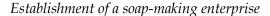






### **PROGRAM**

Developing independent living skills of young people with intellectual disabilities as a factor for entrepreneurship attitudes





## 1. PREPARATORY ACTIVITIES

- Creation of learning environment
- Preparation of instructions on the ingredients, containers and packaging needed for the soap-making process
- Provision of psychological support for the trainees
- Organization of a team (preferably trainers who are already familiar to the trainees)
- Organization of a group of young people with disabilities (special needs)

## When the group starts working:

- Presenting pictures of the product in order that students get familiar to the things they will do
- Showing videos about the production process
- Detailed explanations about the technology
- Presentation of safeguarding rules (important!)
- Discussing options and possible final goals
- Talking about the profits









### 2. TRAINING MODULES. METHODOLOGY

Provide interactive and motivating environment. First guide the trainees, but then let them do the activity themselves.

## **Brief plan of activities:**

- Introduction and welcome
- Explanation of the soap making process
- Safeguarding rules
- Soap preparation group work
- Evaluation
- Group chat about what an enterprise is, what their company should be brainstorming technique
- Clearing out what products the target group will be producing
- Pointing out the technology of the production step by step
- Establishing virtual business
- Name, logo, description, ingredients, certificates, purposes of use, benefits (health etc.),
   marketing
- Buying Selling process and techniques









### 3. SKILLS DEVELOPMENT

Creation of self-confidence and sensitivity to the environment. Development of socio-emotional skills, independent life skills, transversal skills:

- Establishing therapeutic contact with the participants
- Focus on trainees' strengths
- Shaping patience and cooperation in the group
- Improving fine motor skills
- Motivate trainees with disabilities to function more independently
- Learning how to introduce an idea to the public
- Learning how to start and finish a process from the beginning to the end
- How to recognize if someone is sad and asking them about their feelings

#### Socio-emotional skills

Self-awareness

Self-confidence

Self-esteem

Independence

Considering and accepting some one's opinion

## Independent life skills

Run a budget and deal with money

Working in a group or with a partner

Fine-Gross motor skills

Be able to share things

Ability to following instructions

How to use kitchenware

Self-management

Relationship skills

Responsible decision making

How to ask for help

## Transversal skills

Communication

Cooperation

Creativity









Flexibility, green skills, digital skills, people management Getting your education, attending courses Concentration Be patient

#### Professional and technical skills

How to follow instructions

How to make soap

How to work in a group

How to use kitchenware

How to mix ingredient

Making different textures

How to offer, label, pack and sell goods

Preparation for computer aided programs, visualizing.

### 4. SKILLS AND PROGRESS EVALUATION

Can be done by observation and communication of trainees.

Evaluation of the level of independency within the working process.

Asking for feedback from a specialist, buyers, parents.

# 5. EXPECTED RESULTS OF THE TRAINING

Self-confidence and independence are formed, and trainees' abilities develop; trainees are made happy. They can solve problems in a group and individually. They build group work skills. They are able to self-control themselves through the entire process.

They experience the pleasure of doing business.

Trainees get used to applying what they have learned in their normal life.



