



'XPLORE LMI'

TOOLKIT FOR PRACTITIONERS, CAREER EDUCATORS AND SPECIALISTS OF EMPLOYMENT SERVICES WORKING WITH PEOPLE WITH INTELLECTUAL DISABILITY

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EDITOR

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'XPLORE LMI'

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FOREWORD

The project targets career guidance sector with the purpose to empowering people with intellectual disabilities (PwID) to become more involved in shaping their learning, training, labour market integration pathways and their careers.

The primary target group is the PwID who will receive accessible tools in order to make informed choices regarding their careers. In too many cases decision about jobs or careers are made for them instead of by them.

The second target group is the guidance sector from schools, VET and employment providers who will receive increased knowledge and information about PwIDs needs and also resources which will lead to a more effective guidance strategies as a key role in promoting social inclusion.

The project aims to increase participation of PwID to lifelong learning programs and employment, by making the resources regarding labour market information and training courses in career information more accessible and available. MCM project is fully in line with and supports Erasmus+ Programme as it addresses the field of adult education priority: increasing learning demand and take-up through effective outreach, guidance and motivation strategies which support the upskilling pathways by encouraging and supporting low-skilled and/or low-qualified adults, through developing guidance-as-a-service to ensure that adults have access to relevant learning throughout their life.

The project objectives are:

- Developing career management skills of PwID through improving their access to accessible and available resources in career development and learning opportunities;
- Improving teaching methods and tools in career information for staff from educational, VET and employment systems, in order to better respond to the needs and expectations of PwID.

Mónica Moreno

On behalf of guidebook coordinators

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MODULE 1 Intellectual disabilities and labour market

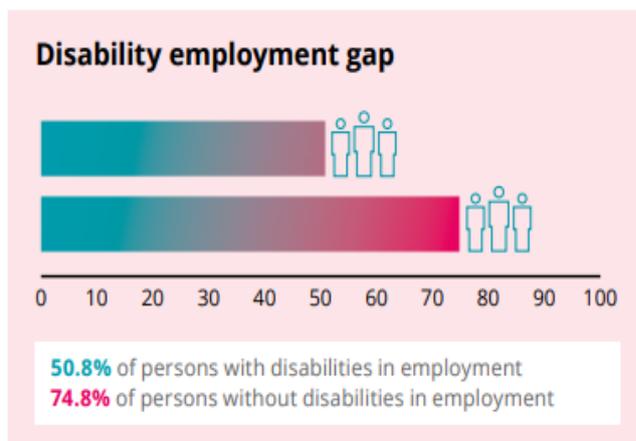
Introduction

To achieve an inclusive society where people with intellectual disabilities make their own choices and live independently, secure employment is essential. However, people with intellectual disabilities occupy a peripheral position in the labour market.

Moreover, having a job ensures people with disabilities have financial independence, feel valuable, and contribute their talents to society.

The United Nations Convention on the Rights of Persons with Disabilities recognises “the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and a work environment that is open, inclusive and accessible to persons with disabilities.” The International Covenant on Economic, Social and Cultural Rights, the European Social Charter and the European Union Charter of Fundamental Rights also recognise the right to work; furthermore, the European Union Charter of Fundamental Rights affirms “the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in community life.” The authorities have an obligation to respect and ensure the fulfilment of this right.

Data on employment rates among people with intellectual disabilities



Source: EU SILC 2017

People with disabilities had lower rates of employment than persons without disabilities. Studies show that only 50.8% of persons with disabilities are in employment, compared to 74.8% for persons without disabilities.

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Historically, people with ID were frequently treated as incapable of participating in the 'open' labour market; that is, forms of employment that are normally competitive to obtain and that are performed both by those with and those without disabilities. Instead, people with ID were often placed in residential institutions and, insofar as opportunities for work were available, these were performed in segregated settings, typically referred to as 'sheltered employment'.¹

Examples of supported employment projects are now common in Europe.² Even when people with ID are active in the labour market, their experience of employment differs from that of other workers. In particular, they are more likely to be in part-time work³, clustered in low status work⁴, and receiving low wages.⁵

Our toolkit

To transform this reality, the practitioners working in training and guidance sector has an important role. There is a clear consensus in Europe that high quality guidance and counselling services play a key role in supporting lifelong learning, career management and achievement of personal goals and in the case of people with intellectual disabilities is even more important.

This specific process requires conscious professionals with an empowering and motivating attitude, with adult relationship to the intellectually disabled persons and versatile skills and tools.

This Toolkit covers the needs of practitioners working in training and guidance sector for specific support tools in their activities with PwID. It consists in a set of practical instruments for practitioners, that can be used

¹ See further, D. Braddock and S. Parish, 'Social Policy Towards Intellectual Disabilities in the Nineteenth and Twentieth Centuries' in S. Herr, L. Gostin and H. Hongju Koh (eds.), *The Human Rights of Persons with Intellectual Disabilities: Different But Equal* (Oxford University Press, 2003) 83.

² S. Beyer, F. de Borja Jordán de Urrías, and M. Verdugo, 'A Comparative Study of the Situation of Supported Employment in Europe', (2010) 7 *Journal of Policy and Practice in Intellectual Disabilities* 130; European Commission 'Supported Employment for People with Disabilities in the EU and EFTA-EEA: Good Practices and Recommendations in Support of a Flexicurity Approach' (Publications Office of the European Union, 2012).

³ Kumin and L. Schoenbrodt, 'Employment in Adults with Down Syndrome in the United States: Results from a National Survey', (2016) 29 *Journal of Applied Research in Intellectual Disabilities* 330 at 334; Lysaght et al (2012) n2 at 409.

⁴ R. Evert Cimera 'The Percentage of Supported Employees with Significant Disabilities Who Would Earn More in Sheltered Workshops', (2017) 42 *Research and Practice for Persons with Severe Disabilities* 108

⁵ *Ibid.*, at 118.





in leading accesibility and combat discrimination-intentional or unintentional in their activities with PwID.

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MODULE 2 My professional profile

Introduction

Looking for a job can be a long process and it is important to focus on the positive steps to gaining employment such as learning about yourself and your strengths, learning new skills and exploring careers.

The aim of this module is to provide an opportunity for you as specialist to empower people with learning disabilities to achieve gainful employment consistent with their strengths, resources, priorities, concerns, abilities, and capabilities.

Through the activities which facilitate self-understanding, career understanding, decision-making and linking an effective communication in applications, basic introductions and interviewing, they will be better prepared for and engaged in gainful employment.

By practicing these activities, people with learning disabilities will increase their career management skills and employment self-confidence.

Activity 1 Information about yourself

ACTIVITY 'S NAME: Information about yourself

Type of activity: intrapersonal/ interpersonal

Number of participants: 6-8

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes

Necessary materials:

For each participant have ready one blank sheet of A4 paper, plus colored pens

Aim or Purpose

- encouraged the participants to think and speak about who they are and what is important to them
- start to explore the connection between knowing yourself and making choices about their futures

Expected Outcomes

Project implemented by:



To help participants to identify their interests





To help participants share about themselves and to learn about the others in the group

Competencies that will be developed:

- developed their ability to relate to and work with others
- using language, symbols and texts
- managing self
- understand the value of individual difference

Skills that will be developed:

- affective skills (the skills needed to recognize preferences)
- communication skills (listening, speaking)
- self-confidence
- self disclosure (discuss about themselves openly)

Key terms / special vocabulary about / during the activity:

Interest- A thing a person enjoys doing or thinking about

Job - regular work that earns you money

Job Interview- A meeting between the employer and potential employee in which the employer asks questions to see if the potential employee can be hired for the position.

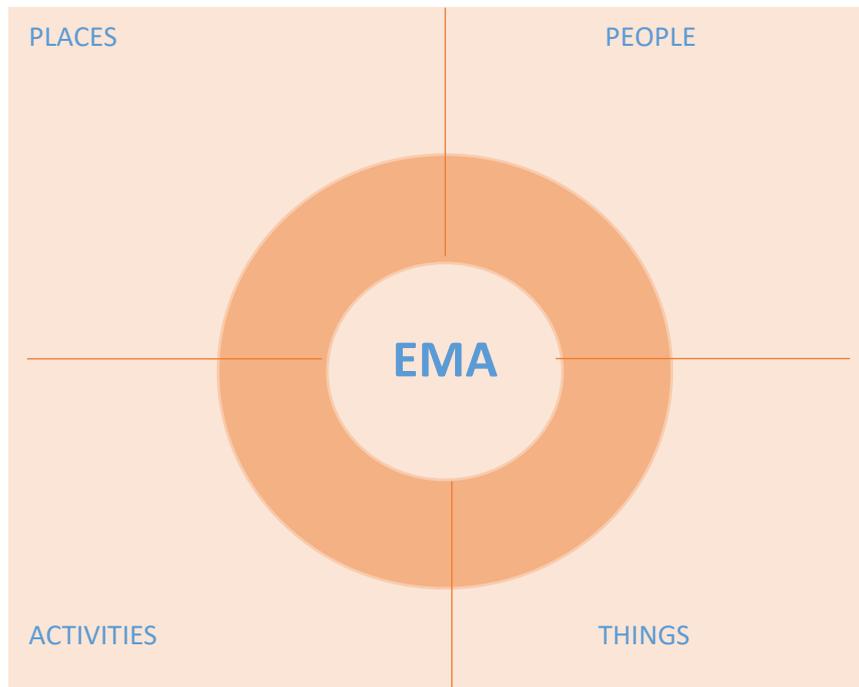
Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Have ready one blank sheet of A4 paper per participant plus coloured pens.

Activity's step-by-step description:

1. Tell participants that you want them to write their name in to the circle in the middle of the blank sheet of A4. Starting from their name draw another 2 concentric circles. Split the paper into 4 equal parts (4 dials) and In each dial corner write: places, people, activities, things.
2. The circle closest to her/his name represents the people, places, activities, and things **most important** to her/him. Their task is to draw or write the name of the place, people, activities and things they like the most, which are closest to the person near the centre, close to the person.
3. Outside the circle they will draw or write the name of the places, people, activities and things they **don't like**. If participants state that they cannot express certain activities, people, or places through drawing, tell them that it is preferable to be as creative as possible. You can give participants the following example: if someone's favorite activity is swimming, they can draw a swimming pool, a lake or even a fish!





4. Before they start to do this, tell them that afterwards you want them to get into pairs, with someone they feel comfortable talking to.
5. Give out the paper and pens, remind participants that they have a couple of minutes for thinking time, then five minutes for drawing then five-ten minutes for sharing the results with their partners.
6. Ask participants to exchange drawings with a partner. "Let your partner tell you what they see in your drawing. They will often see things you did not notice. Then do the same for your partner".
7. Finally discuss similarities and differences between your drawings. Ask participants to think about the things that make people the same or different. Record their ideas in a **mind-map**. Guide participants to the conclusion that difference is extremely valuable to the world and our differences help us to see things in new ways.

What participants like means their interests that will influence many of the choices they make in their life, including what they study and the jobs they will do. They may lose interest in some things as they get older and pick up new interests.

Recommendations (How to use the tool/resource)

This activity can be done simply as a discussion. Each participant share their results and what they thought or felt about the activity (seeing things about oneself represented in a visual form, can often be quite revealing). Then display all the pictures as wallpaper.





The activity can lead into a discussion or further activities about the need to recognize and value each person.

Emphasizing their positive characteristics and capabilities, each participant will develop an advertisement or commercial to "sell oneself" that would help them in job interview situations.

Evaluation: The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Facilitator need to be able to explain clearly both what they want participants to do, and why they want them to do it. If participants understand the relevance of an activity, they will be more interested in it.

Use simple, short sentences, supported by appropriate gestures and facial expressions
Have a friendly, open approach and take care to create a work environment in which participants feel safe and encouraged

Do not fidget, avoid "non-words", such as "you know", "kind of".

Activity 2 Self-identification of own skills

ACTIVITY 'S NAME: Self-identification of own skills

Project implemented by:





Type of activity: intrapersonal/ interpersonal

Number of participants: 6-9

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes (suggested time only and will vary dependent on your group)

Necessary materials:

Handout – My skills

Handout – My soft skills

Aim or Purpose

- To increase participants awareness of their skills and of how are built up over time because of learning and experience

Expected Outcomes

- understanding what are people's skills
- understand how and where they develop and use skills

Competencies that will be developed:

- identify their skills
- building the confidence to present evidence when applying for jobs
- plan ways to develop or improve a chosen skill

Skills that will be developed:

- language related to skills
- assessing their own skillsets

Key terms / special vocabulary about / during the activity:

Skill - something you're learning to do or can do well

Soft skills - personal attributes that enable someone to interact effectively and harmoniously with other people

Hard skills – skills related to specific technical knowledge and training





Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

- Familiarize yourself with the activities, presentation and handouts.
- Ensure access to handouts for all participants

Activity's step-by-step description:

1. As a group, brainstorm (on the board), all the things that someone could complete in one day, for example, wake up, eat breakfast, go to work, go to the gym, hobbies, sports, make dinner, get ready for the next day, watch TV and go to bed (give participants Post-it Notes to draw/write their ideas on and then stick on the board/wall).

2. Ask participants to identify what needs to be done when completing these activities (skills). Explain that different actions may be needed in different settings – home, work, community. Support participants to identify that these are called skills and that these can be improved when people practice them and that they are important to work.

Key message:

- Skills are things you have learned how to do well. Some are easy to see, eg, I can use a video camera; some are not, eg, I can solve problems.
 - You learn lots of skills in your everyday activities
 - Employers look for people with the skills needed to do the job OR the ability to develop those skills. When you apply for a job, you need to be able to show you have demonstrated these skills or how you can develop them.
3. Skills are things that you have learned to do. Give the participants the handout "MY SKILLS". For each skill listed check the circle for "Yes", "Maybe" or "No"
4. It is useful to consider skills as falling into these main areas:
- skills with people
 - skills with data
 - skills with ideas
 - skills with things (equipment/tools/vehicles)

Ask participants to look at their skills written down that appears most often in their day and to the skills they most enjoy using in their day (listed on Handout -My skills). Can they identify where their strenghts lie?





5. When searching for a job, it is useful to be able to describe your skills. Job skills are often described in two categories: hard skills and soft skills.

- Hard skills are those you learn through on-the-job or institutional training. These include skills specific to a particular occupation.
- Soft skills are those that can be used in any occupation. These skills are often called transferable skills because you can transfer them from one job to another. Often, these are the skills that you use and develop in everyday situations, not necessarily in relation to work and mostly have to do with how you communicate and interact with people. Soft skills include organizational and team work skills, as well as qualities such as initiative and attention to detail. Employers value these soft skills even more because they can't teach them. You either have them or you don't.

Give the participants the handout "MY SOFT SKILLS". Soft skills are important to employers, colleges, work based learning providers. Many application forms now ask people to state their skills and qualities in addition to their qualifications and previous experience. Please, record your strongest soft skills in your resume.

6. Sum up: How can you use this knowledge about your skills?

- Writing your skills on your CV
- Matching your skills to a career
- Identifying skills gaps you would like to fill
- Looking at courses you can do

Recommendations (How to use the tool/resource)

The tool enables participants to see how more opportunities may become available to them if they increase their skill set, helping them to focus on their development areas.

The tool can be used in career exploration process, matching the skills with occupations and jobs.

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

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Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

It is vital to try and include each participant in the process by using positive encouragements.

Using a circle formation for grouping participants can be an important tool in building a safe environment.

HADOUTS – MY SKILLS

Can you do these things?

For each skill listed, check the circle for "Yes", "Maybe" or "No"

	yes	maybe	no
1. Cook			
2. Sew			
3. Clean			
4. Grow plants			
5. Make a room look nice			
6. Tell a story			
7. Play a sport			
8. Paint a picture			
9. Style hair			
10. Use a computer			
11. Help people who are upset			
12. Care for a child			
13. Do the same thing again and again and not get bored			
14. Lift heavy objects			
15. Remember details			
16. Plan a trip			
17. Entertain people			
18. Repairs objects			
19. Work as a part of a team			
20. Speak more than one language			

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21. Make a budget			
22. Sell things			
23. Use a computer			
24. Finish my work in the time given			
25. Explain what I did			
26. Look after a pet			

Other things I can do:

1. Write down the skills that appears most often in your day:

2. Write down the skills you would most enjoy using in your day:

3. Choose something you would like to be able to do, or do better.

A skill I want to develop or improve	Ways I could develop this skill

HANDOUT – MY SOFT SKILLS

Use the worksheet below and ask yourself how advanced you are in that skill.

Rate yourself from 1 (poor) to 5 (excellent) to each skill

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Soft Skill	How would you rate yourself? (1 = poor, 5 = excellent)
Perseverance Continuing in a course of action without regard to discouragement, opposition or previous failure	
Conscientiousness Thorough, careful, or vigilant; implies a desire to do a task well.	
Initiative Offer your help when you spot serious issues that others have missed.	
Attention to details Paying close attention to all of the small particulars when working on a task or project	
Good communication Listen well, talk and write clearly, ask if I don't understand	
Teamwork Get on with everyone, do my part, support my workmates, respect my manager	
Time management Organizing time effectively so that the right time is allocated to the right activity.	
Patience Accept or tolerate delay, trouble or suffering without getting angry or upset	

Review this worksheet. Which skills have more rates? Which skills are your strongest?

