



ACTIVITY 'S NAME: Development of socio-Labour skills (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

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

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.

Project implemented by:





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

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

Project implemented by:





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:

