



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.

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1





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?

Because:

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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.

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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.

Complementary information for the trainer/facilitator:

Chris has worked for some time now as a brewer.

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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:





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:

