



REFORM Manual “What does a professional working with persons with disabilities need to know about the skills for the 21st century? “

## **INTERACTIVE EXERCISE BOOK**

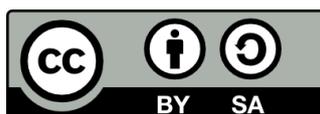
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We want to be ready for today's ever-changing life – developing skills of persons with disabilities for the 21st century

**REFORM**

## Content

Activity No. 1.1. Basic Hygiene Practices - Hygiene Diary	3
Activity No. 1.2. Personal and Interpersonal Skills - Discover Yourself	4
Activity No. 1.3. Basic Information on Financial Literacy	5
Activity No. 2.1. Job Search Skills and Job Interview Preparation	6
Activity No. 2.2. Workplace Skills and Adaptation	7
Activity No. 2.3. Entrepreneurship and Starting Your Own Business	8
Activity No. 3.1. Identifying Opportunities and Challenges	9
Activity No. 3.2. Identifying Problems and Solutions	11
Activity No. 3.3. Recognizing the Truth - Article Analysis	12



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## Activity No. 1.1. Basic Hygiene Practices - Hygiene Diary

<b>MODULE</b>	Life skills for individuals in the 21st century
<b>Topic</b>	Personal Care and Daily Living Skills
<b>Title of the activity</b>	Basic Hygiene Practices - Hygiene Diary
<b>Pedagogical objective</b>	The goal is for participants to learn daily hygiene practices and to establish these practices regularly.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	60
<b>Settings</b>	Classroom environment
<b>Size of the group</b>	8-10 participants
<b>Method</b>	Group work and individual practice
<b>Tools</b>	Notebooks, pens, hygiene products (toothbrushes, soap, towels, etc.), visual materials (posters)

### **Description of the activity**

This activity aims for participants to learn hygiene practices and to integrate this knowledge into their daily lives. The educator begins with a brief presentation highlighting the positive effects of hygiene on physical and psychological health. After the presentation, participants are tasked with creating a "Hygiene Diary" to develop their hygiene habits.

#### **Creating a Hygiene Diary:**

Participants are provided with a notebook to record the basic hygiene practices they need to perform daily (such as tooth brushing, hand washing, bathing, etc.). The educator offers information and demonstrations on how to properly carry out these practices.

#### **Hands-On Learning:**

Participants individually practice using hygiene products (toothbrushes, soap, towels, etc.). For example, they practice the technique of tooth brushing. During this stage, the educator provides individual support to help each participant learn the correct techniques.

#### **Group Sharing:**

At the end of the activity, participants share their Hygiene Diaries within the group, discussing their experiences and what they have learned. This process encourages social interaction and allows participants to learn from one another.

#### **Assessment and Feedback:**

The educator evaluates the hygiene practices participants carried out throughout the day and provides positive feedback. This helps participants enhance their motivation and understand areas where they need to improve.

### **Summary**

The "Hygiene Diary" activity aims for participants to learn hygiene practices and integrate them into their daily lives. The activity begins with a brief presentation about the effects of hygiene on health. Following this, participants are tasked with creating a "Hygiene Diary" to record their basic hygiene practices. The educator teaches participants the correct techniques through practical demonstrations, such as tooth brushing and hand washing. Afterwards, participants share their diaries within the group, discussing their experiences and providing an opportunity to learn from one another. The educator evaluates their practices and offers positive feedback to enhance their motivation. As a result, this activity equips participants with skills that reinforce their hygiene habits and contribute to leading a healthier and more independent life.

## Activity No. 1.2. Personal and Interpersonal Skills - Discover Yourself

<b>MODULE</b>	Life skills for individuals in the 21st century
<b>Topic</b>	Personal and Interpersonal Capabilities, Social and Communication Skills
<b>Title of the activity</b>	Personal and Interpersonal Skills - Discover Yourself
<b>Pedagogical objective</b>	To enhance participants' personal awareness, communication, and social interaction skills, enabling them to express themselves effectively and take a more active role in social environments.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	30
<b>Settings</b>	A closed classroom or meeting room
<b>Size of the group</b>	8-12 people
<b>Method</b>	Interactive group work
<b>Tools</b>	Emotion diary, pens, whiteboard, markers