- _____
- _____
- _____

Activity 3 Self-Awareness of need

ACTIVITY 'S NAME: SELF -AWARENESS OF NEED

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Type of activity: Interpersonal

Number of participants: 6-7

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes (suggested time only and will vary dependent on your group)

Necessary materials:

Have ready three blank sheet of A4 paper per participant, pens, plus colored pens

Flipchart, markers, large sheet of paper

Aim or Purpose

To help participants to be able to better determine their individual needs, and evaluate what they want in life

Expected Outcomes

Understand the role of wants and needs as drivers for all the people.

Understanding the difference between needs and wants in their spending.

Competencies that will be developed:

- Practice identifying needs and wants
- Analyze the differences between wants and needs.
- Think critically about the value and necessity of different items.

Skills that will be developed:

- Communication
- Analysis
- Critical thinking

Key terms / special vocabulary about / during the activity:

Needs: Basic things people must have to survive (such as food, clothing, and shelter), resources they need to do their jobs (such as reliable transportation and the tools of the trade), and resources to help build and protect their assets so they can meet future needs (such as emergency savings and insurance).





Wants: Upgrades and other things that would be nice to have but aren't necessary for living, earning, or protecting what you have.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Familiarize yourself with the activities, presentation

Ensure a space for movement

Activity's step-by-step description:

1. Preliminary information:

We all have needs and wants. Our needs are those things without which we could not live. For example, we could not live without air, food, clothing. We also have psychological needs, such as the need to be in a relationship with others or to be loved. On the other hand, although it seems that our desires are absolutely necessary to survive, its have more to do with what we call quality of life. For example, someone might want to live in a very large apartment. Does he need a spacious apartment to survive? Probably not.

2 Ask participants to think of 5 important things in their lives and draw / write them on a piece of paper. *What do you need to live, to be happy, to feel good?*

3. After completing/drawing their paper, ask them to present to others the things that are important to them. The facilitator writes on a flipchart / sheet all the examples given by the participants

4. Ask participants to stay in a circle. You will read each example in turn and the participants will move to the right if they think it is a need and to the left if they think it is a want. To tell the difference between a need and a want, ask yourself, "Do I need that (new jacket, video game, specialty coffee), or do I just really want it?"

Key messages:

- All people have different interpretations of needs and wants. Some examples, such as a vehicle, may be classified as both a need and a want based upon a person's interpretation.

- These wants and needs are very important drivers for all the people. They keep us going when the going gets tough. We do something either because we want to (we have interest, enthusiasm and/or motivation) or we need to (we have to survive or we don't want to appear foolish)

5. Ask participants to think of at least 6 things they will buy or spend money when they will have a job. They can use symbols, drawings and words to describe the things. Record them in either the "Needs" or "Wants" column in the table below.





Examples of needs might be food, hygiene materials

- Examples of wants might be specialty coffees, designer clothing, and video games.

NEEDS	WANTS
-------	-------

6. Ask them to review their table to answer these questions. Be prepared to share your answers with the group.

- Do you have more needs or wants listed? Why might that be?
- Do you think most people spend more money on needs or wants? Why might that be?
- How do you feel about the way you spend money on needs and wants? Is there anything you'd like to change about your spending habits when it comes to needs versus wants?
- Write down the salary range you need to cover your monthly needs and wants

Recommendations (How to use the tool/resource)

This tool can lead into a discussion or further activities that address the topic of spending such as budgeting, buying things, or paying bills.

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

You can choose to have participants work individually, in pairs, or in small groups.

Make the question more general by giving participants a role-play opportunity. For example, you may say, "Imagine you are [insert favorite athlete or movie star]. What do you spend money on each month?"





ACTIVITY 'S NAME: How to apply for a job

Type of activity: intrapersonal..... / interpersonal

Number of participants: 6-7

Participants' academic profile(s):

Participants' average age:

Duration: 50 minutes

Necessary materials:

Handout – Steps in applying to a job for each participant

Handout – My resume for each participant for each participant

Preferable: computer, acces to the internet

Aim or Purpose

To help participants to understand how to apply for a job

Expected Outcomes

- Identify the steps for an effective application for a job
- To identify different ways to find employment opportunities
- To describe how to apply for a job.

Competencies that will be developed:

- to access job sites on the web, use job search engines
- to complete their resume

Skills that will be developed:

- communication
- organizational
- research skills
- digital skill





Key terms / special vocabulary about / during the activity:

- Employment- The condition of having paid work in a profession either full or parttime.
- Job Interview- A meeting between the employer and potential employee in which the employer asks questions to see if the potential employee can be hired for the position.
- Resume- A brief account of one's professional or work experience and qualifications, often submitted with an employment application.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

- Connection to internet, online access
- Identify online resources for research occupations (necessary for step 1- Steps in applying to a job), employment websites (for step 2- Steps in applying to a job),

Activity's step-by-step description:

- Ask participants "What are the reasons for a job search?" (career change, laid off, returning to work, first-time worker), and "How did you (or someone you know) get a job in the past?"
- Steps in applying to a job

STEP 1 - WHAT DO YOU SEARCH?

Before to apply for a job it is good to know what job you want. The first question to think about is "What do you like to do?" People who work in the same kind of jobs often like to do the same things. For example, workers in some jobs like to help other people. Do you like to help people? These jobs might interest you. Another question to think about is "Where would you like to work?" If you know what job do you want, please write/draw it the section 1 (WHAT JOBS DO I WANT?) from the Handout – Steps in applying to a job .

STEP 2- WHERE DO YOU SEARCH FOR A JOB?

There are several ways to find a job. The best method varies from person-to-person by level of experience and career field, but for everyone networking is regarded as the most productive job search activity, leading ultimately to 50-70% of all jobs

2.1.Start with your network. Networking means making connections with other people. Everyone already has a network:





- Friends
- Current and former co-workers
- Church and social organizations
- Recreational groups
- Former teachers and classmates

You would start making contact with the people in your network. Let them know that you're looking for a job. Be specific about what kind of work you're looking for and ask them if they have any information or know anyone in a relevant field. Don't assume that certain people won't be able to help. You may be surprised by who they know.

Please write the name of people /draw the people from your network you think can help you in finding a job the section 1 (WHAT JOBS DO I WANT?) from the Handout – Steps in applying to a job.

2.2. Employment agencies /Recruiters

Employment agencies /Recruiters have access to unpublished jobs and may represent the only source of candidates for particular jobs. They can be helpful in editing your resume for a particular opportunity, preparing you for interviews, debriefing with you after interviews, and negotiating compensation.

2.3. Online search /profiles

Most organizations post available jobs online. Visit employment websites like Ejobs LinkedIn, to find job listings. Type in keywords for the type of job you want to see what's available. Additionally, check if companies in your industry have job openings listed on their website. **Research the company before you apply.** Do an online search to find the company's website, social media pages, and any news articles that are out there. Read about their company mission, current projects, and available positions.

Remember participants that the internet can expand their network all over the world through social media as Facebook, LinkedIn. Ask participants to be careful what they put online! Employers check sites like Facebook. Don't put anything embarrassing on your profile.

STEP 3 – PREPARING THE DOCUMENTS

Write a resume that highlights your education, skills, and experience. After you write your resume, get someone you trust to proofread it to make sure you don't have any errors and you didn't leave anything out. Ask participants to complete HANDOUT- MY RESUME

Write a cover letter if one is requested. A cover letter is your chance to tell the employer exactly why you want the job and why they should hire you over the other candidates. Use an enthusiastic tone in your cover letter to convey your excitement for the job. Additionally, tailor your cover letter to the person who is interviewing candidates if possible so they know you pay attention to details. You might include the following in your letter:





- Why you're interested in the position.
- How you'll be an asset to the company or organization.
- Why you're the best person for the job.
- What you hope to learn from the job.

Ask participants to complete the step 3 in the Handout – Steps in applying to a job - with the name of the documents needed for their application.

STEP 4. SUBMIT YOUR APPLICATION in person or through the mail. Some employer websites may require you to manually enter information that can be found on your resume — we know, it's painful — but sometimes, you just have to do it.

Finally, many job descriptions will give the email of the recruiter, and ask for you to send your resume and cover letter over to apply. Put some thought into that email! Don't just say "this is my resume and cover letter, here". Thank the recruiter for the opportunity to apply for the job, and even squeeze in a bit more information about who you are and why you're interested in the position. Submit your application through the website if you're using one. Make sure everything is perfect before you send in your application.

Ask participants to complete with information the step 4 in the Handout – Steps in applying to a job

Recommendations (How to use the tool/resource)

- If the participants do not know what jobs they want, you can use an imagination exercise using the name of their dream job in section 1 of the handout **Handout – Steps in applying to a job** .
- It is indicate facilitator to present different sources of job advertisements and new ways of application like application per mail, video, click once application or online application briefly

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Project implemented by:





Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Give participants time to explore their want and dream job through research online or library using the name of their job as a search term. Encourage them to find out about the education they may need to do their dream job, where they might work

Explain that it is an important and lifelong skill to be able to determine, what we are able to do for a job or career along with using the appropriate methods of seeking out and obtaining a job or career.

Project implemented by:





HANGOUT – STEPS IN APPLICATION FOR A JOB



1. WHAT JOBS DO I WANT?

2. WHERE DO I SEARCH FOR THE JOB?

3. WHAT DOCUMENTS I NEED?

4. HOW TO SUBMIT MY APPLICATION?



HANDOUT- MY RESUME

<p>PERSONAL INFORMATION</p> <p>Name and surname.....</p> <p>Telephone number:</p> <p>Email adress:</p> <p>Address.....</p>	<p>Create a professional email address. i.e. yourname@gmail.com.</p> <p>You don't need to include your full address but do add your city</p>
<p>WORK EXPERIENCE</p> <p>1. Start& end dates/ Your job title/ Job location/ Company</p> <p>.....</p> <p>Responsibilities</p> <p>.....</p> <p>.....</p> <p>2. Start& end dates/ Your job title/ Job location/ Company</p> <p>.....</p> <p>Responsibilities</p> <p>.....</p> <p>.....</p>	<p>Detail not only your job responsibilities but also your competence in prior roles</p>
<p>EDUCATION AND TRAINING</p> <p>Years Attended/Name of Education Institution/ Location/Degree</p> <p>.....</p> <p>Scholarship, coursework and other achievements</p> <p>.....</p> <p>Year Attended/ Name of Training organisation/name of the training course / qualification awarded/ list of principal subjects covered or skills acquired</p> <p>.....</p> <p>Project implemented by:</p>	<p>If you've recently graduated college, your education section goes above your work experience and includes more detail.</p> <p>Skills developed in school are real skills that have value in the professional world.Anything that exemplifies your passions and relates to the job is worth considering.</p> <p>You can add scholarships, coursework and other achievements. If you do include coursework, use the titles of each course as a description instead of the course numbers.</p>





<p>.....</p>	
<p>PERSONAL SKILLS</p> <p>Language skills</p> <p>Communication skills.....</p> <p>Computer skills.....</p> <p>Other skills.....</p>	<p>Specify in what context the communication skills were acquired. Example: good communication skills gained through my experience as sales agent</p> <p>Add your computer skills. Specify in what context they were acquired. Example: good command of Microsoft Office™ tools</p> <p>Add other relevant skills not already mentioned, for example: tailoring</p>
<p>ADDITIONAL INFORMATION</p> <p>Conferences</p> <p>Seminars</p> <p>Honours and awards</p> <p>Memberships</p> <p>References</p>	<p>Anything relevant that doesn't fit in other sections of your resume can go in the additional information section.</p>

Project implemented by:





Activity 5 Preparation for the job interview

ACTIVITY TITLE - Preparation for the job interview

Type of activity: Interpersonal

Number of participants: 6 -9

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes (suggested time only and will vary dependent on your group)

Necessary materials:

Timer, Writing utensils, handout TIPS FOR PREPARING FOR A JOB INTERVIEW, handout STAGES OF A JOB INTERVIEW graphic organizer, handout EXAMPLE OF QUESTION AND ANSWER TO THE INTERVIEW, handout INTERVIEWER questions handout Candidate answer , handout OBSERVER interview worksheet handout

Aim or Purpose

The purpose of this activity is to have participants learn about job interview and the key phases of a job interview. They will learn how to successfully prepare for and participate in a job interview,

Expected Outcomes

The activity will help participants:

- Identify effective strategies to prepare for a job interview;
- Differentiate between appropriate and inappropriate behavior in the context of a job interview;
- Develop appropriate use of language when answering questions;
- Reduce their stress and anxiety about interviewing

Competencies that will be developed:

- Understanding the purpose of an interview
- Recognize the do's and don'ts of good interview skills
- Formulate proper responses to common interview questions

Project implemented by:





Skills that will be developed:

- Interpersonal Communication
- Appropriate behavior in the context of a job interview;
- Ability to accept and integrate criticism and feedback
- Observation

Key terms / special vocabulary about / during the activity:

- Interview
- Professional attire and conservative styling
- Stages of the interview
- Mock interview

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

- Familiarize yourself with the activities, presentation and handouts.
- Ensure access to handouts for all participants
- Know the dates of the mock interviews and the format

Activity's step-by-step description:

1. Begin by asking participants the following questions:

- Have you ever participated in a job interview before? If so, what did you do to get ready? Did you say or do anything to make yourself stand out or apart from the other candidates in order to get hire?

Explain that a **job interview** is a conversation between an interviewer and an interviewee (candidate) in order to search for the most suitable person to fill a job. Handling a job interview properly is not easy; it is essential to have prepared for the interview in advance to:

- Show that you have the necessary knowledge to do the job.
- Show that the work can be done
- Convince the interviewer that you are the ideal person

Give the participants TIPS FOR PREPARING FOR A JOB INTERVIEW handout. Review each tip with them, explain the relevance and importance of each.

- ✓ Arrive at least 10 minutes early for an interview – account for traffic or other delays
- ✓ Have professional attire and conservative styling
- ✓ Sitting firmly and leaning your back straight signals confidence. Keep your posture straight with hands placed either on the table or on your lap, while feet kept firmly on the ground.
- ✓ Prepare a summarizing your best skills
- ✓ Prepare questions for the interviewers – some may ask if you have questions

Project implemented by:





- 2. Give participants the STAGES OF A JOB INTERVIEW graphic organizer. Review each of the stages and the importance of each step in the process.
 - Introduction- When you meet your interviewer, smile, have good posture, good eye contact, and a firm hand shake. Employers may take the time to share information about their organization
 - Q&A - The longest portion of the interview, this is when the **employer asks you questions and listens to your responses**. The **employer will ask if you have any questions**. This is your chance to demonstrate your knowledge of the organization by asking thoughtful questions. Always come prepared! Bring at least three questions.
 - Closing- During the last few minutes, take the time to end on a positive note. Be sure to thank them for the invitation to interview and offer a firm handshake while making good eye contact.

Ask participants to complete the handout STAGES OF A JOB INTERVIEW graphic organizer with the key information regarding each stage.

- 3. One of the most important things a person can do to prepare for a job interview is practice answering questions. Begin by asking participants to give you examples of:
 - Questions to ask candidates
 - Questions to ask interviewers

Have the participants refer to the EXAMPLE OF QUESTION AND ANSWER TO THE INTERVIEW – Hangout

- ✓ Ask the participants, “What did you think of the candidate answers above?” Create a list of participants answers in to the table:

Candidate 	Candidate 	Candidate 
<i>Ex: Answer to the question with another question</i>	<i>Ex: Answer that includes personal information</i>	<i>Ex: Answer that includes personal experience and skills</i>

- ✓ Ask the participants: "Which candidate answered the most correctly?"
- ✓ Ask participants to give you examples of answer to the following questions of the interviewers:
 - What days and hours can you work?
 - When can you start?
 - Why do you want to work here?
 - What plans do you have for the future?





4. Mock interview- Break participants into groups of three. Explain that they are going to participate in a brief interview to help them practice answering some of the most commonly asked interview questions. Have them treat it as much like a real interview as possible. Assign roles to team members:
 - ✓ Interviewer asks the questions; Give the participant the INTERVIEWER questions handout
 - ✓ Candidate answers the questions; Give the participant the CANDIDATE answers handout
 - ✓ Observer watches the interaction, rates the person being interviewed (candidate), and notes their observations on the Interviewing worksheet. Give the participant the OBSERVER interview worksheet handout

Ask for each participant to read their role from their handout. Let participants know that the handouts will give them an idea of a typical interview (even though interviews will vary depending on the Employer).

Set timer for five minutes and start the interview. Walk amongst the groups and listen to responses throughout the interview session. When five minutes have passed, stop the interview process and give groups one minute for the observer to offer feedback to candidate. Repeat this process until everyone in the group has had a chance to play each of the assigned roles.

Discuss lessons learned, your observations, and share individual observations that could help entire group.

