

AN INNOVATIVE
OUTREACH
PROGRAMME TO
EQUIP ADULTS WITH
DISSABILITIES WITH
KEY COMPETENCES
(SOCIAL
ENTREPRENEURIAL
AND DIGITAL)



ENTRE4ALL COMMUNITY SUPPORT CENTRES

Project number: 2019-1-SI01-KA204-060426

O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs

O2.1. Teaching and learning material based on the social activation approach

TEMPLATE: Training Techniques and handouts for adult educators/trainers

Partner: Emphasys Centre

Date:



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Module	1. Social Skills	
Activity Number	M4-T4-A12	
Topic	Personal Growth	
Learning Outcomes	<p><u>Basic (A): Referring to EQF level 3-4</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To define own strengths and weaknesses <p><u>Skills</u></p> <ul style="list-style-type: none"> To define the ability of one to identify strengths and weakness and be self-confident (Creative ability and creative power) <p><u>Competences</u></p> <ul style="list-style-type: none"> To support the use of self- empowerment and confidence in employment 	
Learning approach	<input type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input checked="" type="checkbox"/> Individual e-learning <input checked="" type="checkbox"/> Open-distance learning <input type="checkbox"/> Work-based learning <input type="checkbox"/> Community work <input type="checkbox"/> other (please specify)	
Training Technique	Vision of the Future	
Duration	40 minutes	
Facility/ Equipment	Classroom, Internet access, chairs, tables, training room	
Participants will need:	<i>Notepad, pen or pencil</i>	
Attached worksheets	B1-1: Actual and Ideal Self B1-2: Decision-Making	
Main Tasks / Procedure	<p>Task 1 Discuss with the class and the role of making a choice in daily activities. (10 minutes)</p> <p>Task 2 An important first step is to provide the person with a disability with the opportunity to make everyday decisions. Another important step is to work with the person to build financial literacy and other skills they will need to make important decisions. Teachers will talk with the person about the questions they</p>	

	<p>ask themselves when making decisions. They can discuss risk-taking and consequences.</p> <p>Explain that we all make lots of decisions every day. We make decisions about what to wear, what to eat, what we are going to do in the evening. Continue by saying that many decisions feel very easy.</p> <p>Give the examples below and the students the following questions:</p> <ul style="list-style-type: none"> • What do you decide to wear in the morning? • What do you usually do in the evening? <p>Explain that some decisions are more important than others. Give the examples below:</p> <ul style="list-style-type: none"> • Accepting a job offer • Going to the college/university • Tell your friend you are mad of her/him • Ask a person something <p>Following the questions, have a discussion on decision-making.</p> <p>(20 minutes)</p> <p>Task 3 Warm it Up (10 minutes) Provide a summary of what the students have learnt. Explain the importance of decision-making in everyday decisions and personal development.</p>
<p>Useful Resources referenced to DATABANK (IO2-A2)</p>	<p>How you can promote supported decision making for people with intellectual and developmental disabilities THE CHOICE (Short Animated Movie) Teaching Decision-Making Skills Exercise 1: Real Self & Ideal Self</p>
<p>Tips</p>	<p><u>EQF Levels 5 & 6</u> <u>Learning Outcomes</u></p> <ul style="list-style-type: none"> • To understand the role of decision-making and ‘taking charge of your life and career’ • To apply self-empowerment and self-confidence in decision-making <p>Based on the identification of strengths and weaknesses in the previous activity (MI-T4-A11), the teacher provides the Worksheet B1-1: Decision-Making. The teacher asks the students to write or say the characteristics of the actual and the ideal self in terms of career goals and formulate decisions on how to get there. The teacher supports each individual as less as possible.</p>

	<p><u>EQF Levels 7 & 8:</u></p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • To compare positive and negative decision making • To evaluate the decision-making process <p>The teacher divides the students in two groups. After reading worksheet provides the Worksheet 2 and asks the students to complete the exercise.</p>
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Worksheet 1

B1.1: Actual and Ideal Self

Part 1 Identify your.... Actual Self	Ideal Self
<p>a. Describe how you feel about your current career situation</p>	<p>b. Describe your ideal career situation in as much detail as possible</p>
Part 2 Now re-evaluate your... Actual self	Ideal Self
<p>c. Describe what you can do to advance your career (skills, experience)</p>	<p>d. What decisions could you make to realistically achieve your career goals?</p>

Worksheet 2

Worksheet B1-2: Decision-Making

Steps to effective decision-making

1. Identify the decision
2. Gather Information
3. Identify Alternatives
4. Weigh the evidence
5. Choose among alternatives
6. Take action
7. Review decision

A. Decision-Making activity

Your supervisor asked you to work with your colleague on a new project. Your colleague asks you to do all the job and is not supportive. You ask them to help you otherwise you will speak to your supervisor about it. Your colleague tells you off and becomes offensive toward you. What are the steps to follow to make the best decision?

Step 1: Relax. Take a deep breath and let *all* of the air out.

Step 2: Give yourself confidence.

Step 3: What is the problem?

Step 4: List all of the possible solutions. We give you space for four solutions, but you may have more or fewer than that. Use additional paper, if necessary.

1.

2.

3.



Step 5: For each possible solution, list the positive and negative consequences. Use additional paper, if necessary.

Alternative 1

Positive consequences:

Negative consequences:

Alternative 2

Positive consequences:

Negative consequences:

Alternative 3

Positive consequences:

Negative consequences:

Alternative 4

Positive consequences:

Negative consequences:

Step 6: What's important to you?

Step 7: Make the decision.

