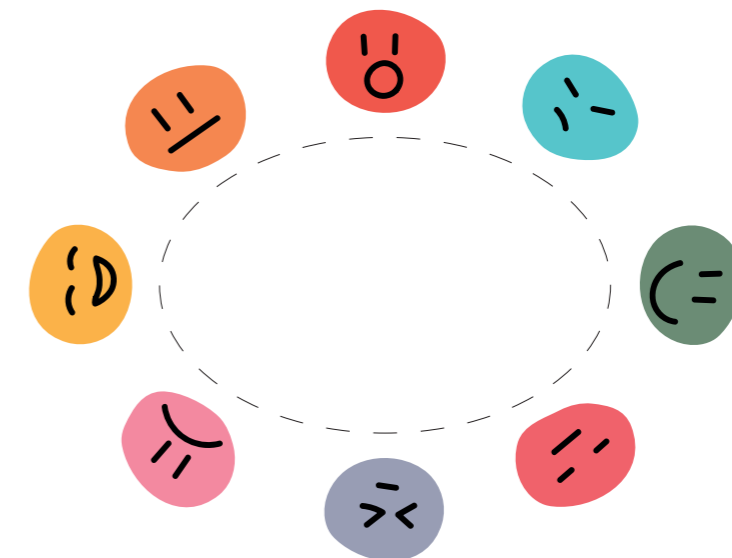
A5 picture cards showing different types of weather (Appendix 4.1); set of pictures - symbols for each season, including captions (Appendix 4.2); bingo cards for each participant (Appendix 4.3); ball; name tags of the group members; snacks; key terms on the topic; Worksheet 4.

- **Length of the lesson/session:**

1.5–2 h maximum

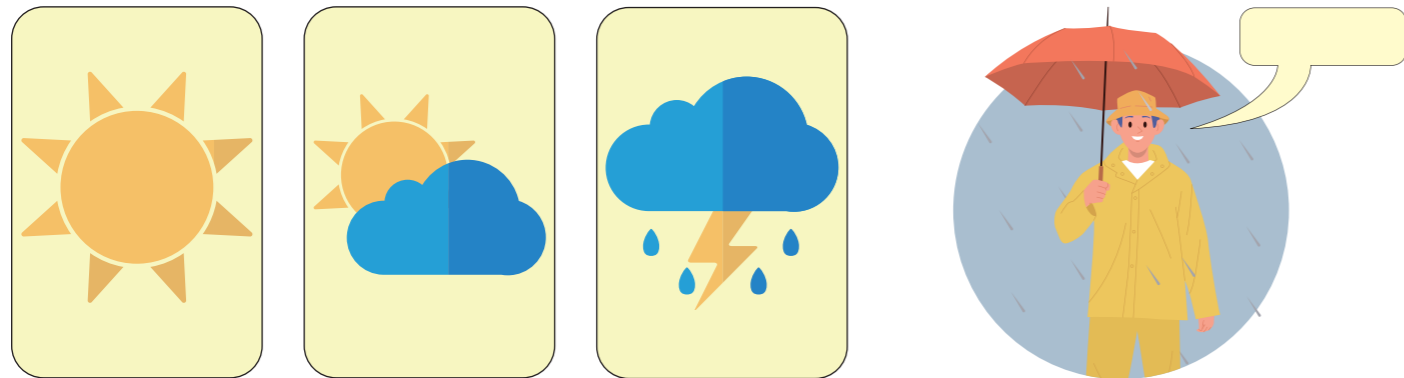


- **Environment:**



● **Introductory exercise:**

At the beginning the therapist will show the individual picture cards with the weather types and name them, followed by a conversation about the weather in the last days/weekend/previous day: one by one each of the group members will show and name the type of weather that was in their place of residence on that day.



● **Exercise 2:**

A “bingo” game on the theme of the seasons. Participants have cards with pictures (4x4). The therapist draws the terms and the participants cross out the picture (for more difficulty, cards with labels can be created instead of picture cards). The first person to cross out a whole row/column/diagonal shouts “bingo”. The first player to cross out the entire table wins.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Conversation training. The participants of the lesson pass the word to each other e.g. using a ball. Each participant is asked to say which season they like best. At the same time, the therapist keeps a record.



● **Exercise 4:**

Group members divide into subgroups according to their favourite season (see Exercise 3). Within these subgroups, they prepare reasoning for why “their” season is the best.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 4

A) Finish these common sayings:

- A ring around the Sun or Moon _____
- Dew on the grass, _____
- When the chairs squeak, _____
- Red sky at night, _____
- Rain before seven, _____
- When clouds look like black smoke _____
- When the wind is in the East, _____

B) On the basis of the below key words, decide which season is described:

- Snowdrops, lambs, Easter – _____
- Kite, wind, apple, pumpkin, mushroom – _____
- Snow, ice, Christmas, skiing – _____
- Swimwear, sun, vacation, blueberries – _____

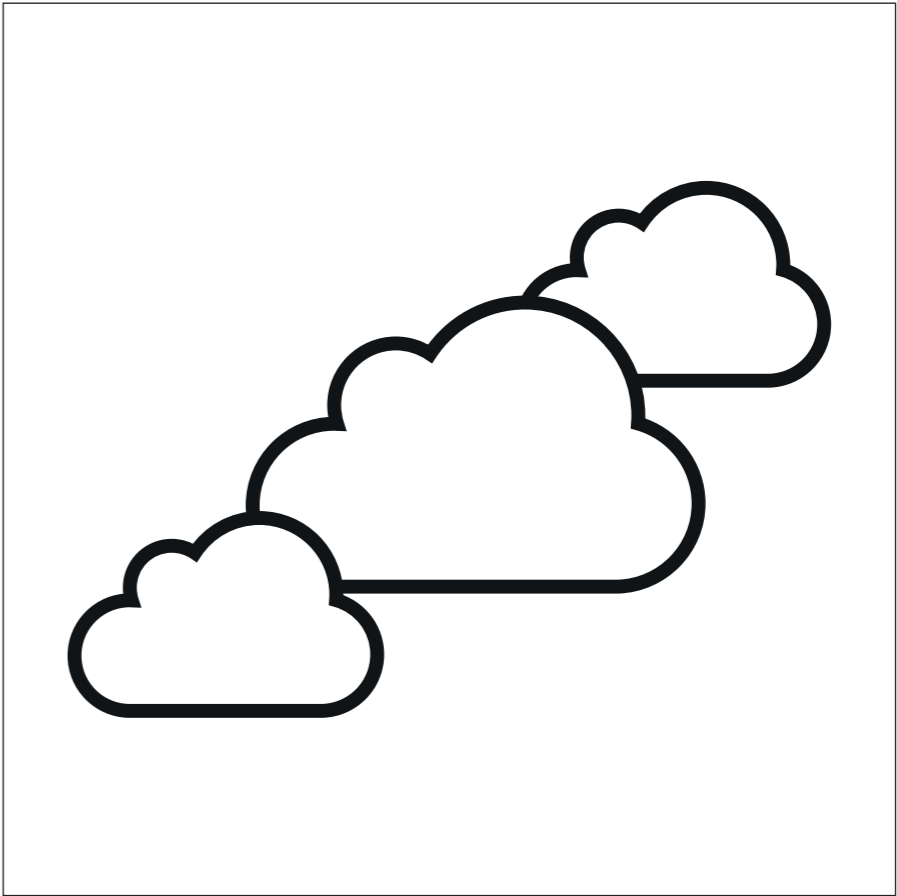
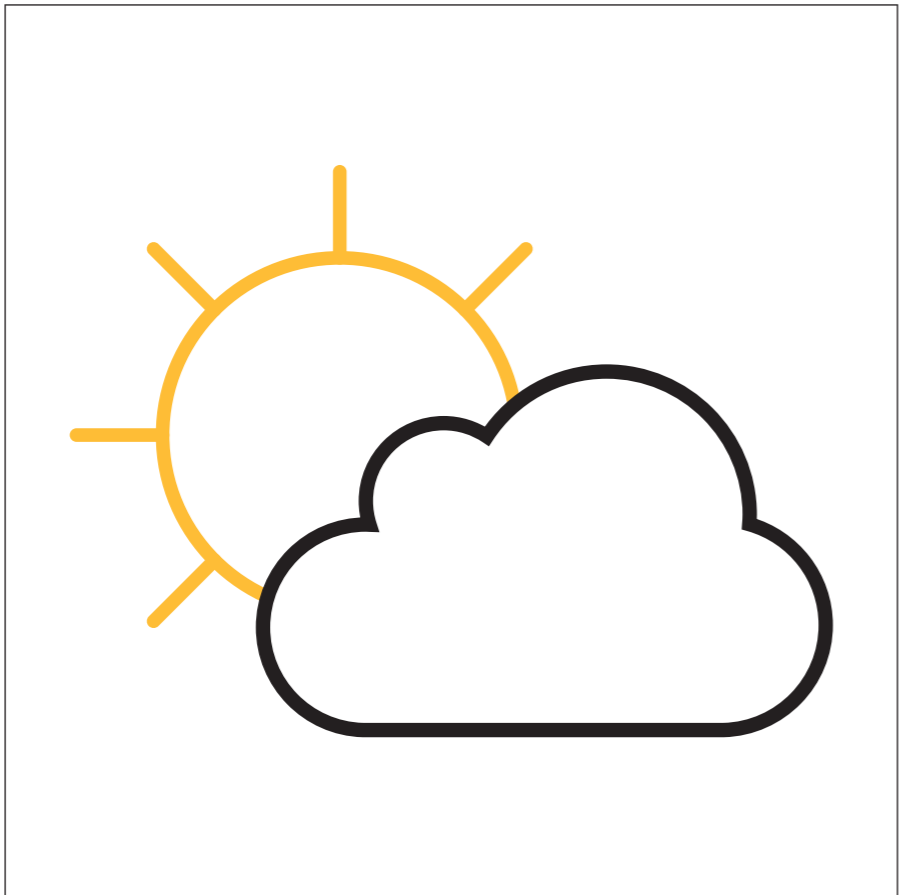
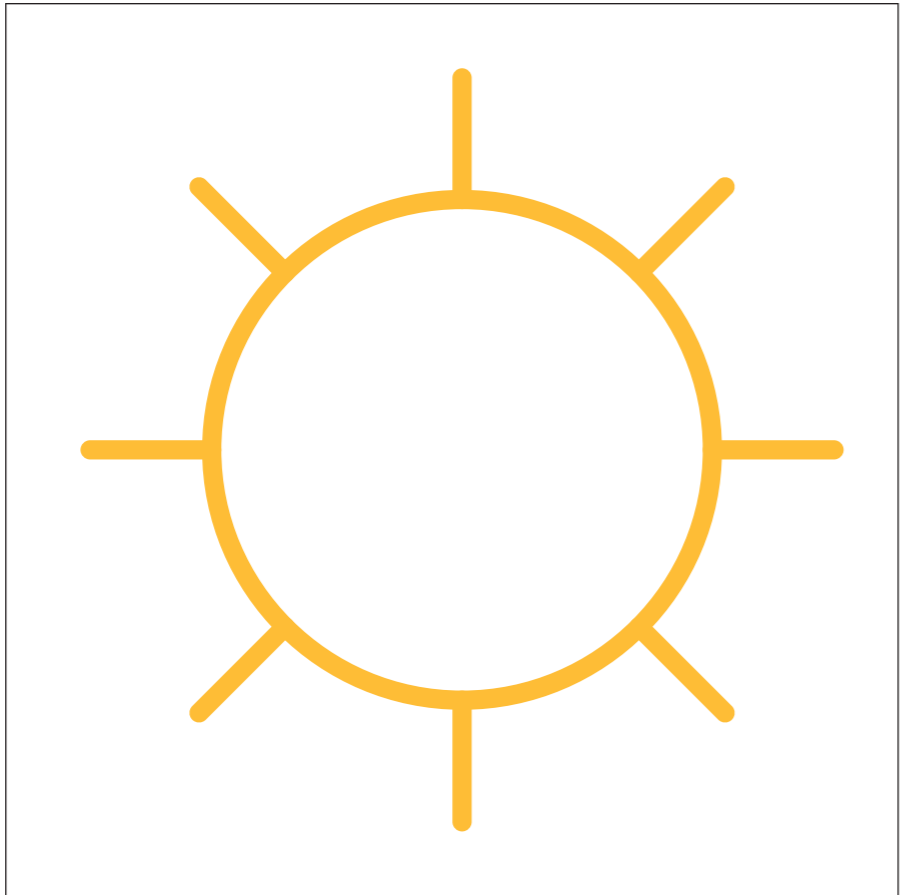