Recommendations (How to use the tool/resource)

- The tool can be used also in one -on- one employment and career counseling services.
- If a video camera is available, it is useful for participants to watch their interviews on tape.

Project implemented by:





Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity implementation (do's and don'ts):

- It is vital to try and include each participant in the process by using positive encouragements. However, if someone feels unable to fully commit to activity, it is very important that this is allowed and that they are encouraged to get involved at their own pace. They should feel free to leave and welcomed to stay. Facilitators must be sensitive to this. By allowing participants to flow to and from situations, the likelihood is that they will freely move towards a fuller and more personal engagement with the activity.
- Using a circle formation for grouping participants can be an important tool in building a safe environment. When we sit or stand in a circle everyone can see each other clearly and is on the same level, so there is no hierarchy or difference in status. Participants can choose to sit or stand outside the circle if they feel nervous or shy. This can be clearly observed by the facilitator

Project implemented by:





Handout TIPS FOR PREPARING FOR A JOB INTERVIEW



Arrive at least **10 minutes early** for an interview – account for traffic or other delays



Have professional attire and conservative styling



Sitting firmly and leaning your back straight signals confidence.

Keep your posture straight with hands placed either on the table or on your lap, while feet kept firmly on the ground.



Prepare a summarizing your best skills



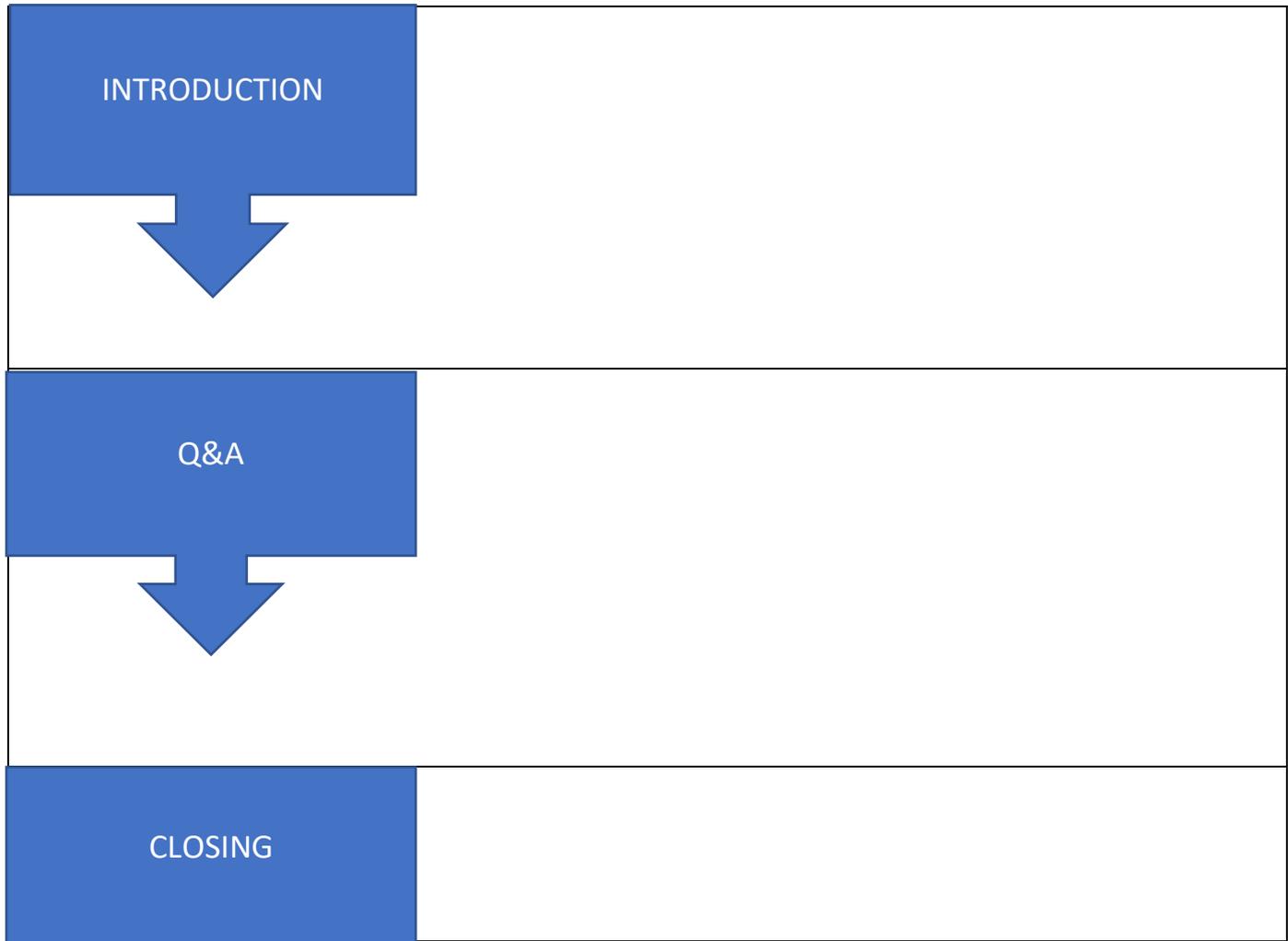
Prepare questions for the interviewers – some may ask if you have questions

Project implemented by:





Handout - STAGES OF A JOB INTERVIEW graphic organizer



Project implemented by:





Handout - EXAMPLE OF QUESTION AND ANSWERS TO THE INTERVIEW

Candidate 	Candidate 	Candidate 

Project implemented by:





MOCK INTERVIEW

INTERVIEWER: You are the manager at(name of the employer)

You are interviewing the candidate

INTERVIEWER questions;

1. Tell me about yourself
2. What days and hours can you work?
3. When can you start?
4. Why do you want to work here?
5. What plans do you have for the future?

Project implemented by:





CANDIDATE

You are a candidate, applying for a job for.....(name of the position)

CANDIDATE answers:

1. Tell me about yourself

My name is

I am from.....

I studied at.....

I work(ed) in.....

2. What days and hours can you work?

I can work

3. When can you start?

I can start.....

4. Why do you want to work here?

I want to work at.....because.....

.....

5. What plans do you have for the future?

In the future I would like to.....

Project implemented by:





INTERVIEWING WORKSHEET FOR OBSERVER - Please observe the candidate and complete this survey by circling or filling in your answers

1. Tell me about yourself
Notes:



Outstanding

Good

Need more practice

2. What days and hours can you work?
Notes:



Outstanding

Good

Need more practice

3. When can you start?
Notes:



Outstanding

Good

Need more practice

4. Why do you want to work here?
Notes:



Outstanding

Good

Need more practice

Projeto





5. What plans do you have for the future?

Notes:



Outstanding

Good

Need more practice

6. Rate the candidate's body language.

Notes:



Outstanding

Good

Need more practice

7. Rate your overall impression of the candidate.

Notes:



Outstanding

Good

Need more practice

Project implemented by:





Activity 6 How do you get to make a choice...?

ACTIVITY 'S NAME: How do you get to make a choice...?

Type of activity: Intrapersonal / interpersonal

Number of participants: 6-9

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes

Necessary materials:

Writing utensils, blank sheet of A4 paper, plus colored pens, Handout 1 – My best / worst decisions, Handout 2- Steps in decision making

Aim or Purpose

The participants will increase their awareness of the consequences of making a choice and demonstrate effective decision-making strategies.

Expected Outcomes

1. Understand how choices are made and the connection between choices and the consequences of them
3. Develop participants skill of making decisions through the MAKING SMART CHOICES Model

Competencies that will be developed:

- Explore and improve decision making
- learn a structured process to assist with decision-making
- Engage in responsible decision-making .

Skills that will be developed:

- communication
- teamwork

Project implemented by:
- decision-making





Key terms / special vocabulary about / during the activity:

decision: the act of or need for making up one's mind

impact - the strong effect or influence that something has on a situation or person

consequence - a result of an action or situation,

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

- Familiarize yourself with the activities, presentation and handouts.
- Ensure access to handouts for all participants

Activity's step-by-step description:

1. What is a decision?

Remind the participants that a decision is a choice that a person or group of people make to take a particular action. Then, pose the following questions for discussion:

- What are some of the decisions that people make every day?
- What are decisions that you made today?

Ask participants to write sentences or draw pictures of the choices made today.

Some choices are simple and easy. Other choices are more challenging because they have a big **impact** on your life. This means they'll affect you for a length of time after you make the choice. It's important to think carefully and ask yourself some questions to decide if a choice you're making is good or bad.

Give to each participant the Handout 1 – My best / worst decisions, to complete.

Tell the participants that learning to make good decisions is very important. Sometimes, other people help us make decisions. Have a group discussion about the following questions:

- Who helps you make decisions?
- What do they do to help you decide? (Refer specifically to the people that the participants mention in response to the previous question.)

Explain to the participants that in order to make **good decisions**, you need information. Pose the following question to gather students' responses: *What information have you needed to know to decide what clothes to wear today ?* (Answers may vary. Possibilities include: the weather, the activity, the dress code, etc.)

Project implemented by:





When we think about making changes, most of us don't really consider all "sides" in a complete way. Instead, we often do what we "should" do, avoid doing things we don't feel like doing, or just feel confused or overwhelmed and give up thinking about it at all. This often leads to poor decisions. Decision-making skills can help you to make the best decisions by considering all the options and the potential consequences.

Whenever we have a decision to make, we need to think before we act if we want to make a **SMART decision**. But how do we go about doing this? In this model, each letter in the word "SMART" stands for one step toward making smart decisions.

S – SLOW DOWN

The LEAST effective way to make a decision is in the moment, before thinking about it first! You need to look at all the things that are going on – who might be involved? Who's definitely not? You have the right to take as much time as you need to make sure you are making a good decision.

M – MAKE A LIST OF YOUR OPTIONS

Looking at every possible choice you can make – even the silly ones, even the irresponsible ones – will help you know that you've really thought everything through. Talk about your options with people in your life who you know well and trust. And once you've made up your list you're ready for the next step.

A – ANALYZE YOUR CHOICES

This means thinking about the pros and cons of each, weighing your options and being honest with yourself. If your choice will lead to healthy behaviors, is consistent with your values, and will help you meet your future goals, it's the SMART choice for YOU. Once you've figured this out, you're ready for the next step.

R – REACH A DECISION

After analyzing all of your choices, pick the one that is the right decision for you. Think about your decision and make sure it feels like a healthy, smart choice for you. Okay, so now that you've made a SMART decision, you need to think about what you'll need to STICK to it. For example, who in your life can support you in this decision Pick the best choice and consider what'll help you STICK to your decision.

Project implemented by:





T – THINK AND EVALUATE

Depending on the choice you make, you may need to check in from time to time and see how things are going.

Split the participants in groups of 3 or 4 members. Give them the Handout 2- Steps in decision making and allow at least 10 minutes for complete it (20 minutes is recommended). Then reconvene the large group and ask each small group to share their process and the results they came up with.

Discussion Prompts:

- 1) How were decisions made in your group?
- 2) Is everyone happy with what was decided? Why or why not?
- 3) What things are important to remember when making group decisions?
- 4) What role do you usually take when making decisions with others?

Recommendations (How to use the tool/resource)

- This tool is suitable for preparing for the world of work. The tool can be adapted and used for career or job decision in one-on-one employment and career counseling services

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Use simple, short sentences, supported by appropriate gestures and facial expressions

Have a friendly, open approach and take care to create a work environment in which participants feel safe and encouraged

Project implemented by:





Handout 1 – My best / worst decisions

Please, look back on your life. What were the best decisions you made? Why? List them below. What did you try to achieve by making these decisions?

Some of my best decisions are:

The decision	What was good in it?	What did I get through it?

Some of my worst decisions are:

The decision	What was wrong with it?	What were the consequences?

Looking at what you wrote above, can you think of anything you've learned about making a good decision?

-
..
-
...
-
..

Handout 2- Steps in decision making

Think about something you want in your life and complete the steps below. It could be anything from starting to exercise to giving up chocolate!

1. Define the problem or the decision to be made. For example: "I want to get fit".

Project implemented by:





2. Consider all the choices you have.

For example:

- I will join the gym.
- I will try to walk 30 minutes each day.
- I will do exercises at home

Remember, when you brain-storm solutions, write all choices, no matter how ridiculous they seem! Try not to judge the choices at this stage.

Choice 1 –
Choice 2 –
Choice 3 –

3. Analyse your choices

Write down all advantages (good things) and disadvantages (not so good things) for

making or not making the change.

For example: I will join the gym.

Advantage: That will be fun. I will be taught how to exercise.

Disadvantages: It may be really expensive. How would I get there?

Choices	Advantages (good things)	Disadvantages (not so good things)
Choice 1		
Choice 2		
Choice 3		

Project implemented by:





4. Select the best choice

Consider all the choices and the weighted positives and negatives associated with each alternative. Now decide which alternative you choose.

For example: You may choose the option of “walking 30 min each day”, as you realise you could walk with your friend, have fun on the way and it would cost nothing.

Project implemented by:





MODULE 3 Development of soft skills

Introduction

Soft skills are essential to your career and as you search for jobs. While hard/professional skills are necessary to successfully perform technical tasks in a job, soft skills are necessary to create a positive and functional work environment. They are personal attributes that can affect relationships, communication, and interaction with others and along this module we will help you identify yours or the ones you need to develop in the future.

We use soft skills every day at work and developing these soft skills will help you on your daily tasks and with your professional and personal potential. If a job candidate, a young person with disabilities were able to develop strong leadership, delegation, teamwork, and communication abilities, he can run projects more smoothly, deliver results that please everyone, and even positively influence his personal life by improving how he interacts with others.

Activity 1 Compliments for a Co-worker

ACTIVITY 'S TITLE: Compliments for a Co-worker (Theme Management of own emotional well-being)

Type of activity: interpersonal

Number of participants: 5-7

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 30-45 minutes

Necessary materials:

Big yarn ball or spool.

Aim or Purpose:

To learn to give compliments to colleagues and to accept compliments from others.

Project implemented by:





Expected Outcomes:

Better relationship skills with co-workers, contribution to a pleasant work environment.

Competencies that will be developed:

- To notice and name positive qualities of a person.
- Properly accept the received compliment or praise.

Skills that will be developed:

- Ability to apply compliments, say positive things in an employment relationship.
- Ability to respond appropriately to praise, compliment in the work environment.

Key terms / special vocabulary about / during the activity:

- Compliment.

Preparation:

-

Activity's step-by-step description:

1. Participants stand in a circle.
2. One participant who has a ball of yarn in his hand begins the task. He tells the selected participant a positive thing about him (a compliment) and throws (passes) him a ball of yarn. Passing the ball, the participant unwinds it by holding the tip of the yarn in his hand.
3. The participant thanks for the compliment. Then he says a compliment to another selected participant and, holding the thread with one hand, with another hand he throws the ball to the other participant, thus unwinding the ball.
4. The steps are repeated until each participant receives the ball.
5. The last participant who received the ball and a compliment, thanks and compliments the participant who threw the ball to him. He passes the ball of yarn back to this participant by wrapping it.
6. The steps are then repeated by winding and passing the ball of yarn to the participants in reverse order until the rolled ball of yarn reaches the participant who started the task.

Project implemented by:





7. Discuss in a group with the moderator how to properly say a compliment at work, how to respond appropriately to a compliment at work. Provide an example from the work environment.

Recommendations (How to use the tool/resource)

-

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Activity 2 Coat of arms

ACTIVITY 'S TITLE: Coat of arms (Theme: Self-esteem)

Type of activity: intrapersonal/interpersonal

Number of participants: 5-7

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 45-60 minutes

Necessary materials:

Sheets of paper with the coat of arms depicted, coloured pencils or markers.
Coasters can be used for drawing.

Aim or Purpose:

To help to get to know yourself better, to strengthen self-presentation skills, to strengthen self-esteem, to strengthen self-confidence.

Project implemented by:





Expected Outcomes:

Better self-knowledge, more realistic self-esteem.

Competencies that will be developed:

- Cognition of one's strengths and weaknesses.
- Cognition of one's aspirations and desires.

Skills that will be developed:

- The ability to notice one's strengths and weaknesses in a work environment.
- The ability to briefly introduce oneself based on a drawn coat of arms.

Key terms / special vocabulary about / during the activity:

- Personal strengths and weaknesses.
- Coats of arms.
- Slogan.

Preparation:

Activity's step-by-step description:

1. Each participant gets a sheet of paper with the coat of arms depicted in 4 parts.

2. Participant gets an explanation that each part of the coat of arms (window) has its own theme:

1st part at top left - What are my strengths? What can I learn, what can I do?

2nd part at bottom left - What are my weaknesses? What's wrong with me?

3rd part at top right - What do I like? What do I like to do?

4th part at bottom left - What do I want to achieve? What do I want to become?

3. Participants are asked to draw a drawing or symbol in each window of the coat of arms according to each theme. Write a slogan under the coat of arms. It can be added that the slogan is what helps the participant to achieve what he wants.