### **Description of the activity**

In this activity, participants will first use an emotion diary to express their feelings. Each participant will write about a feeling they experienced in the last 24 hours and try to explain the reasons behind it. For example, they might write, "I felt happy when I met my friends last night because we laughed and had fun together." Then, they will share these feelings within the group. During this sharing, effective listening techniques will be applied. Participants will restate what the person they listened to said in their own words, helping the other person feel understood. Following this, participants will engage in a small role-playing activity to learn about the importance of body language. In groups, they will act out specific social situations; for example, taking on roles of a customer and cashier in a grocery store. This process will help them improve their communication skills and provide opportunities to empathize with others' emotional states. The activity will assist participants in getting to know themselves better and strengthening their social interactions. Additionally, activities like writing in the emotion diary and role-playing will contribute to enhancing their emotional intelligence and social skills.

### **Summary**

In this activity, participants will start by writing about a feeling they experienced in the last 24 hours in their emotion diary and explaining the reasons behind it. They will then share these feelings within the group while applying effective listening techniques to help others feel understood. Finally, they will engage in a role-playing activity to learn about the importance of body language by acting out specific social situations. This process will aid participants in better understanding themselves, developing their communication skills, and finding opportunities to empathize with others. The activity aims to enhance their emotional intelligence and strengthen their social interactions.

## Activity No. 1.3. Basic Information on Financial Literacy

<b>MODULE</b>	Life skills for individuals in the 21st century
<b>Topic</b>	Education and Learning Skills, Financial Literacy
<b>Title of the activity</b>	Basic Information on Financial Literacy
<b>Pedagogical objective</b>	Participants will understand the concept of financial literacy and learn basic financial terms.
<b>Target group</b>	Individuals with disabilities
<b>Duration (minutes)</b>	30
<b>Settings</b>	Classroom or group work area
<b>Size of the group</b>	10-15 participants
<b>Method</b>	Interactive presentation and group discussion
<b>Tools</b>	Cards with basic financial terms, whiteboard and markers, notebooks and pens

### **Description of the activity**

This activity aims to teach participants the fundamental concepts of financial literacy. First, the instructor will give a presentation explaining the importance of financial literacy and basic terms (income, expenses, savings, investment, debt management). Then, participants will be divided into small groups to discuss the terms on the provided cards and create examples for each term.

During the group discussions, participants will exchange ideas about the role and importance of financial literacy in their daily lives. At the end of the activity, each group will make a brief presentation to share the terms and concepts they discussed. This process will allow participants to reinforce their financial knowledge and engage in practical learning.

### **Summary**

This event aims to develop participants' financial literacy skills. Fundamental concepts such as income, expenses, savings, investment, and debt management will be introduced. The session will start with an informative presentation on the importance of financial literacy, followed by group discussions where participants will explore examples related to these terms. Each group will share their insights, promoting collaborative learning and the practical application of financial knowledge. This approach not only reinforces understanding but also enhances the active participation and engagement of individuals with disabilities.

## Activity No. 2.1. Job Search Skills and Job Interview Preparation

<b>MODULE</b>	Skills for the labour market of the 21st century
<b>Topic</b>	Job Search Skills and Job Interview Preparation
<b>Title of the activity</b>	Job Search Skills and Job Interview Preparation
<b>Pedagogical objective</b>	To enhance participants' understanding and practice of essential job search skills, including resume writing, job search strategies, and preparation for job interviews. The goal is to equip individuals with disabilities with the tools they need to confidently navigate the job market and perform successfully in job interviews.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	90 minutes
<b>Settings</b>	Classroom or training room, equipped with projectors, computers (optional), and comfortable seating arrangements to foster an interactive learning environment.
<b>Size of the group</b>	8-12 participants
<b>Method</b>	Interactive discussion, Group exercises and role-playing, Guided practice sessions, Q&A and feedback
<b>Tools</b>	Flipchart or whiteboard, Computers (optional), Printed job search guides or digital resources, Sample resumes and interview questions, Job search websites or job boards (if applicable)

### **Description of the activity**

This activity will be divided into three key sections:

#### 1. Introduction to Job Search Skills (30 minutes):

The facilitator will introduce basic concepts of job searching, including creating a resume, writing a cover letter, and identifying relevant job opportunities. Participants will be guided through common job search platforms and strategies to identify the types of jobs that match their skills and interests.

#### 2. Job Interview Preparation (30 minutes):

In this part, the facilitator will explain the key aspects of preparing for a job interview, including how to research the company, the importance of body language, and how to handle common interview questions. Participants will then practice answering some typical interview questions in pairs or small groups.