C) Similar to exercise B, try to determine the month based on the hint:

- The start of the schoolyear – _____
- Time of love – _____
- Shrovetide – _____
- Month of weddings – _____
- Harvest – _____
- Falling leaves – _____
- First day of spring – _____
- Advent – _____
- Three Wise Men – _____
- April Fools’ Day – _____
- Halloween – _____
- The start of holiday season – _____

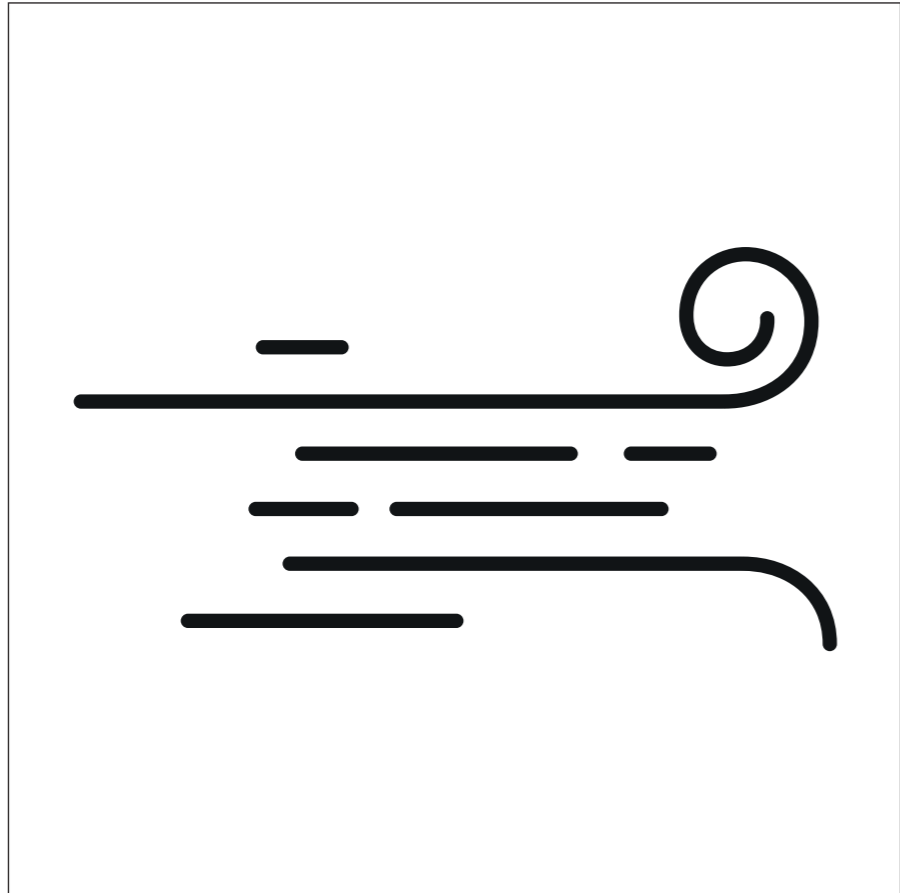
APPENDIX No. 4.1





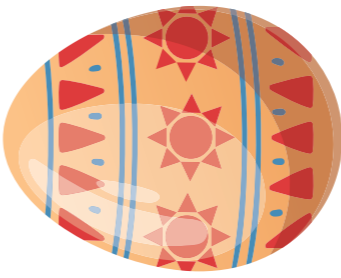


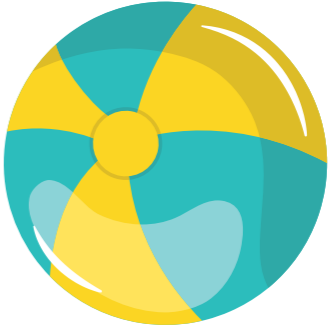


- Weather symbols



APENDIX No. 4.2




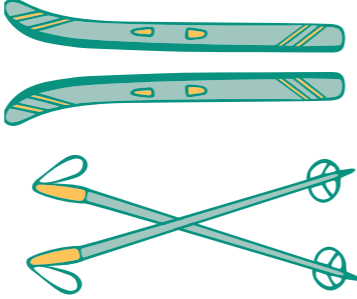
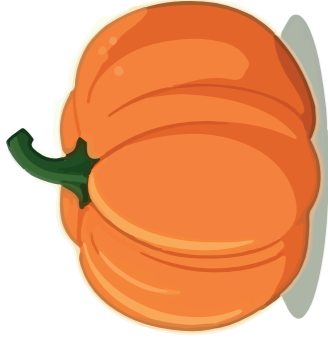


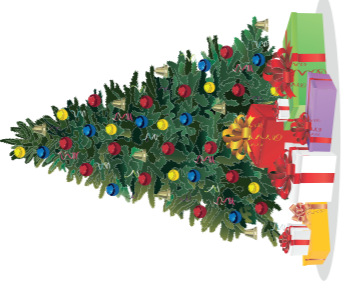


- Pictures of symbols for individual seasons of the year



	Time of love		Strawberries
	Tulips		Hay bale
	Easter eggs		Sun
	Snowdrops		Beach ball
	Lamb		Swimwear

APENDIX No. 4.3

• Bingo

	Kite		Gloves
	Chestnuts		Ski
	Pumpkin		Snowman
	Colourful leaves		Christmas tree
	School bag		Ice skates



Living

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

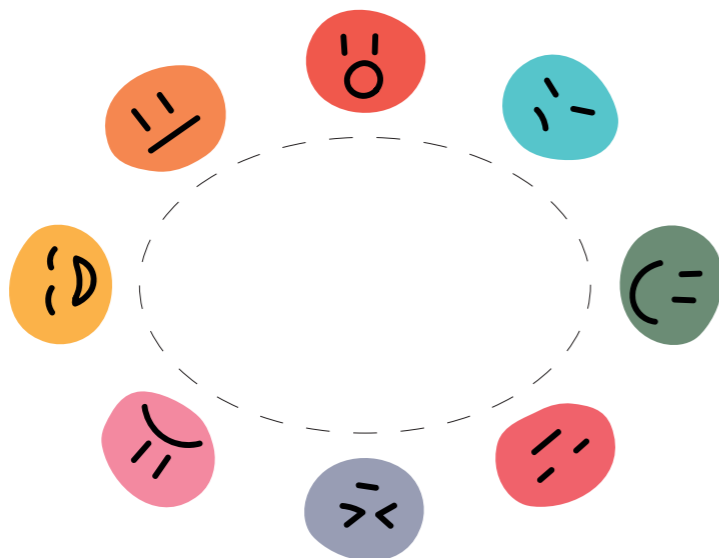
Each participant prepares 2–3 sentences about their living situation (apartment/house + location) in advance at home; cards with pictures of the furnishings of the apartment (Appendix 5.1); ball; name tags of the group members; snacks; key terms on the topic; Worksheet 5.

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**

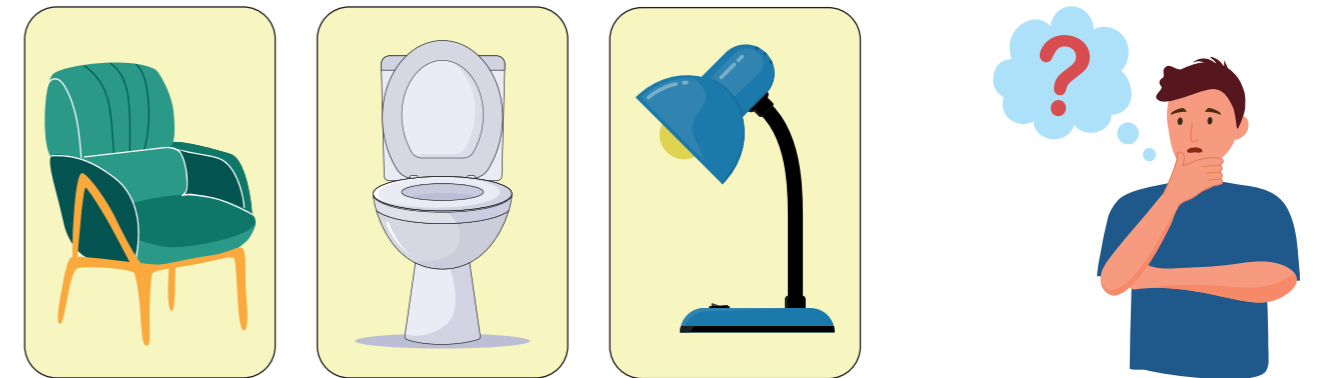


● **Introductory exercise:**

Conversation training. Each participant of the lesson will introduce their living situation to the other members of the group. The therapist encourages group members to discuss with each other, ask questions.

● **Exercise 2:**

The “guess what it is” game. One person takes out a card with a picture of an object/ furniture (e.g. lamp, TV, sofa, shower, etc.). The other group members ask the person closed questions with a YES/NO answer. The aim is to guess the object/item. The one who guesses correctly takes out another card and the game continues (to make the game easier, it is a good idea to specify in which room the object is most commonly found).



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Conversation training. The group is divided into two subgroups (different criteria for the division can be chosen, e.g. living in an apartment x in a house, living in a city x in the countryside). Each subgroup will come up with reasoning about the benefits of the given type of living or the drawbacks of the other type of living.



● **Exercise 4:**

The “word chain” game. Participants are asked to say a word related to living sequentially in a circle, keeping the rules of the word chain game, i.e. each subsequent word should start with the letter or syllable on which the previous word ends.

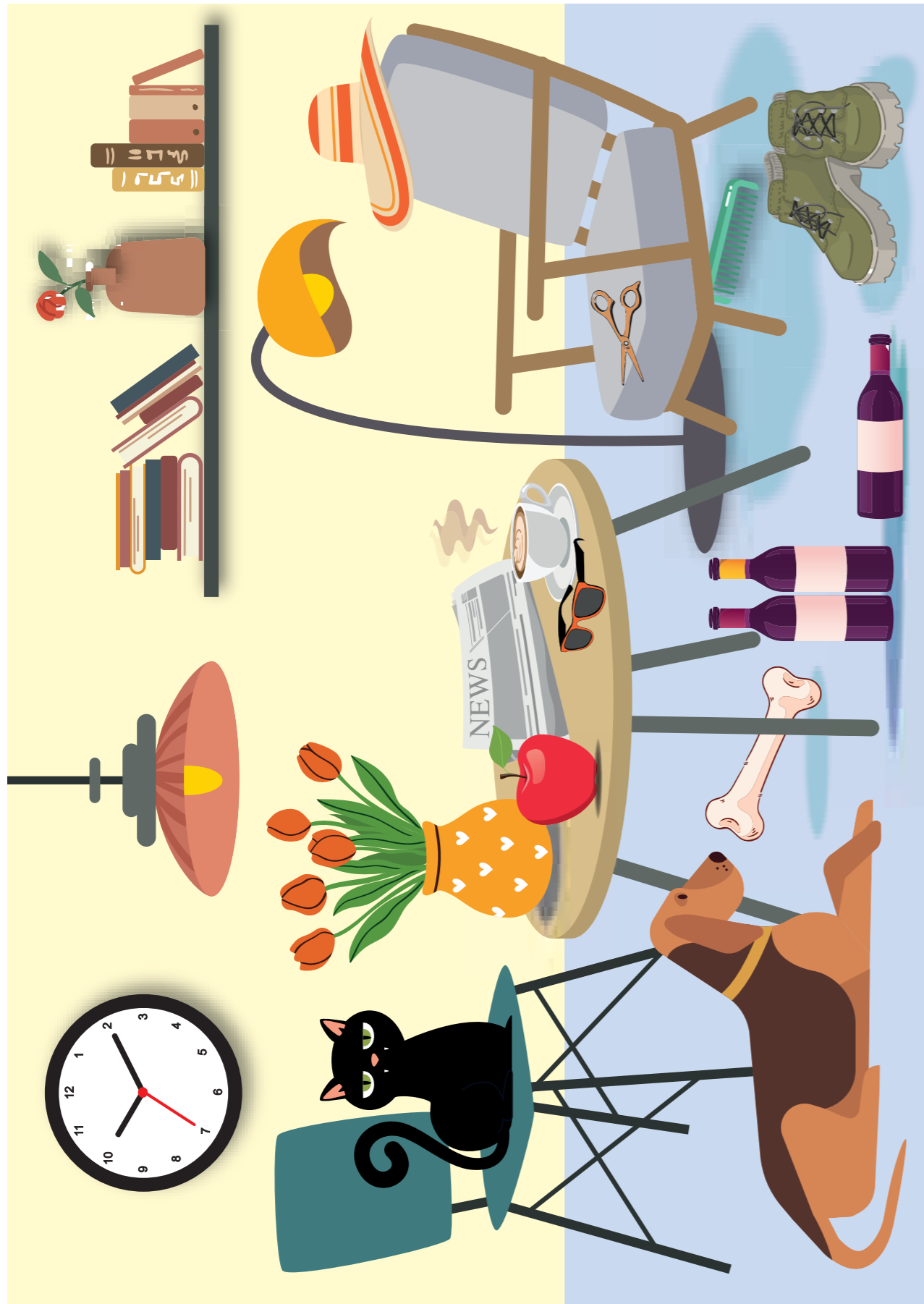
● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/ preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 5

Carefully examine the picture below. Then, flip the picture over.



A) There was a total of 22 items in the picture.

Try to remember as many of them as possible and write them down:

B) Read the statements about the picture and decide whether they are true (YES) or false (NO):

- | | |
|--|-----------------|
| There are glasses on the table. | YES x NO |
| There is a newspaper under the table. | YES x NO |
| There are roses in a vase on the table. | YES x NO |
| There is a hat on the armchair. | YES x NO |
| There is a cat under the table. | YES x NO |
| There is a dog lying on the chair. | YES x NO |
| There are three bottles in the picture. | YES x NO |
| There are scissors under the armchair. | YES x NO |
| There is a coat rack next to the armchair. | YES x NO |
| There is a comb in front of the newspaper. | YES x NO |
| There is an armchair between the lamp and the shoes. | YES x NO |
| There is a cat sleeping on the chair. | YES x NO |
| There is a picture hanging on the wall. | YES x NO |
| The clock shows six o'clock. | YES x NO |

C) Name as many terms as possible from the given category:

- | | |
|-------------------|-------|
| Parts of a house: | <hr/> |
| Home appliances: | <hr/> |
| Pets: | <hr/> |
| Toiletries: | <hr/> |
| Office supplies: | <hr/> |
| Toys: | <hr/> |
| Furniture: | <hr/> |
| Tableware: | <hr/> |
| Tools: | <hr/> |
| Clothing: | <hr/> |

APPENDIX No. 5.1

• Household equipment:

		
Lamp	Sofa	TV
		
Chair	Washing machine	Refrigerator
		
Stove	Plant	Pot
		
Silverware	Shower	Bathtub

		
Toothbrush	Soap	Computer
		
Desk	Bed	Coat rack
		
Armchair	Carpet	Towel
		
Toys	Wardrobe	Painting

Leisure & Hobbies

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

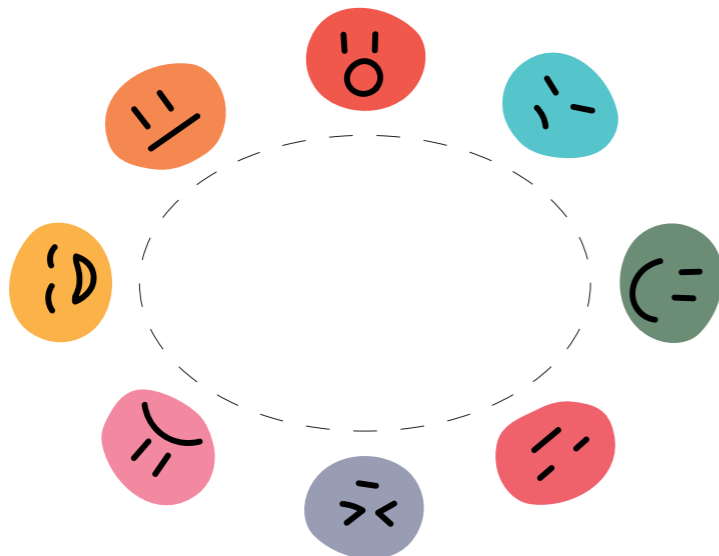
Each participant prepares photographs of their past or present hobbies at home in advance, and at the same time prepares 2–3 sentences to describe this hobby; cards with clues (Appendix 6.1); a story (Appendix 6.2); a bomb from the game “Tick tock boom”; a ball; name tags of the group members; snacks; key terms on the topic; Worksheet 6.

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**

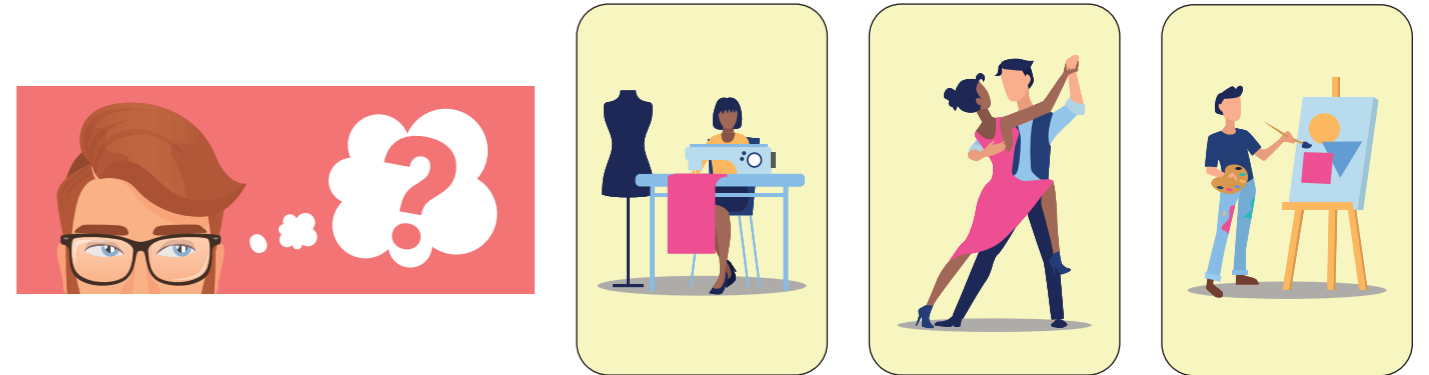


● **Introductory exercise:**

Conversation training. The individual participants of the lesson will show the photographs of their hobbies to the others and describe the activity (the order of the participants is chosen by the therapist, e.g. clockwise).

● **Exercise 2:**

Game. Each participant will take out a card with clues to a given leisure activity (e.g. Nordic-walking poles and comfortable/sport shoes - hiking). Based on the clues, the participant guesses which activity it is. Alternatively, these clues can be presented to others and the group will guess the specific leisure activity together.



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Memory training. The therapist reads a story to the group about Peter and his favourite summer and winter leisure activities. The participants' task will then be to name/write these activities. If necessary, a list of activities can be provided for participants to choose from and select those mentioned in the story.

● **Exercise 4:**

The “bomb” game. The group members pass a ticking bomb. The person holding the bomb must name one leisure activity/hobby that begins with a given syllable or that is designated by other criteria, e.g. by season, passive/active nature of the activity, etc.



● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

• **Bonus activity:**

Worksheet No. 6

A) Using the rearranged letters, form the names of specific leisure activities/hobbies:

TINKTGIN _____
 CNIDGAN _____
 HEATRET _____
 ADREGNI _____
 NIGVATREL _____
 GINAKB _____
 SMUCI _____
 TROPS _____

B) Match the pairs of words that belong together:

ballet	trail
tennis	needles
drama	concert
knitting	track
chess	paper
piano	collection
jogging	racket
hiking	piece
baking	actor
poetry	school

C) Fill in the idioms:

A bird in the hand _____
 A penny saved _____
 Don't count your chickens _____
 The early bird _____
 An apple a day _____
 Those who live in glass houses _____
 You can catch more flies with honey _____
 You can't make an omelette _____

APPENDIX No. 6.1

• **Clues/hints for guessing leisure activities:**

NORDIC WALKING POLES	COMFORTABLE SHOES	BACKPACK
NEEDLES	WOOL	PATTERN
FLOUR	RECIPE	OVEN
SWIMWEAR	GOGGLES	POOL
TOOLS	WORKSHOP	WOOD
FLOWERBEDS	HOE	SEEDLINGS
SUIT	PROGRAMME	TICKET
ROD	HAND NET	WORMS
TERRARIUM	CAGE	FEEDING
MAP	GUIDE	HOTEL
CAMERA	TRIPOD	ALBUM
NOVEL	STORIES	LIBRARY
FOOTBALL	CYCLING	OLYMPICS
FRIENDS	RESTAURANT	CELEBRATION
ALBUM	STAMPS	AUCTION
FOREST	BASKET	CHANTERELLES

● **Introductory exercise:**

Conversation training. The therapist initiates a discussion using guiding questions to explore the client's shopping habits. They may ask how often the client goes shopping, who they usually shop with, who is primarily responsible for shopping in their household, how they or their relatives typically pay for purchases (cash or card), what types of stores they prefer, and whether they shop online.

● **Exercise 2:**

The "I'm Going Shopping and I'll Buy..." memory game. The therapist begins the exercise with the sentence: "I'm going shopping, and I'll buy X" (adding one item to the shopping list). They then pass the turn to a participant, who continues by saying: "I'm going shopping, and I'll buy X and Y" (adding their own item). The turn is then passed to the next participant, and the shopping list continues to grow, up to around 5-7 items, depending on the participants' abilities. Once the limit is reached, a new round of the game begins. The game can be varied by using phrases such as "I need ___" or "I'll put ___ in the basket." To make memorization easier, chips can be used as symbols for each item.



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

The "type of store" game. Each participant in the group draws 2-3 pictures of items from a particular store, tries to name these products and guess the type of store accordingly. The other members can then think of other goods that can be bought in that shop.



● **Exercise 4:**

The "bomb" game. Group members pass around a ticking bomb. The one holding the bomb has to say one term from a given category related to types of goods and shops (baked goods, cold cuts, tools, electronics, drugstores, dishes, drinks, office supplies, hardware, sporting goods, etc.).

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 7

A) Put the following phrases of a conversation in a shop in the correct order. Mark the order of the sentences with numbers:

What else?	
That's all, thank you. How much am I paying?	
By card. Thank you.	
Anything else?	
Hello, how can I help you?	
Three euros and 67 cents. Cash or card?	
Hello, 250 grams of rustic ham, please.	
I would also like 100 grams of Dutch gouda.	

B) Identify the parent term:

- Gouda, mozzarella, gorgonzola, cheddar _____
- Cucumber, tomato, lettuce, potato _____
- Croissant, baklava, éclair, strudel _____
- Bratwurst, ham, bacon, salami _____
- Toothpaste, shampoo, soap, deodorant _____
- Orange juice, cola, water, soda _____
- Sourdough, rolls, baguettes, buns _____



C) Who makes/sells these products?

- Meats, sausages, cold cuts – _____
- Breads, buns, rolls, baguettes – _____
- Pills, creams, ointments, medicine – _____
- Rings, necklaces, watches, bracelets – _____
- Flowers, plants, pots – _____
- Shirts, trousers, dresses, jackets – _____
- Books, magazines, newspapers – _____
- Pens, pencils, paper, scissors – _____

Traveling & Vacation

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

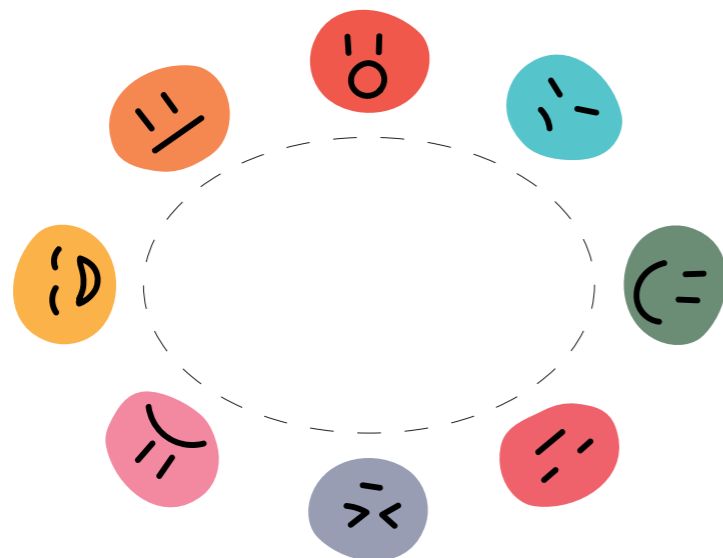
For homework, group members will prepare 1–5 photos from holidays and trips as well as a short story (max. 3 sentences) about their travel experience; a world map; matching cards from Pairs/Memory game with capitals; concept cards from the game "Time's Up!" (Appendix 8.1), picture cards of means of transport (about 10–15 terms, from the therapist's own source); ball; name tags of the group members; snacks; key terms on the topic; Worksheet 8.

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



● **Introductory exercise:**

Connecting the capital and the country. Cards with capitals will be given to one half of the participants and cards with countries will be given to the other half (matching cards from games like Pairs/Memory can be used). The participants will look for the other one in the pair. Depending on the number of participants, the game can also be played as a Pairs/Memory game.



● **Exercise 2:**

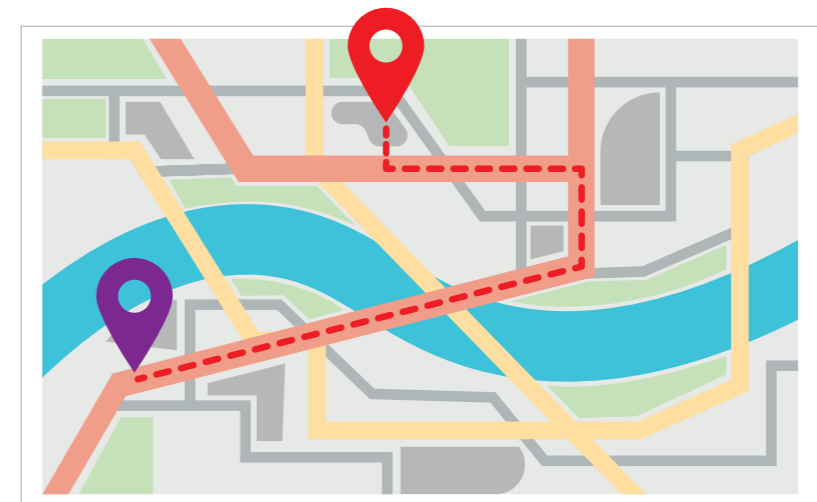
Each participant will first show photos of their travels/vacation and then retell a short, prepared story.

● **Exercise 3:**

The "Time's Up!" game. Group members take turns to pull out a card with a term from the topic of travel (a noun) and try to explain/describe it so that the other group members can guess the term.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)



● **Exercise 4:**

Navigation. Participants of the lesson will be given a map of a part of a city. The therapist describes the journey from the starting point to the destination. Participants travel through the map as described and try to reach the destination.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

9th lesson

Culture & Art

● Objective:

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● Preparation/aids/materials:

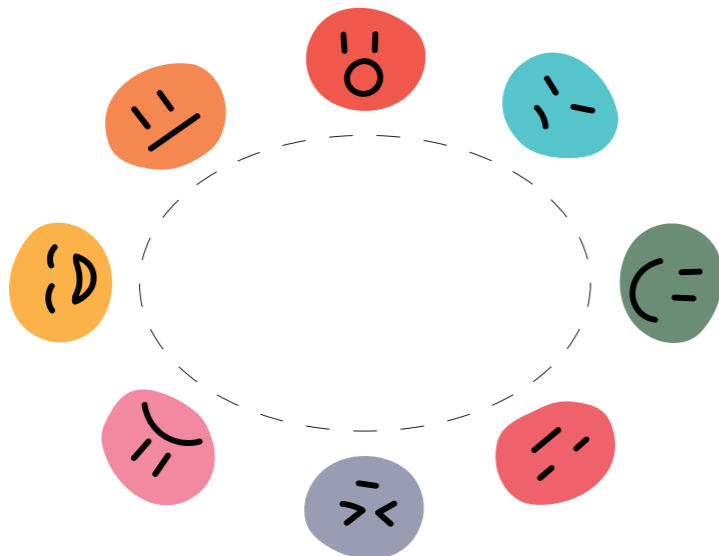
Participants will prepare 2–3 sentences about their favourite aspect of culture (theatre, film, music, visual arts, etc.) and give specific examples (favourite play/author, actor/theatre, favourite film, genre of music, singer, etc.); ball; name tags of the group members; snacks; key terms on the topic; Worksheet 9; bomb from the game "Tick tock boom"; cards with names of famous people (therapist's own resource, e.g. cards from board games like Celebrities can be used).

● Length of the lesson/session:

1.5–2 h maximum



● Environment:



● Introductory exercise:

Conversation training. The participants will take turns to tell the rest of the group what their favourite aspect of culture is and give an example of their favourite representative from that sector. The therapist encourages group members to discuss and ask questions.



● Exercise 2:

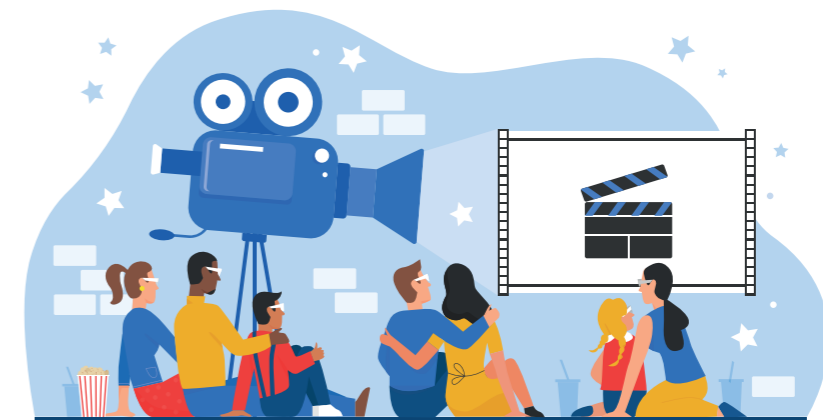
The "guess who I am" game. First, one of the group members draws a card showing a figure from local or world culture. Then the others gradually ask this participant closed questions (yes - no) and try to guess which figure it is. If they are unsuccessful, the contestant "figure" can provide a clue about themselves.

● Relaxation break:

10 minutes (airing out, stretching, refreshments, restroom)

● Exercise 3:

Conversation training in pairs – "art preferences". Participants are asked to find out their communication partner's favourite things (favourite film, actor, music, song, book, theatre, etc.).



● Exercise 4:

The "bomb" game. Members of the group pass a ticking bomb to each other. The person holding the bomb has to name one term from a given category related to culture and art (e.g. musical instruments, genres, authors, films, fairy tales, etc.).

● Final exercise:

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

• **Bonus activity:**

Worksheet No. 9

A) Can you tell which movie it is by a quote from the movie? Connect:

May the Force be with you.

You shall not pass!

I'm gonna make him an offer he can't refuse.

Hasta la vista, baby.

Just keep swimming.

Life is like a box of chocolates.

Live long and prosper.

Shaken, not stirred.

Forrest Gump

Star Trek

James Bond

Star Wars

Lord of the Rings

The Godfather

The Terminator

Finding Nemo



B) Use the shuffled letters to form the names of musical instruments:

LNIOVI _____

IONPA _____

SABS _____

TRIUGA _____

FTUEL _____

SRDMU _____

NHOPXEASO _____

HRPA _____

MEPURTT _____

YLCABM _____

C) Choose what does not belong:

violin bass cello viola flute

sculptor painter spectator filmmaker composer

L. Tolstoy M. Twain E. Presley J. K. Rowling W. Shakespeare

Mona Lisa Van Gogh Sunflowers Girl with a pearl earring Water lilies

Beatles Queen Rolling Stones U2 Yesterday

brush canvas tuner colours easel

Beyoncé Leonardo DiCaprio Meryl Streep Tom Hanks Johnny Depp

Forrest Gump Pulp Fiction Lord of the Rings Travolta Matrix

Sport

• **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



• **Preparation/aids/materials:**

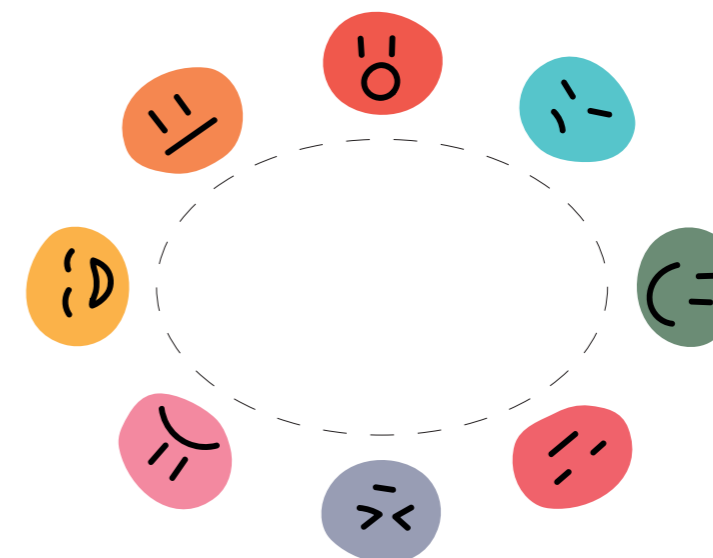
Group members will prepare 2–3 sentences for homework about what sport they did/do, or what sport they like to watch on TV; ball; name tags of the group members; snacks; key terms on the topic; Worksheet 10; picture cards of sports; cards with the names of sports (from the therapist's own source); cards with the terms for the game "Time's Up!" (Appendix 10.1).

• **Length of the lesson/session:**

1.5–2 h maximum



• **Environment:**



● **Introductory exercise:**

Conversation training. Individual participants will tell others about their favourite sport (whether practiced actively or enjoyed passively) and sporting experiences. The therapist encourages group members to discuss with each other, ask questions.



● **Exercise 2:**

Categorization/fluency. Each participant draws a card with the name of the sport and together with the rest of the group names the equipment/tools needed to do the sport.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Conversation training in pairs, following the introductory exercise. In pairs, participants find out more detailed information about the communication partner regarding sports (what sports they do, what are their favourite sports, etc.). Then participants share information about the partner within the whole group.



● **Exercise 4:**

The “Time’s Up!” game – Olympics. The group members draw a card with a term related to the Olympics (a noun) and try to explain it so that the other group members can guess the term.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 10

A) Fill in the appropriate expression in the following text:

Olympic Games

The Olympic Games are a major international _____ event. Thousands of athletes from all over the _____ take part in the Olympic Games. The modern _____ Games are inspired by the _____ games held in Olympia, Greece. The modern Olympic _____ have been held regularly every _____ years since 1896. Nowadays, the _____ and _____ Olympic Games alternate every other year, with competitions in a number of sports. The Olympic Games are hosted by a different _____ city each time. The main symbols of the Olympic Games include the rings, the _____, the motto and the anthem.