Project implemented by:



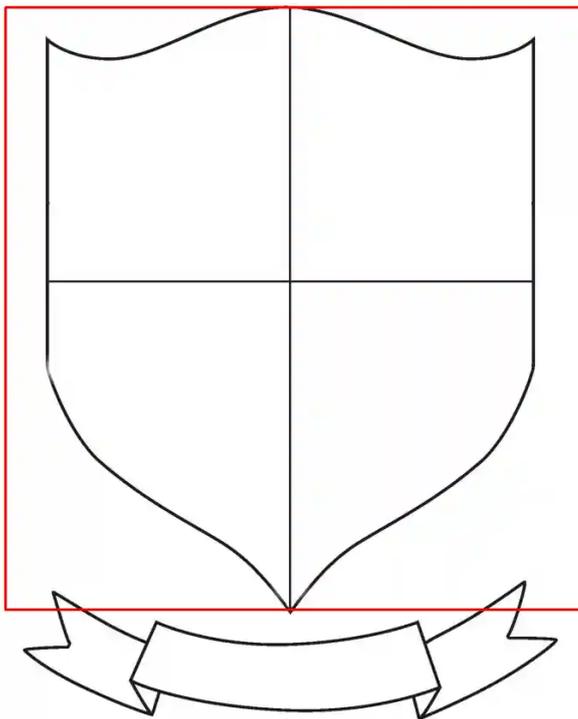


4. After all participants have drawn the coat of arms and written a slogan, each participant is asked to present their coat of arms.

5. The moderator encourages the presentation of each participant as well as the constructive response and feedback from the other participants.

Recommendations (How to use the tool/resource):

The moderator can select a suitable coat of arms image in the web search box.



Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Project implemented by:





Activity 3 Positive thinking

ACTIVITY 'S TITLE: Positive thinking

Type of activity: intrapersonal/interpersonal

Number of participants: 5-7

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 45 minutes

Necessary materials:

For the moderator: the situation is described on the sheet.

Aim or Purpose:

To teach how to apply positive thinking in assessing / interpreting a provocative situation.

Expected Outcomes:

Understanding the application of positive thinking in assessing work situations.

Competencies that will be developed:

- Understanding that negative thinking can be replaced by positive thinking.
- Understanding the impact of negative and positive thinking on emotional well-being and behaviour.

Skills that will be developed:

- Possibility to apply tested ways of positive thinking in the work environment.
- Opportunity to notice a provocative situation and your thoughts and to seek help from a counsellor if needed (e.g. due to stress, due to conflict).

Project implemented by:





Key terms / special vocabulary about / during the activity:

- Positive thoughts.
- Negative thoughts.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Activity's step-by-step description:

1. Participants are introduced to a situation that can provoke negative thoughts and the behaviour they cause.

Recommended situation:

"Algis started working in the packaging department. This is his first job. He was very much looking forward to this job, he was getting ready for it, he was training how to do the task of this job. After receiving a packing task at work, he put in a lot of effort. He was self-satisfied that he managed to pack without mistakes according to the given instructions. But at the end of the work, the master came and said:

"You packed 4 packages correctly. But you work far too slowly. We are not satisfied with that. I want you to pack 8 to 10 packages a day."

2. Participants are asked to say how they would react to this situation if they worked in place of Algis.

3. The moderator discusses with the group the influence of negative and positive thoughts on well-being and behaviour (based on participants' responses, if necessary, the moderator provides examples of positive thoughts in reacting to the situation).

4. The moderator offers to the participants to play the situation.

There can be played only ways of reacting to a situation that reflects positive thinking, or reactions that initially illustrate negative thinking and then positive thinking.

Recommendations (How to use the tool/resource):

-

Project implemented by:





Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

When using these activities with students, keep in mind that they may have shorter attention spans and need more stimulation to make the activities engaging. So existing tools may need to be modified for them.

Another important thing to consider when teaching positive thinking is that it's not a panacea and should not be described as such. Positive thinking is just one strategy that can increase positive emotions and improve wellbeing, but it is not the only one.

There are many other strategies that can optimize mental health, and people vary in the extent to which each strategy is beneficial. In fact, positive reappraisal, or reframing a situation as more positive, was ineffective for some people in a sample of people with a history of non-suicidal self-injury (Davis et al., 2014).

All of this is to say that it's important to be flexible about teaching positive thinking, especially when working with adolescents.

Project implemented by:





Activity 4 Creativity Task: Unfinished Figures

ACTIVITY 'S TITLE: Creativity Task: Unfinished Figures

Type of activity: intrapersonal

Number of participants: 1

Participants' academic profile(s): secondary level

Participants' average age:

Duration: 20 minutes

Necessary materials:

- Pencil / pen.
- Worksheet.

Aim or Purpose:

To evaluate and develop personal competencies and skills - creativity, concentration, fine motor skills, originality.

Expected Outcomes:

Competences of a person's creativity, concentration and originality will be improved, fine motor skills and visual-motor coordination will be strengthened.

Competencies that will be developed:

- Creativity.
- Originality.
- Concentration.

Skills that will be developed:

- Fine motor skills.
- Visual-motor coordination.

Project implemented by:





Key terms / special vocabulary about / during the activity:

- Creativity.
- Originality.
- Concentration.
- Motor skills.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The instructor gives the person all the necessary materials - a pen and a worksheet, and then explains the process of the task's implementation.



Activity's step-by-step description:

2. You will be given 2 minutes to complete this task.
3. During this time, draw as many drawings on the worksheet as possible, using two adjacent circles.
4. You can decide for yourself what to draw, there are no right or wrong options here.

Project implemented by:





Worksheet:

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Recommendations (How to use the tool/resource):

This method is suitable for people with various levels of intellectual disability, because the task is simple, easy to understand, playful, and does not require complex actions. It is possible to instruct the person to implement the task with a focus on professional activities, such as completing drawings depicting certain professions or tools used by representatives of certain professions.

Evaluation:

Assessing the performance of this task can provide more insight into the person's understanding of oral information, whether he inquires and clarifies about the implementation of the task, how fast he works, what emotions he encounters, how he experiences them, what objects he draws, whether the drawings are accurate or curved, original or very simple.

Project implemented by:

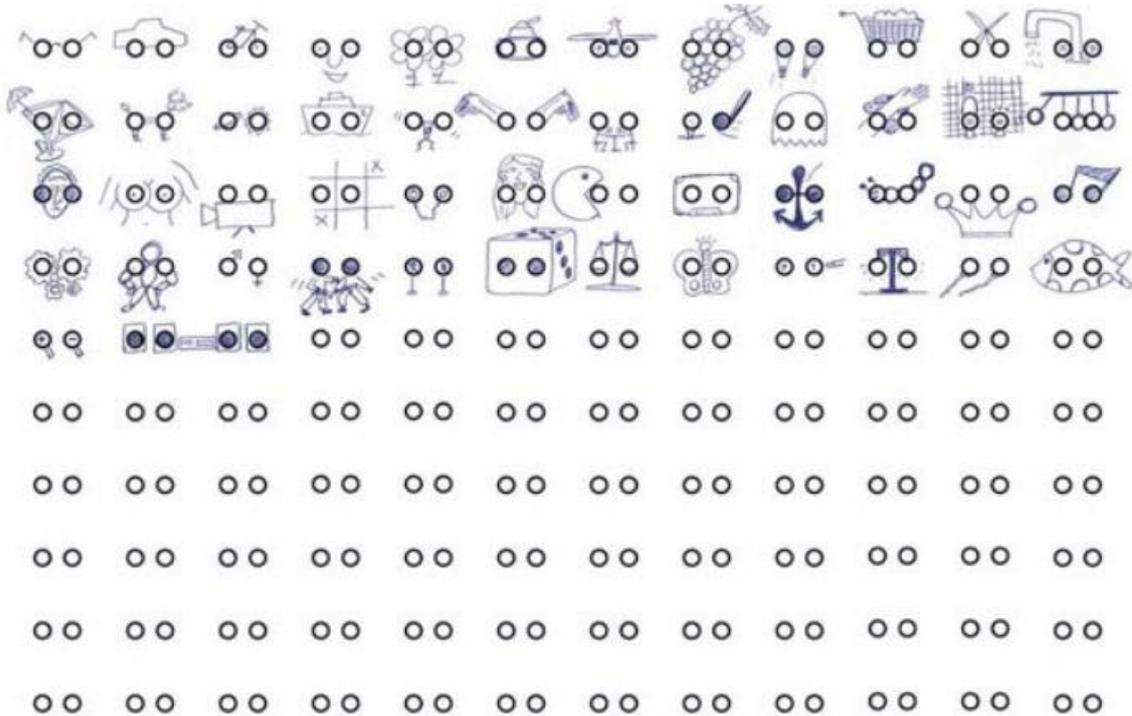




Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

There is no need to rush a person to implement this task, the task should be done at his pace and he is free to choose what to draw. There is no need to give clues what can be drawn (unless the task is focused on certain activities (e.g. professional activities)). Allow a person's imagination to relax and a person to express his creativity.

Example of how others implement tasks (for the instructor only):



Project implemented by:





Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Try to create a cozy atmosphere so that the person would be able to relax and feel confident doing this task. Encourage the person, support him. Praise for the completed task.

Project implemented by:





Activity 5 Communication Task: A Story About a Day at the Zoo

ACTIVITY 'S TITLE: Communication Task: A Story About a Day at the Zoo

Type of activity: intrapersonal

Number of participants: 1

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 20 minutes

Necessary materials:

Materials are not required, but the room / place is required to perform the task.

Aim or Purpose:

To evaluate and develop person's verbal and non-verbal communication.

Expected Outcomes:

A person will learn to better express his feelings in both verbal and non-verbal language.

Competencies that will be developed:

- Communication.
- Self-expression.
- Creativity.

Skills that will be developed:

- Speaking.
- Non-verbal communication.
- Social skills.

Project implemented by:





Key terms / special vocabulary about / during the activity:

Communication (verbal and non-verbal), self-expression, creativity, social skills.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

To perform the task, it is better to choose a separate room, a place where there are no bystanders. The instructor explains the task to the person.

Activity's step-by-step description:

1. You will be given 20 minutes to complete this task.
2. First, there will be 10 minutes during which I will ask you to "tell" about the day spent at the zoo without words, only with your hands, body movements, eyes, facial expressions. How you went there, what you saw, what emotions you experienced.
3. As the person completes the first part of the task, the second part is explained: sit down now and tell me in words about your day at the zoo.

Recommendations (How to use the tool/resource):

The task can also be done in a group of several people, then share how others managed to understand the person's story, what was easier to understand from the language, and what was easier to understand from the body language.

Evaluation:

After completing the task, discuss with the person what was easy for him, what was difficult, what gave him joy, how it was easier to express his story - in body language or words? Assessing the performance of this task, it is possible to learn more about the subject's self-expression, ability to communicate, courage or modesty, verbal and non-verbal skills, social skills.

Project implemented by:





Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Try to create a cozy atmosphere so that the person would be able to relax and feel confident doing this task. Encourage the person, support him. Praise for the completed task.

Project implemented by:





Activity 6 Independence task: Dream (work) day plan

ACTIVITY 'S TITLE: Independence task: Dream (work) day plan

Type of activity: intrapersonal

Number of participants: 1

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 20 minutes

Necessary materials:

- Pencil/ pen.
- Sheet of paper.

Aim or Purpose:

To evaluate and develop person's independence competencies and skills - responsibility, decision-making, choice, time management.

Expected Outcomes:

The person will be able to better manage his time, take responsibility for themselves, make choices and make decisions independently.

Competencies that will be developed:

- Responsibility.
- Choice.
- Independence.

Skills that will be developed:

- Time management.
- Decision-making.

Project implemented by:





Key terms / special vocabulary about / during the activity:

Responsibility, choice, time management, decision-making, independence.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The instructor gives the person all the necessary materials - a pen and a worksheet, and then explains the process of the task's implementation.

Activity's step-by-step description:

1. You will be given 20 minutes to complete this task.
2. During this time, plan what your Dream Day would look like.
3. You can write a plan (or draw pictures) and specify the time of the activities - the hour in which you will do the activities, or just list all the activities in order.
4. Since this is your Dream Day, you can also plan activities that will bring you a lot of joy.
5. There are no right, or wrong options here, so feel free to dream and plan your Dream Day.

Recommendations (How to use the tool/resource)

This method is suitable for people with different levels of intellectual disability, as it can be done by writing or drawing a Dream Day plan. It is possible to instruct a person to perform a task with a focus on professional activities, so the task could be called "My dream workday". In order to develop independence, it is important to allow mistakes, you should not rush or offer your options during the task. Together you should rejoice in the success - when a person manages to plan even a few activities of the day on their own. It is important to give a possibility to choose for himself. It is not the result that should be assessed, but the effort made in carrying out the task. Provide an opportunity to experience success.

Project implemented by:





Evaluation:

Assessing the performance of this task, it is possible to learn more about a person's independence - how much he is able to plan for the day, make decisions about his activities, decide when to perform them and how much time will be allocated to them, what activities give a person joy in whether he can plan his own day and stick to a daily plan. After completing the task, discuss together what was most the difficult and the easiest for him in this task, what he liked the most or did not like, what activities he could do by himself and which would require the assistance of others.

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Allow a person to make all the decisions and choices on his own, this will give him more responsibility and thus raise his self-esteem, encourage independence.

Project implemented by:





Activity 7 Time management task

ACTIVITY 'S' TITLE: Time management task

Type of activity: intrapersonal/interpersonal

Number of participants: 1-4

Participants' academic profile(s): secondary level

Participants' average age: ≥18 years old

Duration: 20 minutes

Necessary materials:

- Pencil, pen, colourful markers
- Sheets of paper with the weekly time schedule depicted,

Aim or Purpose:

To evaluate and develop person's time planning and skills - responsibility, decision-making.

Expected Outcomes:

The person will be able to better manage his time, take responsibility for themselves, make choices and make decisions independently.

Competencies that will be developed:

- Time planning
- Responsibility.
- Decision-making.
- Independence.

Skills that will be developed:

- Time management.
- Decision-making.

Project implemented by:





Key terms / special vocabulary about / during the activity:

- Time management
- Weekly schedule
- Priority
- Decision-making,
- Procrastination

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The instructor gives the person all the necessary materials - a pen, markers and a worksheet, and then explains the process of the task's implementation.

Activity's step-by-step description:

1. You will be given 60 minutes to complete your weekly schedule. A weekly schedule is a way to keep track of your activities and tasks for the week. A weekly schedule includes everything you have to get done, and helps you plan out when you can get things done.
2. During this time, plan what your weekly schedule would look like.
3. The benefits of managing time are simple. Good time management allows you to accomplish better results in a shorter period of time. That leads to more time freedom, helps you focus better, allows you to be more productive, lowers your stress and gives you more time to spend with the people that matter most.
4. You can write a plan using the given template and example (or use pictures or symbols) and specify the time of the activities - the hour in which you will do the activities, or just list all the activities in order.
5. It takes time and practice to manage time and create your schedule each week, particularly if you are not used to doing so.
6. Plan for real life. Be realistic about what you can accomplish each day. For example, make sure you have some gaps between activities to allow for down time, eating, and travel.
7. Give yourself enough time.

Project implemented by:





8. Plan time for fun. Leave time in your schedule for the things that make life worthwhile, such as hobbies or time with friends.
9. Don't over commit. Try to avoid cramming your schedule with activities and tasks. Leave some free time for flexibility. Remember: you are not going to be able to predict for all of the unexpected events that can and will happen.
10. Don't procrastinate important things. Recognize when you start to delay or postpone something. The quicker you make the things, the better you feel afterwards.
11. If it is difficult to do you weekly schedule yourself, ask instructor for a help.
12. When the schedule ready put it in a well visible place at home or work.

Recommendations (How to use the tool/resource)

Together you should rejoice in the success - when a person manages to plan even a few activities on their own. It is important to give a possibility to choose for himself. It is not the result that should be assessed, but the effort made in carrying out the task. Provide an opportunity to experience success.

Evaluation:

Assessing the performance of this task, it is possible to learn more about a person's ability to make decisions. After completing the task, discuss together what was most the difficult and the easiest for him in this task, what he liked the most or did not like, what activities he could do by himself and which would require the assistance of others.

Project implemented by:





Template for the week schedule

	Monday	Tuesday	Wednesday	Thursay	Friday	Saturday	Sunday
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 a.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							
10:00 p.m.							

Project implemented by:





Example of the week schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 a.m.	Morning routine						
7:00 a.m.	Travel to work	Morning routine	Morning routine				
8:00 a.m.	Work	Work	Work	Work	Work	Family commitments	Family commitments
9:00 a.m.	Work	Work	Work	Work	Work	Family commitments	Family commitments
10:00 a.m.	Work	Work	Work	Work	Work	Recreation and hiking	Recreation and hiking
11:00 a.m.	Work	Work	Work	Work	Work	Recreation and hiking	Recreation and hiking
12:00 a.m.	Work	Work	Work	Work	Work	Recreation and hiking	Recreation and hiking
1:00 p.m.	Travel home	Recreation and hiking	Recreation and hiking				
2:00 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
3:00 p.m.	Meeting /chatting friends	Meeting friends	Meeting friends				
4:00 p.m.	Family commitments	Meeting friends	Meeting friends				
5:00 p.m.	Gym or going for a walk	Free time	Free time				
6:00 p.m.	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7:00 p.m.	Free time	Free time	Free time				
8:00 p.m.	Next day preparation	Free time	Next day preparation				
9:00 p.m.	Bath	Bath	Bath	Bath	Bath	Next day preparation	Bath
10:00 p.m.	Sleep	Sleep	Sleep	Sleep	Sleep	Bath	Sleep

Project implemented by:





Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Allow a person to make all the decisions and choices on his own, this will give him more responsibility and thus raise his self-esteem, encourage independence.