#### 3. Mock Interviews and Feedback (30 minutes):

Participants will be paired and take turns conducting mock job interviews, where one person plays the role of the employer and the other the applicant. The facilitator will guide the participants by providing feedback and constructive criticism, focusing on strengths and areas for improvement.

### **Summary**

This activity provides participants with both theoretical knowledge and practical experience in job searching and interview preparation. By the end of the session, participants will feel more confident in their ability to search for jobs, create effective applications, and perform well in interviews. The session also aims to build communication and self-presentation skills, helping participants gain the confidence they need to navigate the job market successfully.

## Activity No. 2.2. Workplace Skills and Adaptation

<b>MODULE</b>	Skills for the labour market of the 21st century
<b>Topic</b>	Workplace Skills and Adaptation
<b>Title of the activity</b>	Workplace Skills and Adaptation
<b>Pedagogical objective</b>	To develop participants' understanding of essential workplace skills, including communication, teamwork, time management, and adaptability. The goal is to help individuals with disabilities gain the knowledge and practical experience needed to adapt effectively in diverse work environments.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	90 minutes
<b>Settings</b>	Classroom or training room, with access to multimedia tools, tables for group work, and a comfortable seating arrangement to support interactive learning.
<b>Size of the group</b>	8-12 participants
<b>Method</b>	Interactive discussion, Group work and role-playing, Case studies, Reflection and feedback
<b>Tools</b>	Flipchart or whiteboard, Projector or computer (optional), Printed workplace scenario cards or digital resources, Handouts with tips on workplace skills, Timer (for time management activities)

### Description of the activity

The activity will be divided into three sections:

**Introduction to Workplace Skills (30 minutes):**

The facilitator will introduce the key workplace skills that are essential in modern work environments, such as communication, problem-solving, time management, and adaptability. Participants will discuss the importance of these skills and how they can be applied in real-life workplace situations.

**Teamwork and Collaboration Exercise (30 minutes):**

Participants will be divided into small groups and given a workplace scenario to solve together. They will need to collaborate, communicate effectively, and use problem-solving skills to find a solution. Afterward, the groups will share their experiences and discuss what worked well in terms of teamwork and communication.

**Adapting to Workplace Changes (30 minutes):**

This part will focus on adapting to changes in the workplace, such as new tasks, technology, or organizational changes. Participants will engage in role-playing exercises, where they will practice how to stay flexible and proactive when faced with workplace challenges. The facilitator will guide the participants in reflecting on how they can better adapt to these changes and what strategies they can use.

### Summary

This activity aims to build essential workplace skills, helping participants understand the importance of communication, collaboration, and adaptability in the workplace. By the end of the session, participants will be more confident in applying these skills and adapting to various workplace challenges. The hands-on activities and discussions will encourage them to reflect on how they can better navigate different work environments and improve their overall professional effectiveness.

## Activity No. 2.3. Entrepreneurship and Starting Your Own Business

<b>MODULE</b>	Skills for the labour market of the 21st century
<b>Topic</b>	Entrepreneurship and Starting Your Own Business
<b>Title of the activity</b>	Entrepreneurship and Starting Your Own Business
<b>Pedagogical objective</b>	To introduce participants to the basics of entrepreneurship and guide them through the process of starting their own business. The goal is to empower individuals with disabilities to understand the entrepreneurial mindset, identify business opportunities, and develop a business idea that they can pursue confidently.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	90 minutes
<b>Settings</b>	Classroom or training room, equipped with a projector, whiteboard, and comfortable seating arrangement for group discussions and activities.
<b>Size of the group</b>	8-12 participants
<b>Method</b>	Interactive discussion, Brainstorming session, Group activities, Business planning exercises, Reflection and feedback
<b>Tools</b>	Flipchart or whiteboard, Projector or computer (optional), Printed handouts with entrepreneurial tips, Business plan templates, Pen and paper for note-taking, Sticky notes for brainstorming activities

### **Description of the activity**

The activity will be divided into three sections

Introduction to Entrepreneurship (30 minutes):

The facilitator will provide an overview of what entrepreneurship is, including defining an entrepreneur, the importance of innovation, and key characteristics of successful entrepreneurs. Participants will also learn about different types of businesses and the challenges and opportunities that come with entrepreneurship. This section will include interactive discussions to identify any entrepreneurial experiences among the group.