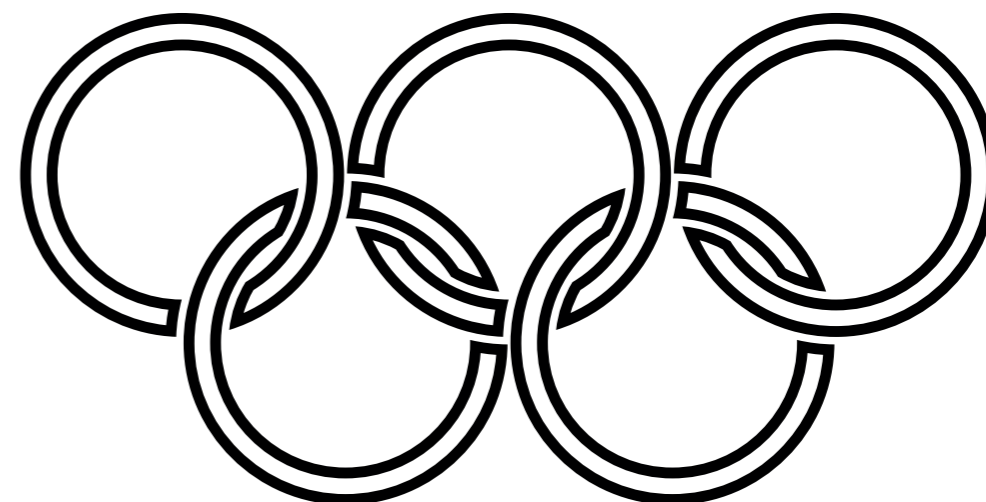
Hint:

ancient flag four Games host Olympic sporting Summer world Winter

B) Colour the Olympic rings according to the instructions:

The interconnected Olympic rings are the most important Olympic symbol. These are the five circles that represent the five continents and the six colours that symbolize all the nations of the world. The prevailing view among people is that the specific circles represent the continents. However, the founder of the modern Olympic Games, Pierre de Coubertin, considered the circles and the colours as two independent symbols. The International Olympic Committee stresses that neither circle represents a particular continent.

How are the Olympic circles arranged? The blue circle is located at the top left. The black circle is at the top centre. The red circle is next to the black circle. The yellow circle is located at the bottom and connects the blue and black circles. The green circle is to the right of the yellow circle and connects the black and red circles.



APPENDIX No. 10.1

• Cards for the “Time’s Up!” game

OLYMPICS	FLAG
OLYMPIC RINGS	THREE-TIERED PODIUM
ANTHEM	OATH
FLAME	PEACE
CEREMONY	OLYMPIC VILLAGE
RACE	MEDALS
PARALYMPICS	LIVE BROADCAST
ATHLETE	STADIUM

Nature

• **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



• **Preparation/aids/materials:**

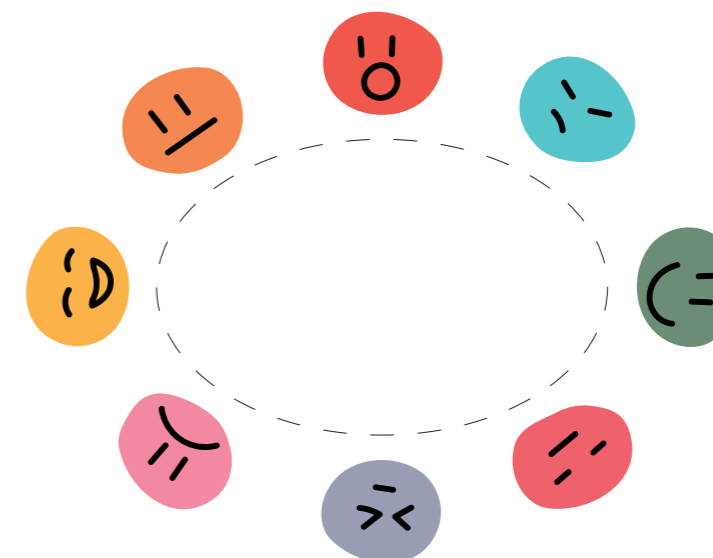
Each group member prepares 2–3 sentences about what kind of pet they had/have/would like to have at home; chips/chestnuts etc.; ball; name tags of the group members; snacks; key terms on the topic; bomb from the game “Tick Tock Boom”; Worksheet 11; picture cards of animals and plants (therapist's own source).

• **Length of the lesson/session**

1.5–2 h maximum



• **Environment:**



● **Introductory exercise:**

Conversation training. Each participant in turn tells the others about the animals (see homework). Therapist encourages group members to discuss with each other, ask questions.

● **Exercise 2:**

Game. One of the group members draws a card with the name of an animal for their neighbour, but does not show the card to them. Instead, they show it to everyone else. The one who has not seen the card guesses what the animal is. The person asks questions and the group answers yes-no. If the animal is guessed, they draw another card for another player. To simplify the game, hints can be provided during the game.



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

The “bomb” game. Group members pass a ticking bomb to each other. The one holding the bomb has to name one term from a given category (what lives/grows in the forest/by the pond/by the sea/in the meadow, etc.).

● **Exercise 4:**

The “I will go for a walk and meet...” memory game. The therapist starts the exercise with the sentence “I will go for a walk and meet X” (add one person/animal/plant/thing). Then the therapist passes the floor to one of the participants, who follows up by saying, “I will meet X and Y” (adds a second item), passes the floor to the next participant, and in this way the list of persons/animals/plants/things is gradually expanded to about 5–7 items according to the ability of the participants. Once this limit is reached, a new round of the game begins. The game can be varied with the sentence “I will go to the forest/meadow/pond and there I will meet...”. To make it easier to remember, we can use chips as symbols for each item.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 11

A) Try to find hidden names of animals or plants in the sentences:

Animals

I don't like your attitude.
Hide the butter, flies are flying around.
Tomorrow is the equinox.
Let's play Pokémon GO at midnight!
There is broccoli on the table.

Plants

Hand me my cloak, please.
I will own a car.
Pal, make way!
My grandpa was a helmsman.
We are going to the Philippines next week.

B) Think of an animal and a plant for the given initial letter:

First letter	Animal	Plant
L		
T		
E		
C		
D		
B		
R		
M		

C) Fill in the phrases using the names of animals:

As cunning as a _____ . As wise as an _____ .
As hungry as a _____ . As strong as a _____ .
As slow as a _____ . As busy as a _____ .
As quiet as a _____ . As brave as a _____ .
As free as a _____ . As proud as a _____ .

Women versus Men

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

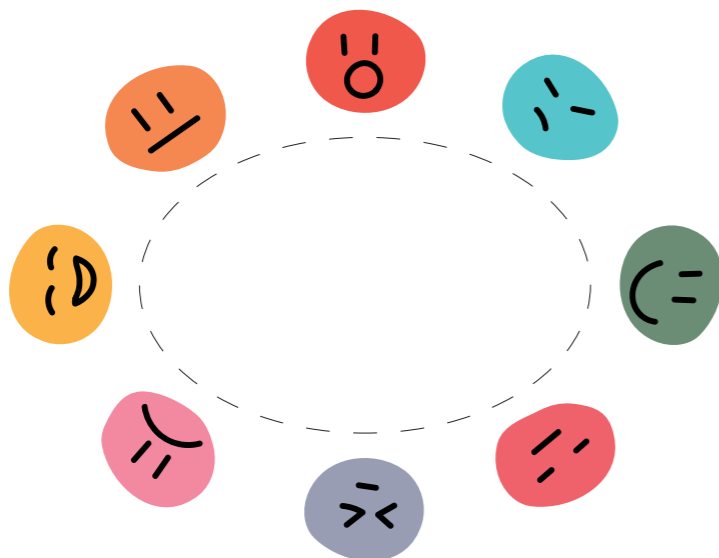
For homework, the group members will think about whether there are any differences between women and men and, if so, what they are; flipchart or PC with projector; ball; name tags of the group members; snacks; key terms on the topic; Worksheet 12; cards with statements about men/women (Appendix 12.1); cards for the "Time's Up!" game or a similar board game with terms from the female/male world (therapist's own source, cards from the "Alias: Women vs. Men" game can be used).

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



● **Introductory exercise:**

Conversation training. Individual participants are asked to name typical traits for women and men. Each participant comes up with one characteristic at a time, which the therapist writes on a flipchart/PC. The therapist encourages group members to discuss with each other, ask questions.

● **Exercise 2:**

Conversation game. Each participant takes out a card with a given statement about typically masculine or feminine traits/abilities, reads this statement and everyone in the group discusses whether and for whom the statement is more likely to be true.



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Conversation training. Groups of 3–4 people discuss together what they like/dislike about men and women, argue whether and why they would like to try being the opposite sex, etc. They write down 3–5 ideas on paper and present them to the others.



● **Exercise 4:**

The "Time's Up!" game. The group members draw a card with a term from the world of women x men. Depending on the composition of the group, we can divide the cards so that men draw a card with a female theme and vice versa. The aim is to explain the term to the others so that they can guess it.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 12

A) Three words are given. There is a relationship between the first two words. Add a fourth word to the third so that there is the same relationship between them:

- Ring : jewellery = hammer : _____
- Restaurant : beer = café : _____
- Ice hockey : puck = gymnastics : _____
- Car mechanic : engine = hairdresser : _____
- Hair : scissors = beard : _____
- Woman : blouse = man : _____
- Beer mug : glass = handbag : _____
- Smile : joy = crying : _____

B) Combine parts of words from both columns to create words that refer to objects used by women or men:

- | | | |
|------|-------|-------|
| LIP | FUME | _____ |
| BE | TIE | _____ |
| TAM | VING | _____ |
| PER | BAG | _____ |
| RI | IT | _____ |
| SU | LT | _____ |
| HAND | PON | _____ |
| SHI | NG | _____ |
| BOW | RT | _____ |
| SHA | STICK | _____ |

C Make as many words as you can from the letters in the word TOLERATION. The words can be of different lengths:

APPENDIX No. 12.1

● **Cards with statements about typically male x female traits:**

They more easily combine emotions from the right hemisphere with logical thinking from the left hemisphere.
Emotions in them, more often than in the other sex, can “win” over reason and influence behaviour and reactions.
They speak earlier, pronounce better, have a richer vocabulary and read at an earlier age.
They excel in logical and numerical reasoning, spatial imagination and technical thinking.
They are more persistent and better able to tolerate physical stress.
Colour blindness is up to eight times more common in them than in the other sex.
Emotionality, empathy, and deeper emotional experience are more prevalent.
They have a more sensitive sense of smell and a greater ability to distinguish scents.
They excel in abstract thinking.

They have a better ability for spatial perception.

They perceive body language, non-verbal communication more easily.

They are better at estimating the distance between vehicles.

They struggle with parallel parking.

Their brains are smaller and lighter, but they have a higher density of neurons and denser connections between the hemispheres.

Their bodies are less often diseased than those of the opposite sex.

They learn languages more easily.

They can do more than one thing at a time.

Their body manages energy better, burns fewer calories per day, but also contains more fat.

They age more slowly.

They have 50% more muscle cells than the other sex.

They're better at discerning details.

They are more emotionally stable.

They communicate less, saying about half as many words a day as the other sex.

They're more prone to various disabilities, neurodevelopmental disorders like ADHD, dyslexia, etc.

They are usually more performance-oriented.

They speak in shorter, more structured sentences, more "to the point".

They are always focused on one activity at a time.

They need to talk about problems, to be listened to.

They are better at navigating a map.

They have a lesser capacity for peripheral vision.

They're better at perceiving details.

Their skin is ten times more sensitive to touch and pressure.

They're not as able to read the minds of others.

Lifestyle & Health

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

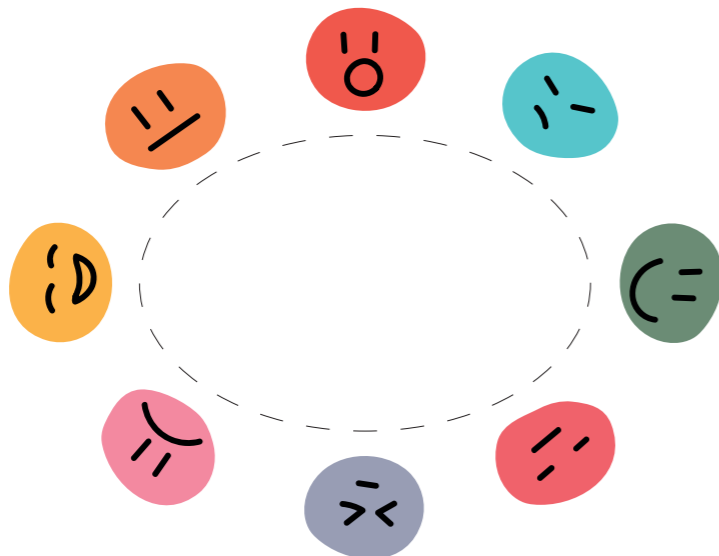
For homework, group members will prepare 2–3 sentences describing an activity or a practice that can support a healthy lifestyle; cards describing certain activities/practices associated with healthy or unhealthy lifestyles (Appendix 13.1); a ball; group members' name tags; snacks; key terms on the topic; Worksheet 13; the text "Healthy Sleep" (Appendix 13.2).