Project implemented by:





MODULE 4 Development of socio-laboral skills

Introduction

The following activities are designed to help young people with disabilities to recognise that having a job is normal. A young person with disabilities often will not have had the opportunity to acquire the skills and experience that employers are looking for to fill vacancies in their workforce. However, employers do value socio-labour skills; the ability to work in teams to communicate effectively with colleagues and manage setbacks, learn from them and progress, in short demonstrate resilience.

If a job candidate, a young person with disabilities were able to demonstrate socio-labour skills or by seeking the help of their support worker they can recognise the barriers that are preventing this from happening, and that by subsequently asking the right questions of their support workers identify the enablers, they can make this happen. To be better able to make connections, access team events, become fully integrated as an employee. By developing natural supports to be better able to perform and comply with his/her duties and responsibilities as an employee.

Activity 1 *The effective development of social skills in the Labour market*

ACTIVITY 'S NAME: The effective development of social skills in the Labour market

Type of activity: Individual and in groups

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: 18 years old

Duration: 20 minutes

Necessary materials:

- Projector
- PowerPoint presentation
- whiteboard
- Should be available in easy read

Project implemented by:





Aim or Purpose:

To help young adults to understand what they should be asking of their Support Worker in order to get a job, to keep and progress in that employment.

We know that Employers greatly value a young adult's capacity to work in a team, communicate effectively, recover from adverse situations (resilience), manage their emotions, be responsible and honest, amongst others. (Socio-emotional skills)

To help young adults to understand what this means and what should they ask of their Support Workers to benefit from this understanding.

Expected Outcomes

For participants to recognise that having a job is normal, wishing to develop and progress, to acquire new skills (Career development) is normal.

For young people with disabilities to be supported to understand what is stopping them from having a job and to determine and agree with their support worker what should be put in place to overcome those barriers to ensure that they are fully integrating into employment when they get a job.

Competencies that will be developed:

For participants to recognise that Social-emotional skills are essential for connecting with others! After all they help us manage our emotions, build healthy relationships, and feel empathy.

Skills that will be developed by participants:

To be better able to make connections, access team events, become fully part of the workforce as an employee through the use of **natural supports**

To be better able to perform and comply with his/her duties and responsibilities as an employee.

Key terms / special vocabulary about / during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Project implemented by:





Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

- **PowerPoint presentation**
- **Should be available in easy read**

Activity's step-by-step description:

1. PowerPoint presentation will set out prompts/questions to promote discussion and explore examples of the Social-emotional skills that are essential in navigating the world of work.

2. Each trainee or trainees' group should respond to each slide and say what they think in terms of their own situation what they should be asking of their support worker to make work a realistic option.

3. The trainer/facilitator will draw a line down the middle of the whiteboard. In the right-hand column, the trainer will note the response from the trainee(s). The trainer will identify in the second column the corresponding socio-labour skill.

4. At the end, the trainer/facilitator will review the trainees' grasp of the importance of Social-emotional skills in facilitating employment for people with disabilities and emphasize that they should be asking their support worker to help them to develop these skills.

Recommendations (How to use the tool/resource)

Example of the prompts that could be used on the slides

- What do you need to ask your support worker to help you think about work
- What do you need to ask your support worker to help you fit in at work
- What do you need to ask your support worker to support you in work
- What do you need to ask your support worker to help you overcome what's stopping you from working
- What do you need to ask your support worker that would help you to work
- What do you need to ask your support worker to help you bounce back from a disappointment
- What do you need to ask your support worker to help you find out what support to work would look like for you
- What do you need to ask your support worker to help you understand what Career development means
- What do you need to ask your support worker to help you progress in work

Project implemented by:





Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- What is the first thing you want to ask your support worker

Facilitator should reinforce: Having a job is normal, career development, wishing to develop and progress, to acquire new skills is normal

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

The activity should be relevant, impactful, and effectively engage the Trainees it should be delivered simply in small bites, via PowerPoint using short impactful video links using characters and heroes from relevant TV soaps and cartoons.

The importance of the model of Supported Employment to help young adults to understand that People with disabilities should be supported to identify their individual barriers to entering work and to determine and agree enablers to ensure they are fully integrating into employment. Social-emotional skills are essential for connecting with others! They help us manage our emotions, build healthy relationships, and feel empathy.

Normalisation Everyone should have work decent housing and education and dreams

Project implemented by:





Activity 2 Seeing having a job as a normal experience

ACTIVITY 'S NAME: Seeing having a job as a normal experience

Type of activity: Individual and in groups

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- Projector
- PowerPoint presentation
- whiteboard
- Should be available in easy read

Aim or Purpose

To help the young adults to identify and understand that having a job is normal.

Expected Outcomes

Trainees identify with proposition and begin to think about what they can ask their support worker to start the process.

Competencies that will be developed:

To think about what needs to change to embrace proposition and what to ask their support worker to bring that about.

Skills that will be developed:

To be able to view work as a natural progression and ask their Support Worker to help to bring this about.

Project implemented by:





Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Trainees should read and study sessions X and X module 3 before doing the activity where they will find ...

Activity's step-by-step description: 1. PowerPoint presentation will set out prompts/questions to promote discussion for the following situations, trainees, individually or in groups, should decide what the individuals should be asking their support worker, and why they believe this.

Andre has mental health problems; he also suffers from agoraphobia. Andre hasn't worked for a long time, but he has study electronics and desperately wants a job. What does Andre need to ask his support worker what needs to happen to enable him to get a job?

Because:

Janet has Downs syndrome, she has never worked, she wants to work. She lives in a home for people with Learning disabilities. Janet needs to ask her support worker what needs to happen to enable her to get a job?

Because:

Karl has learning difficulties and works in a warehouse. He has difficulty concentrating but is desperate to continue to work. What does Karl need to ask of his support worker to enable him to retain his job?

Because:

Andrew works at Sainsbury's supermarket replenishing toilet rolls. He is over six foot tall which belies his gentle nature. He has recently been involved in an incident with a customer who shouted at him. What does Andrew need to ask of his support worker to enable him to retain his job?

Project implemented by:





Because:

Chris has a learning difficulty lives with his mother and has never worked or volunteered. He is very friendly and strong. He would really like to work. What does Chris need to need to ask his support worker what needs to happen to enable him to get a job?

Because:

Florence has autism she has done lots of courses but hasn't been keen to pursue any into work. She arranges flowers for her Church. What support does Florence need to ask her support worker to enable her to find meaningful work?

Because:

2. Each trainee or trainees' group should respond to each slide and say what they think the people in the situations described should be asking of their support worker to make work a realistic option.

3. The trainer/facilitator will draw a line down the middle of the whiteboard. In the right-hand column, the trainer will note the response from the trainee(s). The trainer will identify in the second column the corresponding socio-labour skill.

4. At the end, the trainer/facilitator will review the trainees' grasp of the importance of work and what they should be asking their support worker to move them towards work and develop the Social-emotional skills recognised as an important asset to have and what they should be asking their support worker to help them to develop these skills.

Proposition: Because all people with disabilities have the right to work. Andre should be asking support worker to help him determine his skill set and what he has to offer an employer through developing a vocational profile and a support strategy for him and his potential employer.

Complementary information for the trainer/facilitator:

Agoraphobia is condition specifically an [anxiety disorder](#) characterized by symptoms of [anxiety](#) in situations where the person deems their environment to be unsafe with no easy way to escape.¹ These situations can include open spaces, public transit, shopping centres, or simply being outside their home. Being in these situations may result in a [panic attack](#). Those affected will go to great lengths to avoid these situations.¹ In severe cases people may become completely unable to leave their homes.

Project implemented by:





Because all people with disabilities have the right to work.

Finding out about Janet's barriers and enablers will make this possible. Janet needs to ask her support worker to help her to get a job by pursuing a vocational profile and support strategy with her.

Because all people with disabilities have the right to work.

Finding out about Karl's barriers and enablers will make this possible.

Karl needs to ask his support worker about job retention and about conducting a job analysis to help him and his employers understand what needs to be put in place to enable him to keep his job?

Complementary information for the trainer/facilitator: Karl may not be in the right role but he is capable of working.

Because all people with disabilities have the right to work.

Finding out about Andrew's barriers and enablers will make this possible.

Andrew's support worker needs to approach the company to discuss job retention and about conducting a job analysis to help Andrew and his employers understand what needs to be put in place to enable him to keep his job?

Complementary information for the trainer/facilitator:

Because Andrew has worked for some time without incident.

Because all people with disabilities have the right to work.

Finding out about Chris's barriers and enablers will make this possible.

Chris needs to ask his support worker to help him to get a job by pursuing a vocational profile and a support strategy with him.

Project implemented by:





Complementary information for the trainer/facilitator:

Chris has worked for some time now as a brewer.

Because all people with disabilities have the right to work.

Finding out about Florence's barriers and enablers will make this possible.

Complementary information for the trainer/facilitator:

Florence is a successful entrepreneur running her own flower and floral display business.

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you recognise the importance of asking for the help that can be provided free by your support worker to help you secure and succeed into and in employment?

Final observations and methodological recommendations towards the activity's implementation dos and don'ts:

Normalisation Everyone should have **work**, decent housing and education and **dreams**.

The importance of the model of Supported Employment to help young adults to understand that People with disabilities should be supported to identify their individual barriers to entering work and to determine and agree enablers to ensure they are fully integrating into employment. Social-emotional skills are essential for connecting with others! They help us manage our emotions, build healthy relationships, and feel empathy.

Project implemented by:





Activity 3 Following Directions

ACTIVITY 'S NAME: Following Directions

Type of activity: Individual and in groups

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- Projector
- PowerPoint presentation
- whiteboard
- Activity Sheets should be provided in easy read print material

Aim or Purpose

To help the young adults to understand / think about:

- Understanding that following instructions is important
- How an employer communicates instructions is important
- Begin to think about their own preferred way of receiving instruction.

Expected Outcomes:

Basic notions about:

- Barriers and Enablers
- The importance of establishing natural supports in terms of fitting in and following directions.
- The ways an employer can make accommodations to communicate instructions

Competencies that will be developed:

To become familiar with natural supports.

Project implemented by:





Skills that will be developed:

To be able to think about getting the right support to:

- Overcome difficulties at work.
- Make natural connections at work.

Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

PowerPoint presentation will set out the following scenarios to promote discussion for the following situations.

Trainees will be given an activity sheet to complete.

Activity's step-by-step description:

Trainees should complete the activity sheet, **individually**, by completing the sentences with the words from the below.

natural support
accommodations
barriers
by example
normal
enablers

1. Andre works for a Fire Security installation company, learning his role, what to do and what not to do have been a long but successful. His employer took great care to understand what Andre's _____ to accessing the necessary training and learning process were in order for him to become an accredited fire installation fitter.

Project implemented by:





2. Janet started working in a school as cleaner. The support worker carried out her duties with her which she learnt by _____ following her support workers example until she was able to complete all tasks to the satisfaction of the employer.

3. Karl went through a difficult period initially at work having difficulty following written instructions. Karl gives the impression he was is able to follow verbal instructions. Karl had not disclosed his disability. The situation was only resolved when his support worker was able to identify _____ amongst his fellow workers that he was able to understand what he was expected to do properly.

4. Chris works for a small brewery as a brewer. Chris's employer is very much of the view that it is _____ for people with disabilities to want to work and makes accommodations for all its workers to enable them to thrive and fit in at work.

5 Florence has been working as a self-employed florist now for some time. In order for her to achieve this she had to study and do work experience, following difficult instructions and challenging situations only after understanding how to overcome her difficulties by establishing her _____.

6 Andrew has been working for some time now in the supermarket staff canteen, the transition, allowing him to keep his job was only possible because his support worker was able to undertake a job analysis and establish the _____ necessary to enable them to support him to learn his new role with

Recommendations (How to use the tool/resource)

Activity 3 solutions:

1. barriers
2. example
3. natural support
4. normal
5. enablers
6. accommodations

Project implemented by:





Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you recognise how establishing how an individual learns and takes instruction is crucial to a successful work outcome.

Final observations and methodological recommendations towards the activity's implementation dos and don'ts:

Understanding an individuals Barriers and Enablers through to process of Vocational profiling is crucial to securing open paid sustainable employment.

Project implemented by:





Activity 4 Relationship Management

ACTIVITY 'S NAME: Relationship Management

Relationship management – inappropriate behaviours – how behaviour and language can be misinterpreted natural supports

Conflict resolution

Type of activity: Individual and in groups

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- Projector
- PowerPoint presentation

Aim or Purpose

To help the young adults to understand / think about:

- That following instruction is important
- How an employer communicates instructions is important
- Their own preferred way of receiving instruction.

Expected Outcomes:

Basic notions about:

- Barriers and Enablers
- The importance of establishing natural supports in terms of fitting in and following directions.
- The ways an employer can make accommodations to communicate instructions

Project implemented by:





Competencies that will be developed:

- To be familiar with what are natural supports.
- To recognise the main types of employment contracts.
- To understand the conditions of the probationary period.

Skills that will be developed:

To be able to think about:

- How to overcome difficulties at work.
- Making natural connections at work.
- inappropriate behaviour
- how behaviour and language can be misinterpreted

Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

PowerPoint presentation will set out the following scenarios to promote discussion and present the outcomes.

The case studies can also be distributed to the groups or trainees in paper format.

Activity's step-by-step description:

Facilitator to introduce three case studies via PowerPoint

Trainees should read the three case studies and consider what they feel should happen. This activity can be done individually or in groups.

1. Karl has been sanctioned for making inappropriate comments to a female member of his work team in the warehouse.

Project implemented by:





2. Janet's key worker has been brought in because Janet was caught taking someone else's food from the fridge in the school staff room.
3. Andrew's key worker was invited in by his employer because Andrew was rude to a customer.

Recommendations (How to use the tool/resource)

Once trainees have completed case studies Facilitator to reveal outcomes and invite discussion

Outcomes:

Karl believed he was only behaving like one of the team; overhearing a male member of the team flirting with one of his female colleagues Karl felt he could do the same. He failed to understand the difference between flirting and an inappropriate advance. He was not aware that the couple were in a relationship. Karl's Employment adviser was able to make Karl understand this. Working with the employer the employment advisor was successful in brokering an outcome that allowed Karl to keep his job and to be allocated a natural support.

Janet had been put on a diet by her home because she was putting on too much weight, Janet was hungry, and when she was in the staff room before she started her shift, she saw a member of staff take food from the fridge. At the end of her shift, it was customary for her to wait in the staff room until her transport arrived to take her home. Hungry, she helped herself to some food. Once the situation was understood the home discussed the situation with the school to ensure that they were part of the effort to manage Janet's weight and the home understood that the physical work meant Janet should get her meal early when she arrived back from work.

Andrew had been approached by a customer who had asked Andrew to help him find a particular product. Andrew had reacted by running away when the exasperated customer got no answer from Andrew and started shouting at him. Andrew would not subsequently return to work. Andrew was a valued and very popular member of the staff team, consequently his employer wished to resolve the situation and get Andrew back into work. Andrews Employment Advisor was able to broker a deal whereby Andrew would transfer to working in the staff canteen, serving staff and cleaning tables. He never looked back! And had no forward-facing customer contact.

Project implemented by:



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Evaluation:

The facilitator could ask follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you identify the main elements that these employment situations teach us?

Final observations and methodological recommendations towards the activity's implementation dos and don'ts:

Relationship management is a strategy in which an organization maintains an ongoing level of engagement and is, as the name suggests, managing relations in life.

This activity on developing the management skills it is focus on the need to build and sustain professional relationships and networks. A quality management system prevents customers from falling through the cracks and ensures everyone from sales to customer service is on the same page and to teach about its

Project implemented by:





Activity 5 Team Building and Cooperation

ACTIVITY 'S NAME: Team Building and Cooperation

Type of activity: In groups

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- **Projector**
- **PowerPoint presentation**

Aim or Purpose

To help the young adults to understand / think about:

- How fitting in at work is important
- How understanding a employers culture is important
- How to get support to progress in a job

Expected Outcomes:

Basic notions about:

- Barriers and Enablers
- The importance of establishing natural supports in terms of fitting in and following directions.
- The ways an employer can make accommodations to take down barriers

Competencies that will be developed:

To be familiar with what are natural supports.

To recognise that your support worker can always make a difference

Project implemented by:





Skills that will be developed:

To be able to think about:

- How to overcome difficulties at work.
- Making natural connections at work.

Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Activity's step-by-step description:

Facilitator to introduce three case studies via PowerPoint

Trainees should read the three case studies and consider what they feel should happen. This activity can be done individually or in groups.

- 1 Andre's role with the company required him to come into the office to undertake his initial training, to learn the company's processes and systems, and to meet his mentor. Andre was very anxious about this due to his fear of entering unfamiliar places and meeting new people. How do you think this was overcome with the help of his Employment Advisor?
- 2 Karl's, support worker has been brought in because he is performance is affecting his team's ability to meet their targets and get their bonus. How can his support worker address the situation?
- 3 Florence has completed a Floristry course and has done very well. She now wants to start her own business. How can her key worker help her achieve her dreams?

Project implemented by:





Recommendations (How to use the tool/resource)

Once trainees have completed case studies Facilitator to reveal outcomes and invite discussion (**Could possibly include short impactful video links. Florist produces YouTube and TikTok videos**).

Outcomes:

- a) **Andre's** Employment Advisor with their understanding of Andres difficulties was able to approach the employ to discuss how to overcome these and agree a way forward. The company hold six-monthly team days where everyone gets together to look back over the last six months and forward over the next six. It was agreed with Andre, his employer, and Employment Advisor that they would attend the next team day and that his key worker would introduce Andre after which if he felt comfortable, he would talk about himself and his difficulties. On the day this worked very well he was able to meet all the colleagues who would be directly involved with his role in the company, his mentor, his training supervisor, office manager and line manager. He learnt where he would sit in the office and who his immediate work colleagues would be. The event was a great success. Other employees approached Andre, and all were very welcoming.
- b) **Karl's** Support worker approached the company's management initially with the proposal to meet Karl's team and conduct a fresh job analysis to get a clear understanding of the tasks and processes involved and to try and identify possible solutions. The Support workers time was well spent the difficulties were due to Karl's tendency to get distracted and talk to colleges when they should be working and having to read addresses on packages quickly, which he wasn't able to do! The support workers proposed solution was to propose job carving, whereby his role changed within the team but enabled the team to get their bonus. Everyone was happy and the team now see Karl as a valuable member.
- c) **Florence's** Support worker realised that to achieve her dreams Florence would need to get some work experience to learn what Floristry looked like outside the classroom and get her to start to think about the things she would need to put in place and learn to start her own business. Florence's' support worker approached a woman who ran her own successful floristry business, who initially unsure if she could help Florence agreed to take Florence on for work experience. The experience was a success for both parties. Business mentor and pupil still have a warm and professional relationship.

Project implemented by:





Complementary information for the trainer/facilitator:

Job Carving, following a job analysis enables the support worker to identify possible tasks that can be reallocated to balance performance. This is often welcomed because some tasks that are redistributed are not particularly popular but often eagerly taken up by their new owner.

Working for someone else is not the only solution or way into employment for young people with disabilities; self-employment can be a real alternative.

Evaluation:

The facilitator could ask follow-up questions in order to consolidate and assess the activity's results: - What did you learn during the activity? Have you discovered anything new? Can you think of ways your support worker could help you with team building or cooperating with someone in workplace to agree adjustments for you?

Activity 6 Planning and Decision-Making Skills

ACTIVITY 'S NAME: Planning and Decision-Making Skills

Type of activity: Group

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- Projector
- PowerPoint presentation

Project implemented by:





Aim or Purpose

To help the young adults to understand / think about:

- How Planning and Decision-Making Skills are important
- How to get support to understand Planning and Decision-Making Skills in a job

Expected Outcomes:

Basic notions about:

- How Planning and Decision-Making Skills are important
- How to get support to understand Planning and Decision-Making Skills in a job
- The ways an employer can make accommodations to take down barriers

Competencies that will be developed:

To be familiar with what Planning and Decision-Making Skills are important
How to get support to understand Planning and Decision-Making Skills in a job.
To recognise that your support worker can always make a difference

Skills that will be developed:

To be able to think about:

- How to overcome difficulties at work.
- Making natural connections at work.

Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

Project implemented by:





Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Activity's step-by-step description:

Facilitator to introduce three case studies via PowerPoint

Trainees should read the three case studies and consider what the support worker could do to help. This activity can be done individually or in groups.

- 4 **Andre's** role with the company as he progressed required him to take on his own geographical area and service his own Rota of customers. Given Andre's anxiety and agoraphobia, how could he manage these and progress in work? How do you think this was overcome with the help of his Employment Advisor?
- 5 **Chris's**, role at work began to require he develop planning and decision-making skills in his role as a brewer and in his role in the bar. How can his support worker help him to develop these skills?
- 6 **Florence** has completed the work experience placement arranged by her Support worker. It has become very apparent that to run her own business Florence needs to develop her planning and decision-making skills. She has a very good circle of support. How can her support worker help her achieve her develop these skills?

Recommendations (How to use the tool/resource)

Once trainees have completed case studies Facilitator to reveal outcomes and invite discussion **(Could possibly include short impactful video links. Florist produces YouTube and TikTok videos).**

Outcomes:

- b) **Andre's** Employment Advisor with their understanding of Andres difficulties was again able to approach the employer to discuss how to support Andre to develop his planning and decision-making skills. A solution was agreed where Andre would work with the office manager, with whom he got on well and spend one day a week with the planning team that received all the new jobs into the company allocation these to the engineering staff and scheduling all the ongoing maintenance work. This agreed way forward has paid dividends. Not only has Andre learnt from the experience he is able to put this learning into place in planning and making decisions in his role as a Fire Safety Engineer. He has built more strong relationships with colleagues he generally never met outside the six-monthly work meetings for the whole company.

Project implemented by:





- b) **Chris'** Support worker approached the company's management with the proposal to meet Karl's team and conduct a fresh job analysis to get a clear understanding of the tasks and processes involved and to try and identify possible approaches to developing Chris' need to develop his planning and decision-making skills. It was discovered that Chris had an intuitive understanding of what was needed in the brewing process in terms of having ingredients ready for the next place and in the bar he knew what needed to be replenished. The Support worker was able to get Chris to understand that this was fundamental planning and decision making. Chris' is putting this into practice now by not only recognizing what needs to happen and what is required for it to happen, he now actively communicates this to colleagues, whereas before he had to be asked.
- c) **Florence's** Support worker realised that her work experience had **given** Florence more confidence, she had worked well with suppliers and other vendors and achieved real sales but that to move her business on Florence needed formal structured training to achieve her dreams. Florence would need to get back to the classroom. Florence was initially reluctant, aside from her exposure to floristry her experience of college and courses had been boring and not relevant to what she wanted to do. Florence has a very supportive mum and mentor in her work experience provider; both of whom were called upon to persuade Florence to take a supported self-employment course run by Status Employment. Florence's business has benefited from the planning and decision-making elements of the course and is going from strength.

Complementary information for the trainer/facilitator:

Job analysis in this case enables the support worker to identify possible areas that require planning and decision-making application. This is often welcomed because the recognition of the benefit of acquiring this skill by the worker is a natural extension of his or her ability to do the job better.

Working for someone else is not the only solution or way into employment for young people with disabilities; self-employment can be a real alternative.

Project implemented by:





Evaluation:

The facilitator could ask follow-up questions in order to consolidate and assess the activity's results: - What did you learn during the activity? Have you discovered anything new? Can you think of ways your support worker could help you with how planning and decision-making skills could help you?

-

Project implemented by:





MODULE 5 My employment rights

Introduction

All workers have the right to work, work with rights, knowledge and information. The information and clarification of current and future workers are increasingly gaining renewed importance. The exercise of citizenship involves exercising, with balance, the rights already established or guaranteed, in particular those related to the professional activity of any worker.

In this context, the objective of module 3 – My employment rights, as well as its activities, is precisely to provide knowledge and information about employment contracts, employment rights and duties, and the exercise and defense of those rights. By carrying out the different activities, it is intended to consolidate the knowledge and develop the skills acquired in the module, in particular by helping young adults with intellectual disabilities to: understand how a contract actually works; recognize the conditions of the probation period; identify the main rights, duties and responsibilities of workers; recognise reasonable workplace accommodations; distinguish justified absences from unjustified absences from work; identify situations of discrimination based on disability or disability and know how to complain about them; identify the entities to which they can use for advice and support on employment rights.

Activity 1 Box of rights and duties

ACTIVITY 'S NAME: Box of rights and duties

Type of activity: intrapersonal or interpersonal

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Necessary materials:

- a box
- paper cards
- whiteboard

Project implemented by:





Aim or Purpose:

To help young adults to understand which are the employees' main rights, duties and responsibilities.

Expected Outcomes

Basic notions of employment rights, duties, and responsibilities in working life.

Competencies that will be developed:

To identify employees' rights, duties, and responsibilities.

Skills that will be developed:

To be able to exercise his/her rights duties as an employee.

To be able to perform and comply with his/her duties and responsibilities as an employee.

Key terms / special vocabulary about/during the activity:

- absences
- assiduous and punctual
- flexible working hours
- health and safety conditions
- holidays
- reasonable adjustments
- rest period
- salary
- special remuneration
- training
- zeal and diligence

Preparation:

Trainees should read and analyse sessions 2 and 3 of module 3 before doing the activity where they will find the employees' main rights, duties, and responsibilities.

Activity's step-by-step description:

1. In a box, there should be folded cards with examples of employees' rights, duties and responsibilities.
2. Each trainee or trainees' group should take a card, read it out loud, and say whether he/she thinks it is a right or a responsibility and why.

Project implemented by:





3. The trainer/facilitator should draw two columns with the rights and duties and responsibilities on the whiteboard and add to the correct column those that are read out and identified by the trainees.

4. In the end, the trainer/facilitator should review the employees' main rights and responsibilities.

Recommendations:

Example of the rights, duties and responsibilities that could be used in the cards

Rights	Duties and Responsibilities
<ul style="list-style-type: none"> • Salary • Holidays and rest period • Absences • Health and safety conditions • Parental protection • Protection in the event of occupational illness or accident at work • Equality • Special remuneration for night work • Special remuneration for additional work (overtime) • Paid holidays • Training 	<ul style="list-style-type: none"> • To respect and be polite to the employer and all co-workers • To be assiduous and punctual • To carry out the work with zeal and diligence • To comply with the employer's orders concerning the execution of work • To be loyal to their employer, not disclosing any information regarding the company's operation and production • To ensure the maintenance and proper use of the company's assets • To comply with the safety and health rules at work and the employer's instructions • Use all equipment correctly, i.e. machines, instruments, appliances, products, etc. • To contribute to the organisation and cleanliness of the workplace • To participate in the vocational training provided by the employer

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you identify the employees' rights, duties, and responsibilities?

Project implemented by:





Activity 2 I know my rights

ACTIVITY 'S NAME: I know my rights

Type of activity: intrapersonal or interpersonal
Number of participants: 10
Participants' academic profile(s): third cycle and secondary levels
Participants' average age: ≥18 years old
Duration: 45 minutes

Necessary materials:

A whiteboard where the trainer/facilitator may transcribe the situations presented in the activity description.

The situations can also be displayed using a video projector or distributed to the groups or trainees in paper format.

Aim or Purpose

To help the young adults to understand which are their employment rights.

Expected Outcomes

Basic notions of employees' rights.

Competencies that will be developed:

To identify the main employees' rights.

Skills that will be developed:

To be able to exercise his/her rights as an employee.

Project implemented by:





Key terms / special vocabulary about/during the activity:

- absence
- health and safety conditions
- holidays
- reasonable adjustments
- rest period
- salary
- sick allowance

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Trainees should read sessions 2 of module 3 before doing the activity, there they will find information about employment rights.

Activity's step-by-step description:

For the following situations, trainees, individually or in groups, should say whether the situation is correct or incorrect, and justify their choice.

1. Peter makes part of a cleaning team. He works hard and follows the time schedules and tasks that are asked. Peter's employer does not always pay him a salary because he says the company situation does not allow him to pay salaries to all the workers.

Correct Incorrect

Because:

2. Anna works in an office. She takes holidays every year, but she doesn't get the so-called leave entitlement.

Correct Incorrect

Because:

3. Philip works in a warehouse and has a 1-hour lunch break. Philip has two days off per week, on Sundays and Mondays.

Correct Incorrect

Because:

4. Francis works at a hotel reception. Last year, the company provided him with a total of 40 hours of training in a new hotel software program, conflict management and occupational health and safety.

Correct Incorrect

Because:

Project implemented by:





5. John works in a repair car garage and one of his tasks is to paint the cars' bodies. However, John is not wearing gloves or a proper mask while painting the cars, so he gets paint on his hands and inhales paint fumes, which could harm his health.

Correct Incorrect

Because:

6. Marisa works as a custodian in a school. Last month she got sick, and the doctor said she had to stay at home for 3 weeks. While she was recovering Marisa received a sickness allowance.

Correct Incorrect

Because:

Recommendations (How to use the tool/resource)

Solutions for activity 2:

1. The situation is **incorrect**.

Because all workers have the right to a salary.

Salary is the compensation for the work done by the worker and must be paid punctually by the employer.

Complementary information for the trainer/facilitator:

Article 23, paragraph 3, of the Universal Declaration of Human Rights provides that Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity.

Article 1 of International Labour Organisation Convention No. 95 states that the term salary means remuneration or earnings, however, designated or calculated, capable of being expressed in terms of money and fixed by mutual agreement or by national laws or regulations, which are payable in virtue of a written or unwritten contract of employment by an employer to an employed person for work done or to be done or for services rendered or to be rendered.

Article 59, no. 1, paragraph a), of the Constitution of the Portuguese Republic establishes that all workers are entitled to a salary for their

Project implemented by:





work, based on the quantity, nature and quality of the function performed.

Article 127 of the Portuguese Labour Code concerning the employer's duties states in no. 1 paragraph b), that the employer must pay the salary on time, which must be fair and appropriate to the work.

2. The situation is **incorrect**.

Because all workers are entitled to holiday pay.

The annual paid holiday is a worker's right.

Complementary information for the trainer/facilitator:

Convention No. 132 of the International Labour Organisation provides that every person to whom the Convention is applied shall be entitled to an annual paid holiday of a specified minimum length.

Article 24 of the Universal Declaration of Human Rights provides that everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 264, no. 2 of the Portuguese Labour Code provides that the worker is entitled to paid holiday, comprising the basic retribution.

3. The situation is **incorrect**.

Because the daily rest break is a workers' right.

Workers are entitled to at least one day off per week, usually on Sunday.

Complementary information for the trainer/facilitator:

Article 59, no. 1, paragraph d), of the Constitution of the Portuguese Republic states that all workers have the right to rest and leisure, to limitation of maximum working hours and a weekly rest period. The same right is provided in article 31, no. 2, of the Charter of Fundamental Rights of the European Union.

Article 213, no. 1 of the Portuguese Labour Code provides that the daily working period must be interrupted by a rest break, of a duration





of not less than one hour and not more than two hours, so that the worker does not work more than five consecutive hours, or six consecutive hours if the period is longer than 10 hours.

Article 232 of the Portuguese Labour Code provides that workers are entitled to at least one compulsory rest day for each working week, normally taken on Sunday. In addition, they may also take another complementary rest day, which is normally taken in continuity with the compulsory rest day.

4. The situation is **correct**.

Because in Portugal, workers are entitled to 40 hours of training per year.

Complementary information for the trainer/facilitator:

The right of the worker to professional training is enshrined in articles 130 to 134 of the Portuguese Labour Code. Professional training is based on the employer's duty to ensure that each worker has the individual right to training, through a minimum number of hours of training per year, through the initiative of the worker; (article 131, no. 1, paragraph b)), but also on the employee's duty to diligently participate in the training provided by the employer (article 128, no. 1, paragraph d) of the Portuguese Labour Code).

Thus, article 131, no. 1, paragraph a) of the Portuguese Labour Code establishes that the employer must promote the development and suitability of the employee's qualification, to improve his employability and increase the productivity and competitiveness of the undertaking;

Workers shall be entitled to a minimum number of forty hours of continuous training each year or, if he/she is employed on a fixed-term basis for not less than three months, a minimum number of hours in proportion to the duration of the contract in that year (article 131, no. 2 of the Portuguese Labour Code).

5. The situation is **incorrect**.

Because the employee has the right to work in safe and healthy conditions.

Personal protective equipment to be used by the employee at the workplace must be provided by the employer.

Project implemented by:





Complementary information for the trainer/facilitator:

International Labour Organisation Convention No. 187 on the Promotional Framework for Occupational Safety and Health Convention, provides that each Member shall take active steps towards achieving progressively a safe and healthy working environment through a national system and national programmes on occupational safety and health by taking into account the principles set out in instruments of the International Labour Organization (ILO) relevant to the promotional framework for occupational safety and health.

Moreover, Article 4, no. 1 of Council Directive 89/656/EEC, on the minimum health and safety requirements for the use by workers of personal protective equipment at the workplace, provides that the employer must provide personal protective equipment that complies with the applicable Union provisions on design and manufacture concerning safety and health. Under this article, employers who provide their workers with such personal protective equipment must ensure that it meets the requirements set out in Regulation (EU) 2016/425.