Brainstorming and Identifying Business Ideas (30 minutes):

In this section, participants will engage in a brainstorming session where they will generate business ideas based on their personal interests, skills, and experiences. The facilitator will guide them through identifying a business opportunity that could be suitable for them. Participants will use sticky notes to write down ideas and organize them into categories, considering factors like market demand, feasibility, and personal passion.

Basic Business Planning and Next Steps (30 minutes):

Participants will learn the basics of creating a business plan, including defining the business idea, identifying target customers, setting goals, and determining required resources. Using a simple business plan template, participants will begin drafting a plan for their business idea. They will also discuss the practical steps to take after the session, such as seeking mentorship or researching funding options.

### **Summary**

This activity will introduce participants to the world of entrepreneurship, focusing on the key steps involved in starting a business. By the end of the session, participants will have gained a basic understanding of how to generate and develop a business idea, create a simple business plan, and take the first steps toward starting their own business. The session will encourage participants to think creatively, build confidence in their entrepreneurial abilities, and understand that starting a business is an achievable goal for anyone.

## Activity No. 3.1. Identifying Opportunities and Challenges

<b>MODULE</b>	Life in the 21st Century
<b>Topic</b>	Social Participation and Active Citizenship
<b>Title of the activity</b>	Identifying Opportunities and Challenges
<b>Pedagogical objective</b>	Learn the principles of active citizenship, identify opportunities for social participation, and propose concrete steps to improve the community and society.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	110 minutes
<b>Settings</b>	Classroom
<b>Size of the group</b>	10-12 people
<b>Method</b>	Discussion, groupwork, analysis, presentation, reflection
<b>Tools</b>	Access to the internet or printed materials on active citizenship and social participation, paper and pens, whiteboard or flipchart, coloured cards or sticky notes

### Description of the activity

- 1. Introduction (10 minutes):**
  - Begin with a brief discussion about what active citizenship and social participation mean.
  - Explain the significance of these concepts in a democratic society and why they are important.
- 2. Activity: Identifying opportunities and challenges (30 minutes):**
  - Divide participants into small groups (3-5 people).
  - Give each group coloured cards or sticky notes in two colours:
    - Green for opportunities for social participation
    - Red for challenges and barriers to social participation
  - Ask the groups to identify different opportunities for active citizenship and social participation in their community (e.g., volunteering, participation in community projects, civic initiatives).
  - Each example and challenge should be written on a separate card or sticky note.
- 3. Discussion and presentation (20 minutes):**
  - Ask each group to present the opportunities and challenges they identified.
  - Attach the cards or sticky notes to the board or flipchart, organized by colour (opportunities on one side, challenges on the other).
  - Discuss the presented opportunities and challenges. Encourage participants to critically evaluate and propose solutions to overcome the challenges.
- 4. Activity: Designing an action plan (20 minutes):**
  - Ask the groups to choose one of the identified opportunities and propose a specific action plan for implementing it.
  - The action plan should include:
    - Goals and expected outcomes
    - Necessary steps and activities
    - Required resources and partners
    - Timeline
    - Methods for evaluating success
- 5. Presentation of action plans (15 minutes):**
  - Each group presents their action plan to the others.
  - Discuss the presented plans, provide feedback, and encourage participants to consider implementing their plans in practice.
- 6. Reflection (10 minutes):**

- Summarize what participants have learned about active citizenship and social participation.
  - Discuss how they can apply these insights in their daily lives and contribute to improving their community.
7. **Conclusion (5 minutes):**
- Encourage participants to regularly think about opportunities for active citizenship and to actively participate in social activities.
  - You can recommend resources and organizations that can help them further develop their civic skills and engage in community activities.

**Tips for teachers:**

- Select examples of opportunities and challenges that are relevant to the age and interests of the participants.
- Encourage participants to express their opinions and support them with evidence.
- Promote collaboration and discussion among participants.