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



● **Introductory exercise:**

Conversation training. Individual participants take turns to present the homework to the others. The therapist encourages group members to discuss with each other, ask questions.

● **Exercise 2:**

Conversation game. Participants take turns to draw a card with a description of an activity and discuss with the other group members whether it is beneficial or harmful to health. The participants provide their reasons for and against.



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

Memory training. The therapist reads a short text on healthy sleep. Participants are asked to remember what can be done to improve sleep quality and falling asleep on time.



● **Exercise 4:**

Conversation training. Participants are divided into pairs and discuss with each other how they best relax in their free time (activities and their content, passive x active relaxation...).

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

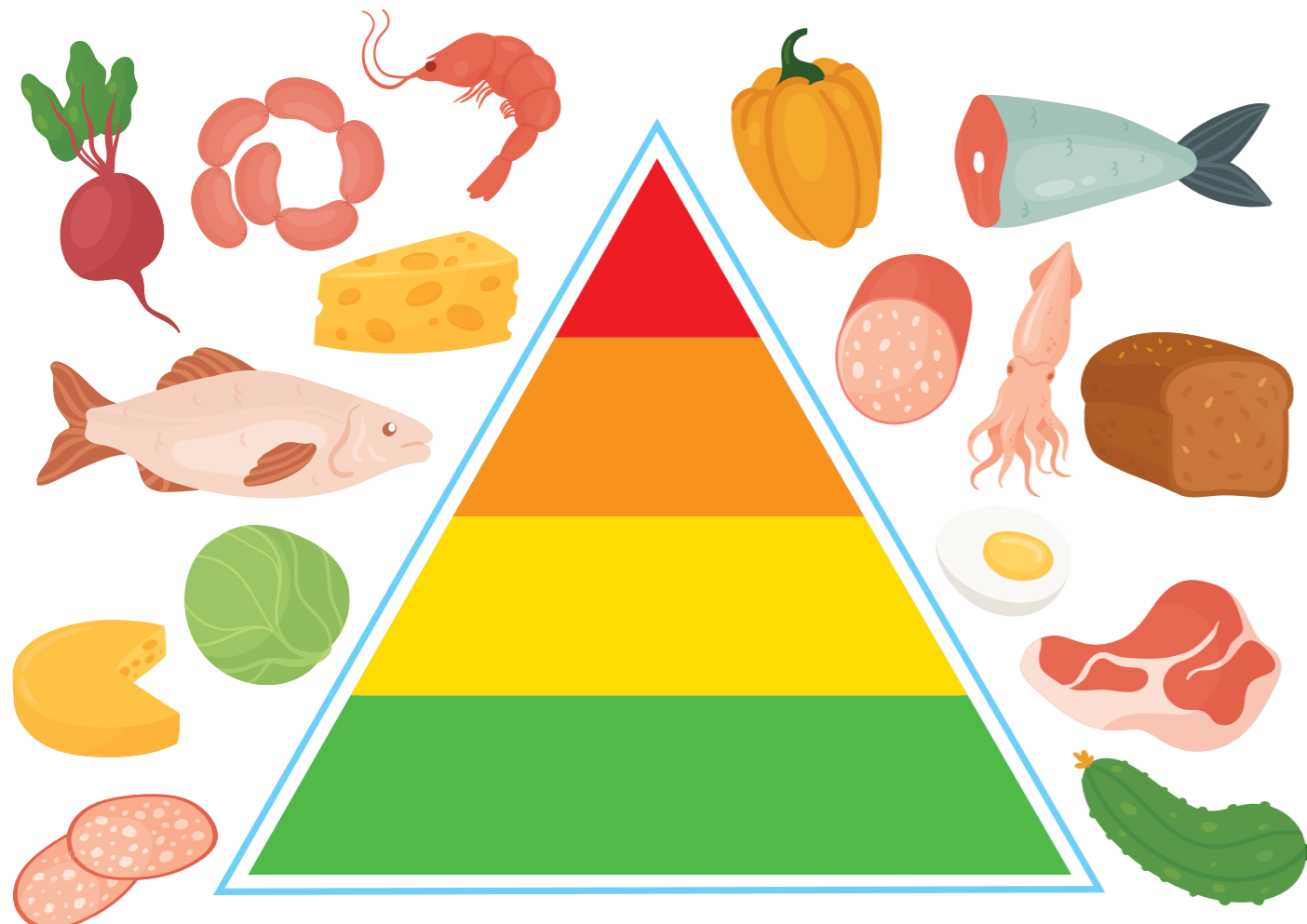
• **Bonus activity:**

Worksheet No. 13

A) Complete the proverbs:

A healthy mind in _____
 Cleanliness is _____
 An apple a day _____
 Laughter is _____
 A stitch in time _____
 Eat to live, _____
 An ounce of prevention _____
 A tidy house _____

**B) Divide (connect with a line) the foods in the pictures into each tier of the pyramid.
 The higher up the pyramid, the less often we should eat that food.**



APPENDIX No. 13.1

• **Cards for conversation game**

Regular physical activity	Healthy diet
Proper hydration	Getting enough sleep
Eating chocolate	Cold exposure
Relaxation through enjoyable activities	Preventive medical check-ups
Personal hygiene	Smoking
Resting while watching TV, using a computer or phone	Good mood and laughter

APPENDIX No. 13.2

• Text for Exercise 3 – Healthy Sleep

Vaccination	Warm clothes
Brushing teeth	Low-carb diet
Vegetarianism	Nail-biting
Ventilation	Professional sports
Washing hands	Massages
Alcohol and drugs	Diets

Sleep is one of the basic human needs. On average, we spend about a third of our lives sleeping. During sleep, our body regenerates, and our brain consolidates memories. Lack of sleep can lead to memory and concentration problems, increase appetite, and make us more susceptible to various health issues. The quality and duration of sleep, therefore, affect our health, energy levels, and mood. But how can we achieve good-quality sleep?

One of the fundamental principles of sleep hygiene is consistency – going to bed and waking up at the same time every day. It is important to choose a bedtime and wake-up time that are easy to follow and allow for sufficient sleep. According to experts, the ideal sleep duration for adults is between 7 and 9 hours. A regular sleep schedule should be maintained both on workdays and weekends. Another useful recommendation is to establish an evening routine. This could include reading a few pages of a book, taking a bath, or listening to calming music – activities that signal to the body that bedtime is approaching.

During the day, we should stay reasonably active and engage in some form of physical activity. Spending as much time as possible outside in natural daylight is also beneficial. On the other hand, daytime naps should be limited, as napping in the afternoon can negatively affect night-time sleep. During the day we should not sleep for more than 30 minutes.

In general, and especially in the evening, it is advisable to reduce the consumption of fatty and sugary foods, caffeine, alcohol, and tobacco products. It is also not recommended to eat just before going to bed. Before sleep, we should avoid working on a computer, tablet, or phone, watching TV, or playing video games, as blue light reduces our need for sleep and disrupts falling asleep. It is also not ideal to deal with serious work or personal issues before bedtime, as they can make it harder to fall asleep.

The sleep environment plays a crucial role. The bedroom should be quiet, dark, and slightly cool, with a temperature between 18 and 20°C. The bed should not be used for work, studying, or watching TV. A good mattress and bedding are also important for healthy sleep. If sleep difficulties persist for an extended period, consulting a specialist is recommended.

(adapted from: www.opatruj.se)

Holidays and Celebrations, National Customs

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

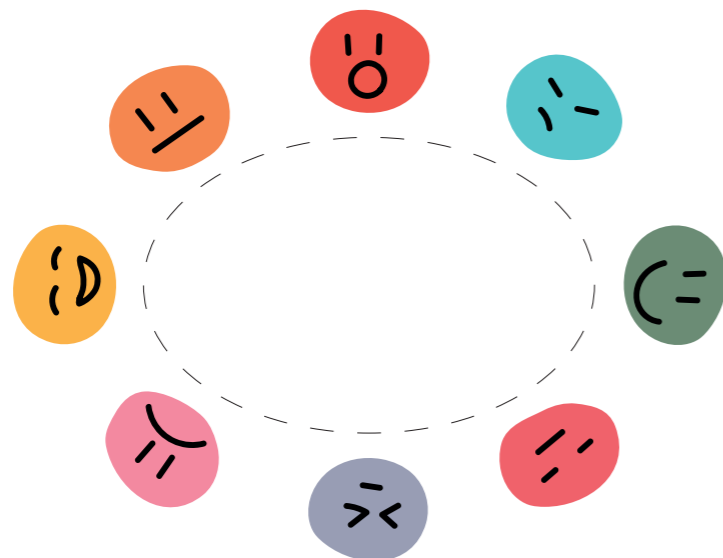
Each participant prepares 2–3 sentences for homework about what they celebrate with their family or loved ones (birthdays, holidays, Christmas, Easter...), or what related customs or traditions they follow; cards for the "Time's Up!" game or a similar board game (Appendix 14.1); short texts about customs from different countries (Appendix 14.2); ball; name tags of the group members; snacks; key terms on the topic; Worksheet 14.

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



● **Introductory exercise:**

Conversation training. Participants take turns to tell others about their holidays and traditions or favourite customs (see homework). The therapist encourages group members to discuss with each other, ask questions.

● **Exercise 2:**

Working with texts. One participant at a time takes out a piece of paper with a brief description of a holiday or tradition (from the Czech Republic or abroad), reads it and the rest of the group guesses what the holiday/tradition is, or from what country it originates. At the end of the activity, the group will repeat from memory what holidays or traditions were mentioned during the activity.



● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

The "Time's Up!" game. Participants take turns to draw a card with a term related to a holiday/tradition and explain the term to the others so that they can guess it. The first one to guess states which holiday the term refers to and the game continues.



● **Exercise 4:**

Conversation training - working in pairs. Participants are divided into pairs. Each pair receives a card with a particular holiday/celebration (therapist's own source) and plans a brief course of the event.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

• **Bonus activity:**

Worksheet No. 14

A) Which date is the holiday associated with? Connect:

New Year's Day	March 8
International Women's Day	June 5
Earth Day	September 21
Labour Day	December 31
World Environment Day	January 1
International Day of Peace	April 22
Halloween	May 1
New Year's Eve	October 31



B) Match the three words with the appropriate expression (noun/adjective):

evergreen, deciduous, Christmas	_____
potato, dressed, cucumber	_____
Easter, chicken, boiled	_____
Christmas, thrilling, animated	_____
Carnival, lantern, royal	_____

_____	carol, ornaments, turkey
_____	atmosphere, mood, dish
_____	heritage, values, practices
_____	holiday, anthem, affiliation
_____	mask, procession, Sunday

APPENDIX No. 14.1

• **Texts for Exercise 2**

a) The masquerade processions are a parody of society, but they also have a magical purpose. People believed that a mask of an animal or another being would give them strength and extraordinary abilities.

b) This holiday is associated with the fear of fire that could be caused by lightning. Candles are blessed in churches, which people then take home for protection.

c) People visit the graves of their deceased loved ones and honour their memory by lighting a candle.

d) During this period, which lasts four weeks, households decorate a wreath, on which they light one candle every Sunday. The wreath symbolizes victory, peace, and safety, eternal life, and nature's ability to survive the winter.

e) Early in the morning, boys with braided willow whips go around the village and ask for rewards. Whipping the girls with the whip is believed to ensure their health and youth for the whole year. In return, they receive painted eggs and other rewards.

f) On January 6, the day of the Three Kings, the witch Befana arrives on a broomstick through the chimney and gives gifts to good children in prepared stockings.

g) On this night, people go to their friends' houses and break porcelain in front of their doors. The more shards the homeowners find the next day, the more luck they will have in the new year.

h) Parents hide eggs in the garden of the house. The children's task is to find as many eggs as possible. The child who is most successful receives the largest reward.

i) This originally Celtic folk holiday is celebrated on October 31. Traditional symbols include carved pumpkins with candles inside, witches, ghosts, brooms, etc. Children dress in spooky costumes and go door-to-door with the traditional "Trick or Treat".

j) This is a day when people send or give gifts, flowers, sweets, and postcards with themes of love and hearts.

k) This day is meant to raise awareness about the rights and needs of children. Various social and sporting events, and competitions for children, are organized on this occasion.

l) On this day, every city holds a so-called "big market" with plenty of festive treats, sweets, toys, and clothes. Adults and children shop and celebrate all day long, with the most activity in the evening and at night.

m) This holiday is celebrated on January 6 instead of the Three Kings, in memory of Christ's baptism. The priest throws a cross into the sea. Once the cross disappears under the surface, young men and boys jump into the sea and try to find it. The one who catches the cross will have good luck in the following year.

n) At dinner, a carp scale is placed under the plate, which is supposed to bring money and abundance. The scale should also be carried in your wallet for prosperity in the coming year.

o) A tradition where men dress up as horned, devil-like creatures, walk through towns and villages, drum, and rattle chains to drive away the evil spirits of winter and scare the onlookers.

p) A world-famous festival during which extravagant samba dancers parade through the city. The event always takes place from Friday to Ash Wednesday.