Article 281, paragraph 1 of the Portuguese Labour Code establishes that the worker has the right to provide work in safety and health conditions. Paragraph 2 of the same article states that the employer shall ensure that employees are provided with safety and health conditions in all aspects related to work by applying the necessary measures considering general principles of prevention.

Furthermore, on the other hand, employees must comply with occupational safety and health requirements established by law or collective bargaining instruments or determined by the employer (art. 281, no. 7 of the Portuguese Labour Code).

6. The situation is **correct**.
Because workers who are temporarily unable to work due to duly proven illness may be entitled to sick pay.

Social protection in the disease is a responsibility of the governments.

Complementary information for the trainer/facilitator:

Social protection in the disease is ensured through sick pay which is a cash benefit allocated to compensate for the loss of remuneration resulting from the temporary impediment to work due to illness.





A worker who is temporarily unable to work and has a certificate as being unable to work by a doctor of the competent health service is entitled to sick pay to compensate for the loss of pay resulting from temporary inability to work due to illness (Decree-Law no. 28/2004 of 4 February 2004 establishing the new legal framework of social protection in the event of sickness). To be entitled to this benefit it is necessary to have worked for 6 consecutive or interpolated calendar months with pay records, at the date of the onset of the sickness.

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you recognize the main employees' rights?

Activity 3 Employment contracts

ACTIVITY 'S NAME: Employment contracts

Type of activity: intrapersonal or interpersonal

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 20 minutes

Project implemented by:





Necessary materials:

A whiteboard where the trainer/facilitator may transcribe the situations in the activity description.

The situations can also be displayed using a video projector or distributed to the groups or trainees in paper format.

Aim or Purpose

To help the young adults to understand:

- what is an employment contract.
- how does an employment contract work.
- what is the purpose of the probationary period.

Expected Outcomes:

Basic notions about:

- what is an employment contract.
- the types of employment contracts.
- what is the probationary period.

Competencies that will be developed:

To be familiar with how an employment contract works.
To distinguish the main types of employment contracts.
To recognise the conditions of the probationary period.

Skills that will be developed:

To be able to comply with:

- the main types of employment contracts.
- the probationary period.

Key terms / special vocabulary about/during the activity:

- employment contract
- fixed-term employment
- permanent employment
- probationary period

Project implementation prior notice





Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Trainees should read session 1 of module 3 before doing the activity, where they will find information about employment contracts.

Activity's step-by-step description:

Trainees should complete the activity sheet, individually or in groups, by completing the sentences with the words from the table below.

8 days written notice fixed-term written probationary 3 times permanent
--

1. Francis worked in a hotel for 2 years, from 2 January 2019 until 31 December 2021. Shortly before the end of December 2021, he was informed in writing by his employer that he would not renew his employment contract. Francisco and his employer signed a _____ contract.

2. Last week Anna started working in an office as an administrative assistant. The contract that Anna signed has a start date but has not an end date. Anna has signed a _____ contract.

4. In the first fifteen days of her employment contract, Anna went through a _____ period so that she and her employer could get to know each other and assess their interest in continuing the collaboration.

5. Gabriel works in a chocolate factory and has signed a fixed-term contract of employment for 1 year. Gabriel has been informed that his contract can be renewed up to _____ for the same period.

6. All fixed-term employment contracts must be _____.

7. John has been working in a car repair garage for 2 years. However, John now wants to change jobs, so he does not want to continue working in the garage. John must give the owner of the garage _____.

Project implemented by:





Recommendations (How to use the tool/resource)

Activity 3 solutions:

1. fixed-term
2. permanent
3. probationary
4. 3 times
5. in written
6. 8 days' written notice

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you recognise the main types of employment contracts?
- Can you explain the purpose of the probationary period?

Activity 4 My employment contract

ACTIVITY 'S NAME: My employment contract

Type of activity: intrapersonal or interpersonal

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 30 minutes

Project implemented by:





Necessary materials:

A whiteboard where the trainer/facilitator may transcribe the example of an employment contract.

The employment contract(s) can also be displayed using a video projector or distributed to the groups or trainees in paper format.

Aim or Purpose

To help the young adults to understand:

- what is an employment contract.
- how does an employment contract work.

Expected Outcomes:

Basic notions about:

- what is an employment contract.
- how does an employment contract work.

Competencies that will be developed:

To be familiar with the form and contents of an employment contract.
To distinguish the main terms and conditions of employment contracts.

Skills that will be developed:

To able to recognise:

- the main types and characteristics of employment contracts.
- the main information to be included in employment contracts.

Key terms / special vocabulary about/during the activity:

- employment contract
- fixed-term employment
- permanent employment
- probationary period
- prior notice
- job title
- place of work
- remuneration/salary
- daily and weekly hours
- daily and weekly rest
- termination of the contract

Project implemented by:





Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The trainees should read the session 1 of module 3 before doing the activity.

Activity's step-by-step description:

4. This activity can be done individually or in groups.
5. By presenting one or more examples of an employment contract, trainees should identify the information below.
 - Name and address of the employer
 - Name and address of the employee
 - Job title
 - Place of work (where an employee will be working and whether they might have to relocate)
 - Remuneration/salary
 - Daily and weekly working hours
 - Date of the beginning of the contract
 - End date of the contract
 - Reason for the termination of the contract
 - Date of conclusion of the contract

Example of an employment contract

FIXED-TERM EMPLOYMENT CONTRACT

Between:

Sea Breeze Restaurant, Company Registration Number 01234567, located at Main Street, no. 520, 1000-004 Lisbon, here represented by Adam Smith, hereafter called First Party, and

Harry Stuart, single, resident at Apple Tree Avenue, no. 5, 1000-007 Lisbon, Citizen Card no. 48525833, taxpayer no. 210000020, hereafter called Second Party,

is concluded a fixed-term employment contract governed by the provisions of the following clauses:

1st - The First Party hires the Second Party under the category of Waiter for the performance of functions included in this category and/or others that are related or functionally linked to it, and may, when the interests of the company so require, temporarily entrust the worker with functions not included in the contracting activity.

2nd - Second Party shall carry out the professional activity for which he is contracted at the First Party's premises located at Main Street, no. 520, 1000-





004 Lisbon. First Party is hereby authorized to transfer Second Party to premises that it owns, or may own in the future, located in a different area from the current premises to carry out his duties.

3rd - The gross monthly salary of the Second Party is EUR 650.00 (six hundred and fifty euros).

4th - Second Party daily and weekly working hours of Second Party are, respectively, 8 hours per day and 40 hours per week, and First Party is responsible for determining the start and end times and rest breaks, following the applicable legal and internal provisions.

5th - This contract comes into effect on 2nd January 2020, is concluded for a period of 12 months, and is intended to meet an exceptional demand for the services of the Sea Breeze Restaurant.

6th - The probationary period of the Second Party will last 30 days, and either party may, during this period, terminate the contract without prior notice and without the need to invoke just cause, with no right to compensation.

7th - This contract will terminate on 31st December 2021 as long as First Party or Second Party gives written prior notice of 15 or 8 days respectively before the end date of their desire to terminate it.

8th - Second Party's holiday entitlement is regulated by the dispositions of the Labour Code, approved by Law no. 7/2009, of 12 February.

9th - The termination of the contract by either of the parties is regulated by the provisions of the Labour Code, approved by Law no. 7/2009, of February 12, as well as by the provisions of the applicable Collective Agreement.

10th - Any omission shall be governed by the applicable legal provisions.

Lisbon, 2nd January 2020

First Party

Second Party

Adam Smith

Harry Stuart

Recommendations (How to use the tool/resource)

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?

- Have you discovered anything new?

- Can you identify the main elements that should be in an employment contract?

Project implemented by





Activity 5 I stand up for my rights

ACTIVITY 'S NAME: I stand up for my rights

Type of activity: interpersonal

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 40 minutes

Necessary materials:

The situations presented in the activity description can be distributed to the groups using paper cards.

The trainer/facilitator can use a whiteboard to transcribe the situations.

The situations can also be displayed using a video projector.

Aim or Purpose:

To help young adults to understand:

- which are their employment rights.
- what are reasonable adjustments to the workplace.
- what are excused absences from work.
- what is discrimination on the grounds of disability.
- Which entities provide advice and support.

Expected Outcomes

Basic notions about:

- employment rights.
- reasonable adjustments to the workplace.
- excused absences from work.
- discrimination on the grounds of disability.
- entities providing for advice and support to employees.

Project implemented by:





Competencies that will be developed:

To be familiar with the employee's rights.

To know how to complain about discrimination on the grounds of disability.

To be aware of the entities providing guidance and counseling on employment rights.

To recognise the reasonable adjustments of the workplace.

To identify the situations in which an employee can be absent from work with justification

Skills that will be developed:

To able to:

- exercise the main employees' rights.
- stand for his/her rights as an employee.
- contact the entities providing guidance and counseling to employees.

Key terms / special vocabulary about/during the activity:

- advice and support
- be regular and punctual
- confidential information
- discrimination

- excused absences
- have his/her workplace adapted to his/her needs
- terminate a contract
- work with skill

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The trainees should read sessions 2 and 3 of module 3 before doing the activity, where they will find information on employment rights, responsibilities, advice and support.

Activity's step-by-step description:

1. Trainees should be divided into small groups.
2. Each group should be handed out cards with one of the following situations.
3. Each group should explain what can be done and indicate where the workers can look for support or advice.

Project implemented by:





- c) Joanna, Melissa and Anthony work at a supermarket where they replenish missing products on the shelves. Joanna has a hearing impairment that in no way affects her professional performance. In conversation with her two colleagues, Joanna has realised that she doesn't earn the same salary, even though she has exactly the same working hours and the same job tasks. What should Joanna do?
- b) Anna is in a wheelchair and works for a property management company as an administrative assistant. However, Anna's desk doesn't allow her to work properly. She needs a taller, wider desk to fit her wheelchair. On the other hand, Anna has difficulties using the office bathroom as it is not adapted for people with reduced mobility. What can Anna do?
- c) Philip works in a warehouse for 4 years. However, his employer has bought a new, modern machine for packing fragile goods. Philip told his employer that he doesn't know how to use such a modern machine. The employer said that he didn't know how to use the machine either and that Philip would have to figure out how to do it, otherwise he wouldn't be able to continue working in the storage. What can Philip do?
- d) Melissa had to take two days off work due to illness. As soon as she felt unable to go to work, she informed her employer that she would be on sick leave. The employer was not satisfied and informed her that he would consider her absence unjustified and deduct those days from her salary. What can Melissa do?
- e) Michael obtained the qualification of Administrative Assistant. During his training course of Administrative Assistant he did an apprenticeship in a sales company where he obtained a very good grade. In the meantime, he went to a job interview in a town hall together with other candidates. However, despite his training, the experience he gained in the internship and the fact that he was ready to work, the employer did not admit him because, according to the employer Michael has autism, which could jeopardise his work at the town hall. What can Michael do?
- f) Theresa works in the kitchen of a restaurant as part of a team that prepares lunches and dinners. Theresa has a cognitive deficit. She is very hardworking and committed to her work. However, the Chef of the restaurant is constantly shouting at her in front of her colleagues, saying that she doesn't understand anything he says, which makes Theresa very upset and nervous. What can Theresa do about it?

Project implemented by:





Recommendations (How to use the tool/resource)

Possible solutions for activity 5:

Preliminary information for the trainer/facilitator:

Convention on the Rights of Persons with Disabilities

Article 27

Work and employment

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during employment, by taking appropriate steps, including through legislation, to, inter alia:

- a) Prohibit discrimination based on disability concerning all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, the continuance of employment, career advancement and safe and healthy working conditions;
- b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
- c) Ensure that persons with disabilities can exercise their labour and trade union rights on an equal basis with others;
- d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
- e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;
- f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;
- g) Employ persons with disabilities in the public sector;
- h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures,

Project implement





which may include affirmative action programmes, incentives and other measures;

- i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;
- j) Promote the acquisition by persons with disabilities of work experience in the open labour market;
- k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

- a) Firstly, Joanna should talk to her employer to understand the reason for the difference between salaries. If she concludes that there is no valid justification for the difference and the employer is not willing to rectify the salary, Joanna may request support from ACT - Authority for Working Conditions whose attributions include the prevention of labour disputes and the verification and control of working conditions, supervising the compliance with labour laws.

Complementary information for the trainer/facilitator:

Article 59, no. 1, paragraph a) of the Constitution of the Portuguese Republic establishes the principle of equal pay for equal work, prohibiting discrimination and unfounded distinctions based on merely subjective criteria. This principle supposes that people are entitled to the same pay as anyone doing the same, or having a job of equal value, and there should be no discrimination concerning salary between workers that is not based on objective factors, such as seniority, professional category, etc. This same principle is contained in article 270 of the Portuguese Labour Code.

Article 85 of the Portuguese Labour Code also states that a worker with a disability or a chronic illness is entitled to the same rights and is bound by the same duties of other employees in accessing employment, training, promotion or professional career and working conditions, notwithstanding the specificities inherent in their situation.

Project implemented by:





- b) Anna should talk to her employer to make him aware of the need to acquire the necessary equipment and suggest to her employer the use of the IEFP Employment Centre to request financial support for Reasonable Adjustments of the Workplace and Elimination of Architectural Barriers. If the employer flatly refuses to acquire any type of equipment and to request financing, Anna can appeal to ACT - Authority for Working Conditions which is responsible for the inspection of the fulfilment of the labour laws. Anna may also appeal to INR - National Institute for Rehabilitation which supervises the application of the legislation regarding the rights of people with disabilities.

Complementary information for the trainer/facilitator:

Article 86 of the Portuguese Labour Code states that the employer shall take appropriate measures to enable a person with a disability or a chronic illness to have access to, or to pursue, a job, or to undertake professional training, unless such measures entail disproportionate burdens. This includes adjustments to the workplace. The charges shall not be considered disproportionate when they are offset by State support, according to specific legislation.

- c) Philip should reiterate his position to his employer that he needs adequate information and specific training to operate the new equipment properly, warning the employer of the possible safety risks and consequences of incorrect use of the new equipment. Philip may appeal to ACT - Authority for Working Conditions, which is responsible for monitoring compliance with labour law.

Complementary information for the trainer/facilitator:

Article 127, no. 1, paragraph d) of the Portuguese Labour Code determines that the employer shall contribute to raising the productivity and employability of the worker, in particular by providing him with adequate professional training to develop his qualification, in which it is included the professional training adequate to the changes in the workplace. On the other hand, paragraph i) of the same article states that the employer shall provide the worker with adequate information and training to prevent the risk of an accident or illness.

Project implemented by:





- d) Melissa should give her employer the declaration or medical certificate proving her illness and, if the employer considers the absence unjustified and deduct those days from her monthly salary, Melissa can appeal to the ACT - Authority for Working Conditions, which is responsible for monitoring compliance with labour laws.

Complementary information for the trainer/facilitator:

Article 249, no. 2, paragraph d) of the Portuguese Labour Code states that absences are considered justified when motivated by the impossibility of providing work due to a fact not attributable to the worker, namely compliance with medical prescription following an illness.

- e) Michael can appeal to the INR - National Institute for Rehabilitation whose duties include monitoring the application of the legislation on the rights of people with disabilities and the conduct of administrative offence proceedings in the area of the rights of people with disabilities based on a submitted complaint of discrimination.

Complementary information for the trainer/facilitator:

The employer is free to hire the workers he wishes according to his preference. It cannot, however, justify the non-recruitment of someone with an aptitude for work based on their disability.

Law 46/2006 of 28 August, paragraph 1, establishes the prohibition of direct or indirect discrimination on the grounds of disability, in all its forms, and the sanctioning of acts which result in the violation of any fundamental rights, or the refusal or conditioning of the exercise of any economic, social, cultural or other rights, by any person, on the grounds of any type of disability. It includes the adoption of a procedure, measure or criterion, directly by the employer or through instructions given to its employees or to an employment agency that results in the termination of an employment contract or the refusal to hire depending on physical, sensory or mental nature factors.

Project implemented by:





- f) Theresa should talk to her employer saying that she will no longer tolerate the Chef's incorrect behaviour and if no action is taken by the employer to change this behaviour, Theresa should appeal to the INR - National Institute for Rehabilitation, whose attributions include monitoring the application of the legislation regarding the rights of people with disabilities and instructing legal actions processes in the area of the rights of people with disabilities, namely based on the complaints submitted to it, and forward them to the competent entities.

Complementary information for the trainer/facilitator:

Article 1, paragraph 1, of Law No. 46/2006 of 28 August establishes the prohibition of direct or indirect discrimination on the grounds of disability, in all its forms, and sanctions the practice of acts that result in the violation of any fundamental rights, or the refusal or conditioning of the exercise of any economic, social, cultural or other rights, by any person, on the grounds of any disability. It includes the adoption by the employer of practice or measure that discriminates an employee in the scope of the employment relationship.

