

## Introduction

The risk of social exclusion in Poland still concerns too numerous a group of children and youth. Preventing exclusion from educational system is still too important a task of the government, specialised institutions, people and all those who care for the development of Polish society. In an attempt to support this task, we wrote a book that includes a number of interesting articles written by experts in their fields and oriented on enriching educational workshops.

This publication has been edited as the second volume prepared as part of a European project "Therapy through development. Programme of developing a chain of youth centres for young people at risk of being excluded from education system." The first volume, theoretical one, was published in Polish in 2014.

This guide book, published in English and Polish, accompanied with a CD, should serve as a supporting tool for all institutions working with children and youth by, on the one hand, presenting the possibilities of building up social atmosphere of a facility, and on the other – providing propositions of various therapeutic, sports and preventive classes for students, which may be used in educational process that would prevent exclusion from educational system.

The book presents original suggestions written from the standpoint of reclamation pedagogy and physical education and health pedagogy, altogether they form four parts.

The first part opens with the text by Mariusz Granosik, Anita Gulczyńska and Renata Szczepanik – it justifies the need to transform social atmosphere of educational and socio-therapeutic facilities. It is followed by the "Toolkit" written by Danuta Jacoń-Chmielecka. This text is helpful when developing the competences of an individual needed in transforming social atmosphere of institutions. The first part is closed with the text by Beata Adamczyk and Jolanta E. Kowalska – it is an attempt to describe assumptions and methods of work based on confrontational pedagogy – as one of the suggestions of pedagogical activities undertaken in Germany.

The second part includes two texts concerning the possibility of educating through sport. In the first one, Jolanta Derbich points to the universal values of Olympic education, whereas in the second one, Anna and Andrzej Makarczuk emphasise therapeutic possibilities of

making some physical and psychological effort in extreme sports, such as climbing.

The third part includes suggestions of workshops designed by Danuta Umiastowska, Katarzyna Gumola and Anna Maszorek-Szymala, to be used as part of preventive classes based on activating methods.

In the last, fourth part of the book, original propositions of employees of socio-therapeutical and educational centres are presented. Adam Źuchalski presents a course of workshops for students as part of career counselling and Paweł Kujawiak suggests rewarding students with badges as part of building up positive social atmosphere of an educational facility.

I most certainly hope that materials included in this publication will be helpful to those who seek new forms of working with children and youth who is socially maladjusted, facing exclusion from educational system.

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*Jolanta E. Kowalska*