Solution:

- | | |
|-----------------------------|---------------------------------|
| a) Carnival | i) Halloween |
| b) Candlemas | j) Valentine's Day |
| c) All Souls' Day | k) International Children's Day |
| d) Advent | l) Christmas Eve (Jamaica) |
| e) Easter Monday | m) Epiphany (Greece) |
| f) Epiphany (Italy) | n) Christmas Eve |
| g) New Year's Eve (Denmark) | o) Krampus (e.g. Austria) |
| h) Easter (e.g. USA) | p) Carnival (Brazil) |

The Czech Republic & Prague

● **Objective:**

Vocabulary expansion, narration and description of an event/experience, expression of wishes and preferences, understanding the meanings of words, reversal of roles in dialogue and group interaction, active listening and understanding the statements of other group members, training of attention, perception and short-term memory.



● **Preparation/aids/materials:**

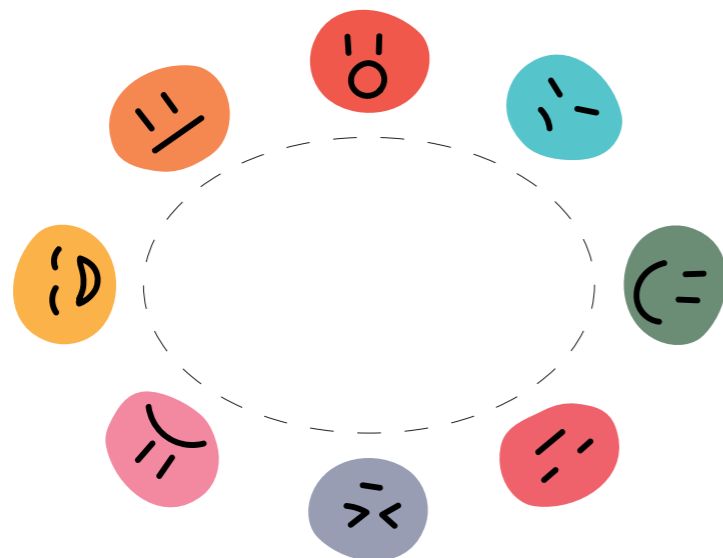
For homework, group members prepare 2–3 sentences about a point of interest from their place of residence/place of origin that they would like to show a visitor (name, location in the Czech Republic/abroad, one sentence describing the point of interest); cards with the names of cities; cue cards (Appendix 15.1); ball; name tags of the group members; snacks; key terms on the topic, Worksheet 15.

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



● **Introductory exercise:**

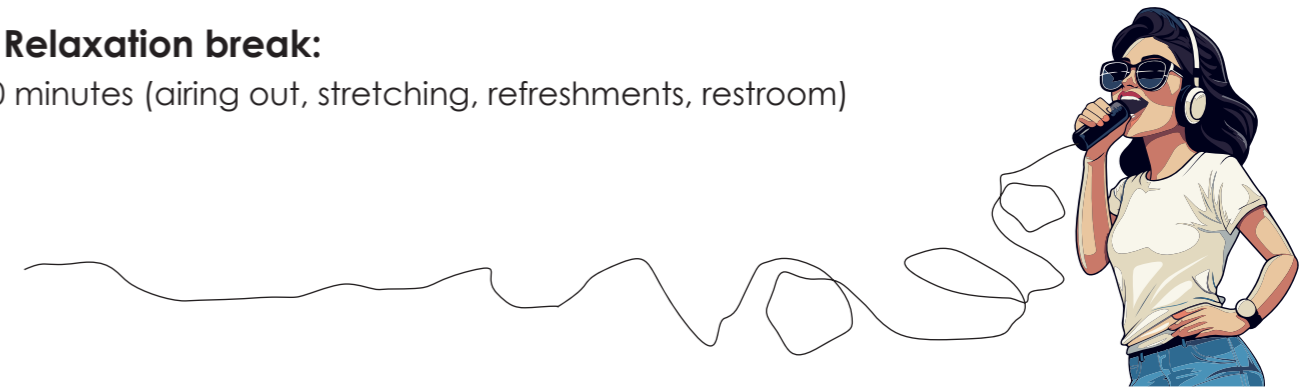
Conversation training. Individual participants take turns to tell the others about interesting facts about the place of their residence/place of origin (see homework). The therapist encourages group members to discuss with each other, ask questions.

● **Exercise 2:**

Conversation game. A participant draws a card with a name of a famous Czech city. Their task is to provide clues so that the other participants can guess the city. If the task proves too difficult for the participant, they will be given a hint card with key words by the therapist.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)



● **Exercise 3:**

Conversation training – planning. The therapist begins with a quick association exercise: “When I hear Prague, I imagine...” The participants are then divided into groups of 3–4 people. Each group creates an itinerary for a one-day trip to Prague (what they will visit, how they will travel within the city, where they will eat etc.).



● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

• **Bonus activity:**

Worksheet No. 15

A) Fill in the names of Prague's sights:

Charles _____ National _____
 Municipal _____ Prague _____
 The Bethlehem _____ Petřín _____
 The Old Town _____ The Powder _____
 Břevnov _____ St Vitus _____

B) Try to take the following knowledge quiz:

- The largest castle complex in the Czech Republic is:
 - a. Prague Castle
 - b. Rabí Castle
 - c. Český Krumlov
- The highest mountain in the Czech Republic, Sněžka, has an elevation of:
 - a. 1,306 m
 - b. 1,603 m
 - c. 1,692 m
- The oldest preserved bridge in the Czech Republic is located in:
 - a. Prague
 - b. Písek
 - c. Roudnice
- The oldest zoo in the Czech Republic is located in:
 - a. Liberec
 - b. Prague
 - c. Pilsen/Plzeň
- The longest river in the Czech Republic (within Czech territory) is:
 - a. Elbe (Labe)
 - b. Vltava
 - c. Morava
- The warmest mineral spring in the Czech Republic is:
 - a. Rudolf's Spring
 - b. Vincentka
 - c. Karlovy Vary Hot Spring
- The tallest town hall observation tower in the Czech Republic is located in:
 - a. Pardubice
 - b. Olomouc
 - c. Ostrava
- The deepest abyss in the Czech Republic is:
 - a. Macocha Abyss
 - b. Mlýnská Gorge
 - c. Hranice Abyss
- The largest pond in the Czech Republic and one of the largest in the world is:
 - a. Rožmberk
 - b. Horusický
 - c. Dvořiště

APPENDIX No. 15.1

• **Cards with city names and help in the form of key terms**

BRNO	Masaryk circuit, Trade Fairs, tram (šalín), Špilberk Castle
ČESKÉ BUDĚJOVICE	Budweiser Budvar Brewery, Koh-i-Noor, Black Tower, Masné krámy
ČESKÝ KRUMLOV	Vltava river, castle, UNESCO, revolving theatre
JIČÍN	Rumcajs, Bohemian Paradise, Albrecht von Wallenstein
KARLOVY VARY	Becherovka, SPA, film festival, Moser glassworks
KUTNÁ HORA	St. Barbara's Church, ossuary, silver mines, UNESCO
LIBEREC	zoo, white tigers, Ještěd Tower, IQ Landia, regional capital
OLOMOUC	archdiocese, olomoucké tvarůžky (Olomouc cheese), Holy Trinity Column, Flora Exhibition Grounds
OSTRAVA	coal mines, Colours music festival, Golden Spike (athletics event)
PARDUBICE	gingerbread, horse racing, ice hockey, regional capital
PILSEN/PLZEŇ	Pilsner Urquell, zoo, Dino Park, University of West Bohemia, regional capital
PRAGUE	Hradčany, astronomical clock, National Theatre, Petřín hill
TÁBOR	Jan Žižka, catacombs, Jordán reservoir, Kotnov Castle, Hussites
ZNOJMO	South Moravia, winemaking, jazz, gherkin pickles
ZLÍN	Baťa, Eastern Moravia, Gottwaldov, Lešná zoo

Bonus Lessons from Iceland



1st bonus lesson

Interesting Places in Iceland

(note: this lesson can be adapted to a different country/place)

● **Objective:**

Familiarization with proper nouns related to places in Iceland, active conversation about points of interest. Supporting expression and comprehension through narrative and dialogue. Training in attention, perception, long-term and short-term memory. Facilitating more effective and confident communication, improving overall communication abilities and quality of life.



● **Preparation/aids/materials:**

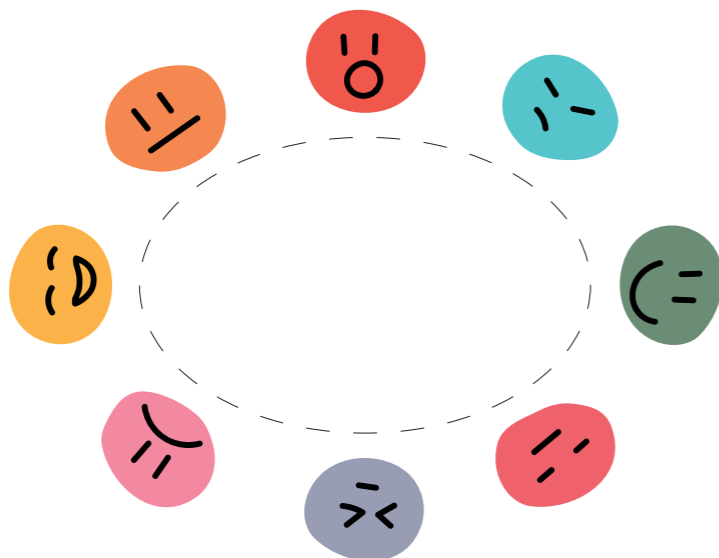
Worksheet 1B; pens; paper; alphabet boards; name tags of the group members; key terms on the topic; a big map of Iceland or big screen to project a map of Iceland; a bag of cards with name of interesting places in Iceland (Appendix 1B.1). Group members shall bring a personal picture related to their favourite place in Iceland and prepare text or notes related to that place.

● **Length of the lesson/session:**

1.5–2 h maximum



● **Environment:**



● **Introductory exercise:**

Round 1. Each group member draws a card with a name of an interesting place in Iceland and points to this place on a map of Iceland. The therapist writes the names of the places on a white board or a screen and finds some photos to show the group.

Round 2. The therapist chooses the name of one place to write on a screen or white board. Then each member is asked to say something they know about the place, for example where it is (can also point to a map), how to get there, if they've been there, what makes the place interesting, etc. The therapist makes a mind map on the screen with the answers. When everyone has had their turn, the therapist will move on to the next interesting place. This is repeated for four interesting places from the screen.



● **Exercise 2:**

For this exercise, each group member brings a personal picture from home that is related to their favourite place in Iceland. They also should have a prepared text or notes related to that place to bring with them for support for a short presentation and for sharing some personal experiences from that place. After each presentation two of the other group members are tasked with asking one question each. Thus, communication and reversal of roles in conversation is encouraged.

● **Relaxation break:**

10 minutes (airing out, stretching, refreshments, restroom)

● **Exercise 3:**

One group member pulls a name of an interesting place in Iceland from a bag (Appendix 1B.1). Then the other group members ask some yes/no questions to find out which place the person pulled. If it is too hard to remember the names of all the places, the participants may be provided with a list of them.

● **Final exercise:**

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

• **Bonus activity:**

Worksheet No. 1B

A) Volcanoes - write down words that are related to volcanoes:

B) Identify the things you can find in Iceland from the given description:

- | | |
|---------------------------------------|------------------------|
| They dance in the sky | Glaciers |
| Lots of running water | Sheeps on a road |
| Some people believe in this | Northern lights/aurora |
| Can handle temperatures down to -70°C | The sun |
| Keep an eye on white wool on the road | The Icelandic horse |
| If you call me a pony, I will be mad! | Volcanoes |
| It can erupt | Elfs and trolls |
| Never sets in summer | The arctic fox |
| Cold ice | Waterfalls |

C) I will read you a short story (Appendix 1B.2), listen carefully and retell the story in your own words.

APPENDIX No. 1B.1

• **List of interesting places in Iceland**

Bláa Lónið	Grindavík	Geysir
Gullfoss	Skaffafell	Jökulsárlón
Þingvellir	Reynisfjara	Skógafoss
Akureyri	Búðir	Seyðisfjörður

APPENDIX No. 1B.2

• **The Family Trip**

Anna and her family started their trip early in the morning. They had decided to explore the South of the island together. Their first stop was at Þingvellir, where the history of Iceland comes alive. The family walked along Almannagjá and down to the big lake. The children asked questions about the Old Parliament, and Anna happily explained.

Next, they headed to Gullfoss, where the water fell with great force. The family stood at the viewing platform and looked at the waterfall. The children said that the water looked like silver in the sun. "We have to come back here," said Dad.

From Gullfoss, they drove to Geysir, where Strokkur shot water high into the air. The children laughed and clapped as the water gushed. Anna took pictures of the family in front of the geyser. They then walked around the area and found hot pools in the ground.

After a lunch break, they headed south to Seljalandsfoss. The waterfall was special because you could walk behind it. Anna and the children cautiously entered the waterfall tunnel. The spray of water soaked them all, but they had a great time.

The last destination of the day was Skógar. They visited Skógafoss, where the waterfall plunged into the green countryside. The children tried to run to the waterfall to find the spray. Then they visited the local history museum and learned about life in Iceland in the past.

When they drove home that evening, everyone was tired but happy. The South had offered magnificent nature and adventure. Anna knew that the family would remember this trip for the rest of their lives.

2nd bonus lesson

Bank Holidays and Celebrations in Iceland

(note: this lesson can be adapted to holidays of different countries)

● Objective:

Familiarization with specific concepts related to holidays, active conversation. Training in attention, perception, long-term and short-term memory. Facilitating more effective and confident communication, improving overall communication abilities and quality of life.



● Preparation/aids/materials:

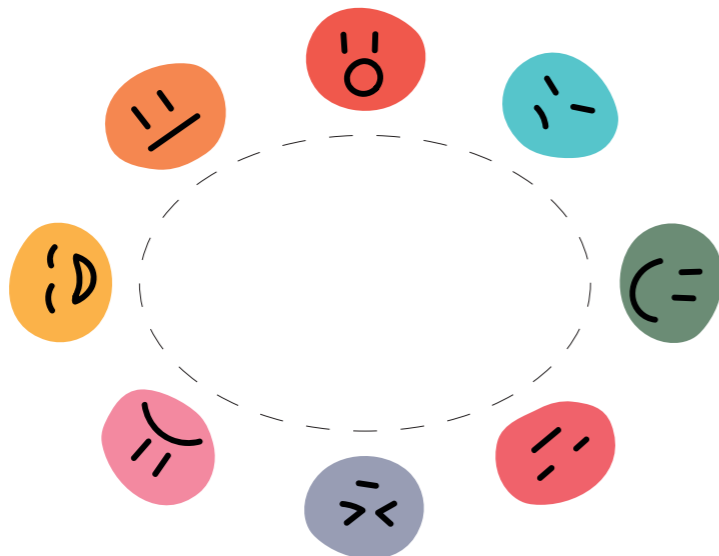
Worksheet 2B; pens; paper; alphabet boards; name tags for the group members; a bag with pictures of common items related to bank holidays (Appendix 2B.1); key terms on the topic. Group members bring a personal picture related to their favourite bank holiday and their answers to questions related to that bank holiday.

● Length of the lesson/session:

1.5–2 h maximum



● Environment:



● Introductory exercise:

Round 1. Group members are asked to name a bank holiday/celebration in turn. One therapist writes the names of the bank holidays on the screen for everyone to see. During this activity, each member has to name at least one bank holiday.

Round 2. The therapist leaves the list of bank holidays (from the previous round) on the screen and pulls up a separate window with a timeline with the months of the year. The aim of this exercise is to group the bank holidays by months and write them on the timeline. The group collaborates to organize the bank holidays by months, and the therapist writes their names into the correct place on the timeline.

● Exercise 2:

1. What is your favourite bank holiday/celebration?
2. What are some festive traditions your family had when you were a child for that bank holiday/celebration?
3. Do you still hold on to these traditions? Have you made up any new festive traditions?
4. Is there specific food you associate with this bank holiday/celebration?

The goal of this exercise is for participants to learn more about their fellow group members and get a chance to share their own thoughts and ideas. During this activity, participants utilize their own pictures (or their prepared answers to the questions, too) for support them as they share their experiences with the group.



● Relaxation break:

10 minutes (airing out, stretching, refreshments, restroom)

● Exercise 3:

Game - working in smaller groups of 2–3 individuals. Each group member draws a picture from a bag that relates to one bank holiday and then has to describe the picture to the group without saying the actual name of the bank holiday. To make this exercise more challenging it is possible to introduce specific rules, e.g. prohibit certain words from being used to describe the item.

● Final exercise:

Summary of the lesson, space for group members to express themselves, homework/preparation for the next lesson, thanking and saying goodbye.

● **Bonus activity:**

Worksheet No. 2B - bonus

A) Category naming

Write down as many food items as you can that are traditional for each holiday:

- a. Christmas
- b. Easter
- c. New Year's Eve
- d. Thorrablot, mid-winter festival
- e. June 17th – National Day of Iceland

B) Which bank holiday is it? You can choose from the list below.

- a. The celebration traditionally takes the form of parades through each city, town, and village, usually with a brass band leading the way. Flag-bearing troops from the Icelandic scout movement traditionally follow the band.
- b. An annual public holiday in Iceland that is celebrated on the first Thursday after 18 April (sometime between 19 and 25 April). Parades and organized entertainment are held in various places around Iceland.
- c. An Icelandic midwinter festival with dinner where participants hold speeches and recite poems, originally to honour the Norse god Thor.
- d. Reykjavík's largest anniversary and city festival. Some people say the festival is the highlight of the summer, with fun events colouring daily life in the city centre from morning to evening. The festival is for all city residents and guests who want to join the celebration and have fun. Many families and groups of friends now have a tradition of meeting up to enjoy a fun-filled day together.
- e. The foundation of this day is a religious holiday, but for most Icelanders, it's a nice long weekend to enjoy leisure time with family and friends. The public holiday extends from Thursday to Monday. Some people organize egg hunts, others enjoy their chocolate eggs without having to look for them.

Christmas	Shrove Tuesday	International Workers Day
New Year's Eve	Ash Wednesday	Ascension Day
Thorri	First Monday of August	Bolludagur (Cream Bun Day)
Easter	First day of Summer	Whitsun
Sailor's Day	National day 17. June	

C) I will read you a short story (Appendix No.1B.2), listen carefully and then answer the questions:

1. What are the names of the three consecutive days of Celebration in February?
2. How do we know that Lára likes cream buns?
3. Whose recipe does Lára use for the bean soup?
4. Why does tradition encourage eating large quantities on Shrove Tuesday?
5. What costumes do Erla and Atli wear on Ash Wednesday?
6. What do the children do on Ash Wednesday?
7. Were the children satisfied with the celebration?

APPENDIX No. 2B.1

● **Examples of pictures related to bank holidays and celebrations:**



APPENDIX No. 2B.2

● February Favourites

Cream bun day, Shrove Tuesday and Ash Wednesday fill the week with joy and traditions. On Shrove Monday, Lára wakes up early and has buns with jam and cream for breakfast. She also gets buns at work. And when she comes home, she eats two more buns. "The more buns, the better the day!" Lára said laughing.

The next day is Shrove Tuesday. Then the tradition is to eat salted meat and beans. Lára boils the salted meat and cooks bean soup according to her grandmother's recipe. The aroma fills the house. The whole family eats the food with great gusto. Tradition says that one should eat as much as one can on this day to prepare for fasting. However, very few Icelanders fast nowadays.

On Ash Wednesday, the children dress up in costumes and go to an Ash Wednesday party at school. Lára made a princess costume for her daughter Erla and helped her son Atli dress up as a mad scientist. After school, the siblings went to a few shops with their friends and sang for the staff, who rewarded them with candy.

That evening, Lára sat down with Erla and Atli for an evening chat. "These are the best days of the year," they told their mother. "They are also special because we have them together," Lára replied with a smile. The children agreed. It wasn't just the food or the candy. It was the togetherness, the laughter, and the joy that made these days unforgettable.



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We have prepared these bonus chapters in collaboration with Heilaheill, an Icelandic non-profit and non-governmental organization for people interested in cerebrovascular disease in Iceland. The authors of these bonus chapters are Icelandic clinical speech therapists who work closely with Heilaheill.



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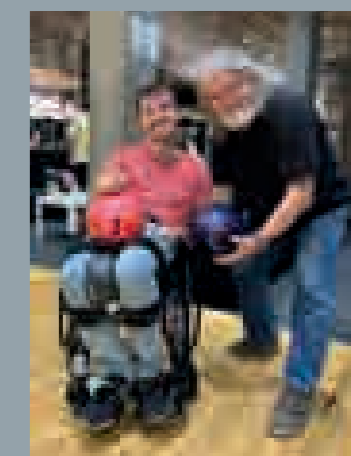
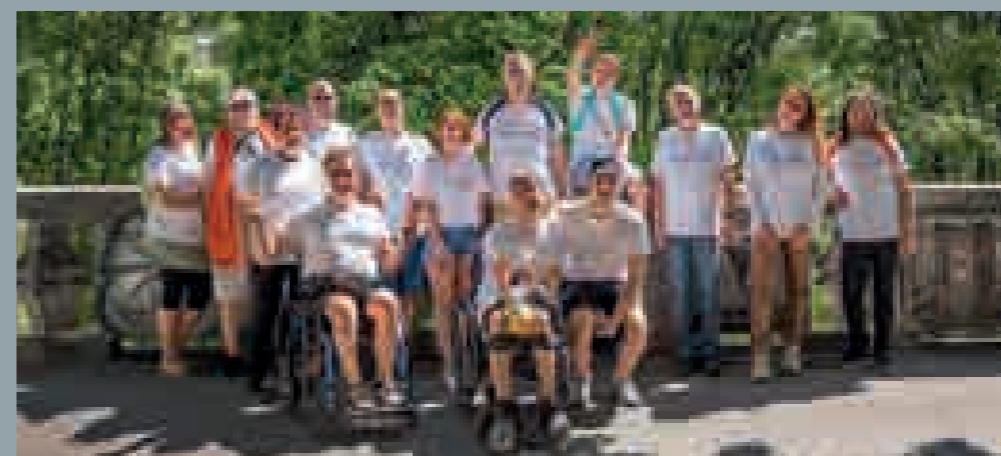
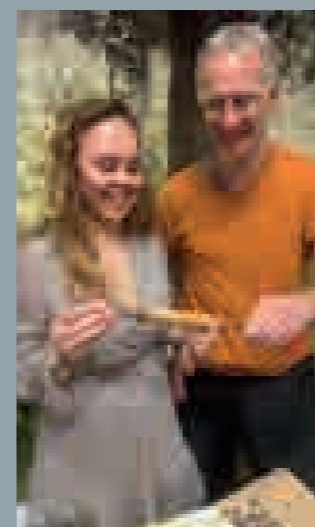
patient non-profit organisation

We help people with acquired brain injury.

We provide counselling and operate a community centre.

Why is a community of people with the same impairment important?

- mutual motivation-joy-sharing
- cognitive training
- physical activities
- recovery retreats and sports weekends
- board games and chess club
- creative activities
- education
- trips
- visits of cultural events and theatres



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