On the other hand, Article 29, no. 1 and 2 of the Portuguese Labour Code states that the practice of harassment is forbidden. Harassment is understood to be unintentional conduct, including discrimination based on access to employment or employment, work or professional training, is defined as harassment with the purpose or effect of disrupting or dignity, or creating an intimidating, hostile, degrading, humiliating or destabilizing environment.

In addition, it is forbidden to dismiss, sanction or prejudice by any other means a disabled worker due to the exercise of a right or to take legal action against a discriminatory practice (article 5, no. 2 of Law 46/2006 of 28 August).

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you identify reasonable workplace adjustments?
- Can you identify situations of discrimination on the grounds of employment and disability?

Project implemented by:





Activity 6 I have the solution to my problem

ACTIVITY 'S NAME: I have the solution to my problem

Type of activity: interpersonal

Number of participants: 10

Participants' academic profile(s): third cycle and secondary levels

Participants' average age: ≥18 years old

Duration: 20 minutes

Necessary materials:

The situations presented in the activity description can be distributed to the groups using paper cards.

The trainer/facilitator can use a whiteboard to transcribe the situations.

The situations can also be displayed using a video projector.

Aim or Purpose:

To help young adults to understand:

- which are their employment rights.
- which entities an employee can ask for advice and support.

Expected Outcomes

Basic notions about:

- employment rights.
- entities providing advice and support to employees.

Competencies that will be developed:

To be familiar with the employee's rights.

To be aware of the entities providing guidance and counseling on employment rights.

Skills that will be developed:

To able to:

- identify and exercise the main employees' rights.
- stand for his/her rights as an employee.
- contact the entities providing guidance and counselling on employment rights.

Project implemented by





Key terms / special vocabulary about / during the activity:

- Salary
- Discrimination
- Permanent employment contract

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The trainees should read sessions 2 and 3 of module 3 before doing the activity.

Activity's step-by-step description:

1. This activity can be done individually or in groups.
2. Trainee(s) should match the situations described in the left column with the entities indicated in the right column.

a) Sophia has doubts regarding the calculation of her salary as she has worked several extra hours in the past month and feels that the salary she has received is not correct. If Sophia is right, and after talking to her employer the situation is not properly solved, Sophia can ask for support and advice at...

b) John doesn't think it is appropriate that his boss calls him "window face" because he wears glasses. After speaking to the boss and telling him he doesn't like the way he calls him, the situation has not improved as the boss now calls John "four eyes". John can ask for support and advice at...

c) Mary had a permanent employment contract, and from one day to the next her employer dismissed her without any justification. Mary had always been assiduous and punctual and carried out her tasks with zeal. Mary has not received any written communication. Mary can apply for support and advice at...

d) Andrew has a physical disability that prevents him from driving a non-adapted car. He has got a job and bought a car to go to work but he

1. IEFP – Institute for Employment and Vocational Training

2. ACT - Authority for Working Conditions

3. INR – National Institute for Rehabilitation

4. Social Security





needs to make adaptations to the car he has bought. To get the necessary adaptations he can ask for support and advice at...

- e) Olivia works in a library because she has great organisational skills and has knowledge about authors and their works. However, Olivia is gradually losing her sight and although she can read Braille, she needs a specific computer program to help her in her work. To acquire support to purchase the software and make some adaptations in the library, Olivia's employer could ask for support and advice at.....

Recommendations (How to use the tool/resource)

Solutions for activity 6:

- a) – 2)
- b) – 3)
- c) – 2)
- d) – 4)
- e) – 1)

Evaluation:

The facilitator could ask a few follow-up questions in order to consolidate and assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?
- Can you identify the entities providing advice and support on employment rights?

Project implemented by:





MODULE 6 Icebreaking and warm up activities

Introduction

WHY USE THEM?

They have several benefits in the classroom. They can:

- help to create a relaxed environment where students share ideas and participate more fully in the class
- encourage students to share ownership for the learning environment of the class
- build rapport among students and foster a productive learning environment
- prepare students for collaborative group work and be focus on the next activities

CONSIDERATIONS

- What do you want to achieve with them? Do you want to set the tone for the classrooms?
- Think of your students in choosing or designing an activity. This includes group size, demographics, levels of knowledge, extent to which they know each other, reasons for being in your class, and more. For example, larger classes might need a simple activity and new classes may require a low-risk activity.
- Think through the activity ahead of time and adapt it accordingly. Will the space you have suffice? Do you have all needed supplies? Would the activity lead to issues of confidentiality? Does the activity accommodate varying abilities?
- Icebreakers do not always go exactly as planned. Flexibility and willingness to learn are part of building a positive and open learning community.

TIPS FOR TEACHERS

- Be enthusiastic, whatever happens, be enthusiastic!
- Choose volunteers carefully and don't cause embarrassment.
- If something is not working move quickly on to the next activity.

Project implemented by:





- Timing is important. Don't flog them to death. Use only 2 or 3 icebreakers/warm up as 20-30 minutes to your programme. Finish each icebreaker while students are still enjoying it.
- Establish a symbol for when the activity is over, such as ringing a bell, clapping, or turning off the lights
- Help students find a partner (do not assume that everyone will match up easily: some students are more introverted than others, some may be resistant, or there may simply be an odd number in the class. It can be easier to count off students)
- Choose the activities appropriate for your age group. No group is the same and your understanding of what will and will not work with your group is a core youth work skill.
- Announce when the activity is halfway finished; that way if only one student has spoken so far, the other will have a chance to participate as well
- Debrief by asking a few pairs to share with the group what they learned about their partner, or one thing they discovered that they have in common with each other.

QUICK ACTIVITIES

Adapt the following as necessary:

- Fact Web: Have students sit in a circle. Hold a ball of yarn and explain to students that they will share one fun fact about themselves, hold on to the end of the string and throw the ball to another student, who will then do the same. When all students have had a turn, they will see that they have created a web.
- Hi, My Name Is: Gather students in a circle and have students introduce themselves to one another. Have the first person say his/her name and shake the other person's hand. The second person will then say his/her name. Have the students see how many people they can meet in one minute (give more time if necessary), and give a prize to the student who remembers all of his/her new friends' names.

Project implemented by:





- **3= Jump:** The number "1" means walk, "2" means stand on one foot, and "3" means jump! Have students gather in the classroom. Each student introduces him or herself and then has a chance to shout the number of his/her choice. You can also use letters, animals or colors to represent different motions. Slow the pace and/or change the motions to accommodate physical disabilities--for example, ask kids to smile or shout "Hurray!" in response to particular numbers.
- **Favorite Things:** Give students a piece of paper and have them draw their favorite things. Make sure they are as creative as possible. It can be favorite color, animal, food, book, etc. Invite them to share with the class and find another classmate who likes at least one of the same things.
- **If I Were an Animal:** Go around the room and ask students to share with the class what animal they would choose to be. Invite them to make the sound of their favorite animal.
- **Give a compliment:** No one's too old for compliments! This energizer lets students feel better about themselves by sharing compliments. Each student gets a paper on their back. Every student has to write down a compliment on the paper on the backs of every other student. They cannot miss a single one. Afterwards the students can read their paper and all the compliments they have been given.

Project implemented by:





LONG ACTIVITIES

Adapt the following as necessary:

Activity 1 Find the Lie

ACTIVITY 'S NAME: Find the Lie

Type of activity: intrapersonal / interpersonal

Number of participants: All the class/group

Participants' academic profile(s): minimum Lower secondary education

Participants' average age: over 16 years old

Duration: 20 min

Necessary materials:

small pieces of paper, one for each student

Aim or Purpose

Activity to help students to get to know each other

Expected Outcomes

- Students will be able to know better their classmates,
- Students will be capable of recognizing themselves and their personal realities,
- Students will be able to have fun and get motivated for the next activity to do,

Competencies that will be developed:

- Recognizing themselves and their personal realities,
- Stimulate reflection to get to know each other

Project implemented by:





Skills that will be developed:

- Active listening
- Self-awareness
- Awareness of the others

Key terms / special vocabulary about / during the activity:

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Two Truths and a Lie is a classic get-to-know-you type icebreaker game. Players tell two truths and one lie about themselves (in any order). The object of the game is for everyone else to determine which statement is actually the false one.

An interesting variation of Two Truths and a Lie is "Two Truths and a Dream Wish." Instead of telling a lie, a person says a wish — that is, something that is not true, yet something that the person wishes to be true.

This interesting spin on the icebreaker can often lead to unexpected, fascinating results, as people often share touching wishes about themselves. It's a deeper version of the game that can lead to a better understanding of goals and wishes of your students.

Activity's step-by-step description:

1. Give each student a small piece of paper.
2. Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie.
 - My name is Sophal (True)
 - I am married (False)
 - I visited Japan in 1999 (True)
3. Tell the students to stand up and to hold their pieces of paper in front of them. They also can think about them without the need of writing on a paper.
4. They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.

Project implemented by:





Recommendations (How to use the tool/resource)

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

A good lie is one that's ultimately believable: it'll sound like something you might've done or might want to do (but haven't actually done). A lie that's too farfetched will clearly sound fake, so try to think of lies that are similar to truths to make them as plausible-sounding as possible.

Be the first one lie and show to your students how they have to do it.

Just remember them: when choosing lies, always opt for those that will be most convincing for you!

Project implemented by:





Activity 2 Art therapy activity "Acquaintance by colors"

ACTIVITY 'S NAME: Art therapy activity "Acquaintance by colors"

Type of activity: intrapersonal / interpersonal

Number of participants: All the class/group

Participants' academic profile(s): minimum Lower secondary education

Participants' average age: over 16 years old

Duration: 30 minutes

Necessary materials:

Sheets of A3 (A4) size paper.

Colored pencils or 12- color gouache.

Brushes, water containers, paper napkins.

Aim or Purpose

- To teach to relax and concentrate on the task.
- To teach emotions and feelings to paint in color.

Expected Outcomes

- To help students to listen to themselves, choose colors intuitively for emotion and feeling.
- Students will be able to develop imagination, intuition and creativity.
- To help students to follow the rules and say compliments.
- Students will be able to have fun and get motivated for the next activity to do.

Project implemented by:





Competencies that will be developed:

- Develop the capacity of concentration on the task.
- Learning of emotional expression and communication
- Reduce stress, anxiety and nervousness.

Skills that will be developed:

- build self-confidence on an individual level.
- enhances self-esteem and engagement.
- supporting self-regulation.

Key terms / special vocabulary about / during the activity:

For people with intellectual disabilities art therapy/activities using draws offer an opportunity for self-expression. Art can be a way to communicate for people who find it hard to express their thoughts and feelings verbally. Art therapy in schools offers a creative (and enjoyable) way to communicate without restrictions, without worries of being judged as there is no such thing as failing when you create art. This process gives them a sense of accomplishment and builds their self-confidence.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Using these techniques as a warm-up, you generate in students a feeling of freedom and motivation towards subsequent activities.

Activity's step-by-step description:

1. Everyone sits in a circle, looking at the group members and listens to themselves: what feelings, emotions arise when looking at each participant.
2. Each member intuitively selects the color (s) to draw other participant. Drawings for the group are shown later.
3. Then everyone shares how they managed to listen to themselves, choose a color for the emotion, draw the participants with colors. Emotions and feelings are named.
4. A compliment is said.

Recommendations (How to use the tool/resource)

Not all students are prepared to express their feelings, give them time and make them feel comfortable doing the activity. If any of them is not ready for the activity, let them become a listener and your helper to carry it out.

Project implemented by:





Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

This activity seeks to create a comfortable and safe environment for your student, in which they can relax and express themselves freely.

Art is one of the most diverse forms of expression that exist. For this reason, it represents a good starting point to start any type of educational process with your students: it favors communication and expression and also provides a feeling of pleasure and using it at the beginning and during the activities presented in the previous modules allows you to work with your students attention, concentration, the ability to organize time and space, effort.

But to carry out the activity properly you have to take into account the reality of your students and adapt the artistic work to be done to their evolutionary moment.

This is an activity that fosters sharing and knowledge about others and oneself. It can as well be an activity for self-expression and individual and group care as it involves providing positive feedback to one's own and others' sharing. Individual diversity of likes and dislikes needs to be connected with needs

Project implemented by:





Activity 3 *Not the London Bridge*

ACTIVITY 'S NAME: **Not the London Bridge**

Type of activity: intrapersonal & interpersonal

Number of participants: Minimum 4, ideally no more than 16

Participants' academic profile(s): minimum Lower secondary education

Participants' average age: over 16 years old

Duration: 30 minutes

Necessary materials:

Great amount of paper straws, party elements such as glasses, plates, balloons, of different sizes colors, and shapes preferably with no character motives. Hand and crafts building materials, tape, color markers, scissors, computer, projector, Internet connection, candy bags (as a prize for each team), whiteboard and whiteboard markers.

Aim or Purpose

Encourage your class to think creatively and work as a team trying new ideas to see what they can come up with!

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Expected Outcomes

- Student will be able to develop attitude of collaboration and solidarity
- Students will be capable to assess their personal possibilities to solve everyday life situations
- Students will be able to have fun and get motivated for the next activity to do

Competencies that will be developed:

- Develop positive relationships with peers,
- Build a feeling of belonging to a group,
- Think creatively.

Skills that will be developed:

- Team – building
- Interpersonal Communication
- Creativity

Key terms / special vocabulary about / during the activity:

In this activity, the aim is to create positive personal relationships between the students and, as a type of student, their personal relationships are based on having fun, affection, sympathy, affection and sincerity. And in this sense, it must be taken into account that the greater the degree of intellectual disability, the greater the difficulties in establishing new friendships and personal relationships. When carrying out this activity, keep this aspect in mind: a student may not want to interact with his classmates, or he may want to "lead" the activity. There can be hostility, interactions of indifference, condescension and friendship and it is in your hands to manage these reactions in a positive way.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Sufficient construction materials for building a bridge as long as a big cardboard sheet needs to be prepared. If there would be 8 people on a group, this would result on two groups of 4 people, each group of 4 is in charge of one bridge. In a group, two people work on one end of the bridge and two people work on the other end of it. The bridge needs to stand above the ground by using ALL building materials and it can't touch the ground except for the materials distributed.

Using this activity as a warm-up, you generate in students a feeling of freedom and motivation towards subsequent activities.

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Activity's step-by-step description:

1. The trainer asks all: "can you explain to me what a bridge is as if I had never seen one? Maybe as if I was an alien from a planet where there are no bridges". Participants try various answers and the trainer adds the ideas on the whiteboard trying to get a global concept of bridge (valid for any and every bridge).
2. The trainer asks all if they remember any bridges nearby, or any famous bridge in their country or elsewhere.
3. The trainer will display some pictures of bridges of various places, times and cultures on a Power Point format. After which the trainer will describe the activity:
4. Each team will get building materials and has 40m minutes to build a bridge: The bridge has to stand on its own, it needs to have a name and all materials need to be used in its construction.
5. The trainer makes sure all have understood the standards and asks participants to form groups of 4 with one criterion: they need to be as diverse as possible in every way.
6. The trainer indicates that each group needs to occupy a place in the room and he or she distributes the material for each group that need to be equal in amounts and diversity of items.
7. The trainer reminds all of the given standards and informs all that time is on!
8. During the activity, after the teams have been working for a while, the trainer goes around the room and asks participants to step out of the group one at a time. The trainer asks three questions to each participant:
 - o How are you feeling until now within the group?
 - o Which is the way in which you are helping?
 - o Who is activating the group and how does she / he do it?
9. The trainer sure there is a break after which he/she indicates how much time is available. The trainer negotiates with the groups in case they need more time.
10. After the time is up and bridges are completed (the trainer encourages all to finish and use all materials) The review to the projects designed will start. The trainer will go to each project and ask all if the result is according to the standards defined. The trainer will ask the group if they wish to have feedback about group work dynamics amongst them. The trainer will explain that providing feedback to somebody needs to be requested and that if somebody does not want to receive it, it is her or his right not to.
11. The trainer describes the work for each group and stresses the value of shared leadership (how everyone was the leader of some aspect of the work that has been done).

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12. In the end, the trainer explains that four awards will be delivered (most complying with standards, most original, most good looking, craziest idea... many other are possible). Upon delivery of the awards, the trainer will give each group one bag of candy for all team members.
13. A final round takes place; the trainer asks: *“can you tell us in one word how do you feel now having finished the activity?”*

Recommendations (How to use the tool/resource)

You can adapt the time and the type of “bridge/construction” to your students. You can simplify the procedure organizing a simple building procedure.

These kinds of activities are used to bring together individuals and help the people start working together more cohesively towards shared goals or plans.

If you have on mind to organize a team building activity about any of the previous modules, this can be a good icebreaking activity to build a team feeling among your students.

Evaluation

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- “How did you feel during the activity?”
- Have you discovered anything new about yourself? And about others?
- Has there been something that you have not realized about yourself / about your behavior which your partners have realized? What was it, if you want to share about.

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

This activity is possibly going to create a lot of material left overs; make sure you are equipped with big bags to contain all used materials for recycling. Music is welcome during the activity; if participants volunteer, they can be in charge of that factor. Otherwise, the trainer should decide.

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