

PROGRAM

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

Establishment of a soap-making enterprise



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.