**Summary**

This exercise will help people with disabilities (participants) better understand the importance of active citizenship and social participation, identify ways to get involved in social activities, and propose concrete steps to improve their community and society

## Activity No. 3.2. Identifying Problems and Solutions

<b>MODULE</b>	Life in the 21st Century
<b>Topic</b>	Sustainable Development
<b>Title of the activity</b>	Identifying Problems and Solutions
<b>Pedagogical objective</b>	Learn the principles of sustainable development, identify issues, and propose solutions to improve sustainability in various areas of life.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	75 minutes
<b>Settings</b>	Classroom
<b>Size of the group</b>	10-12 people
<b>Method</b>	Discussion, groupwork, analysis, presentation, reflection
<b>Tools</b>	Access to the internet or printed materials on sustainable development, paper and pens, whiteboard or flipchart, coloured cards or sticky notes

**Description of the activity**

1. **Introduction (10 minutes):**
  - Start with a brief discussion about what sustainable development means.
  - Explain its three main pillars: environmental, economic, and social.
2. **Activity: Identifying problems and solutions (30 minutes):**
  - Divide participants into small groups (3-5 people).
  - Provide each group with coloured cards or sticky notes in three colours:
    - Green for environmental problems and solutions
    - Blue for economic problems and solutions
    - Red for social problems and solutions
  - Ask the groups to identify the key problems and solutions for each pillar of sustainable development. They can use the internet or provided materials.
  - Each problem and solution should be written on a separate card or sticky note.
3. **Discussion and presentation (20 minutes):**

- Ask each group to present the problems and solutions they identified.
  - Attach the cards or sticky notes to the board or flipchart, organized by color (environmental, economic, social).
  - Discuss the presented problems and solutions. Encourage participants to critically evaluate and suggest additional possible solutions.
4. **Reflection (10 minutes):**
- Summarize what participants have learned about sustainable development.
  - Discuss how they can apply these insights in their daily lives and how they can contribute to sustainability within their community.
5. **Conclusion (5 minutes):**
- Encourage participants to regularly think about sustainable development and actively participate in solving issues within their community.
  - You may recommend resources to help them further develop their knowledge and skills in sustainable development.

**Tips for teachers:**

- Choose current and relevant issues for each area of sustainable development.
- Adapt the questions to suit the age and abilities of the participants.
- Encourage participants to express their opinions and support them with evidence.

**Summary**

This exercise will help people with disabilities gain a better understanding of the concept of sustainable development, identify current issues, and propose solutions that can contribute to a more sustainable world.

### Activity No. 3.3. Recognizing the Truth - Article Analysis

<b>MODULE</b>	Life in the 21st Century
<b>Topic</b>	Media Literacy and Critical Thinking
<b>Title of the activity</b>	Recognizing the Truth - Article Analysis
<b>Pedagogical objective</b>	Learn to recognize reliable information and sources, analyse media content, and develop critical thinking skills.
<b>Target group</b>	People with disabilities
<b>Duration (minutes)</b>	75 minutes
<b>Settings</b>	Classroom
<b>Size of the group</b>	10-12 people
<b>Method</b>	Discussion, groupwork, analysis, presentation, reflection
<b>Tools</b>	Access to the internet or printed articles from various media, paper and pens, whiteboard or flipchart

**Description of the activity**

1. **Introduction (10 minutes):**
  - Begin with a brief discussion about what critical thinking and media literacy are.
  - Explain the importance of these skills in today's world.
2. **Activity: Article analysis (30 minutes):**
  - Divide participants into small groups (2-4 people).
  - Provide each group with different articles from various sources (newspapers, websites, blogs, social media).
  - Ask them to analyse these articles using the following questions:
    1. Who is the author? Find out if the author is an expert in the field.
    2. What is the source? Is the source reliable and reputable?

3. When was the article written? Is the information current?
  4. What is the purpose of the article? Is it a report, opinion, advertisement, or propaganda?
  5. What is the main idea of the article? Summarize the content in your own words.
  6. Does the article provide evidence and facts? Are these sources reliable?
  7. Is the article biased or objective? Determine if different viewpoints are presented.
3. **Discussion and presentation (20 minutes):**
- Each group presents their findings to the others.
  - Discuss which articles were trustworthy and why, and which were not.
  - Ask questions and encourage students to critically evaluate the opinions and evidence presented.
4. **Reflection (10 minutes):**
- Summarize what participants have learned.
  - Discuss how they can apply these skills in everyday life, such as when reading news or using social media.
5. **Conclusion (5 minutes):**
- Encourage participants to regularly practice their critical thinking and media literacy skills.
  - Recommend resources that can help them further develop these skills.

**Tips for teachers:**

- Select articles from various media outlets with differing levels of credibility.
- Adjust the questions to suit the participants' age and abilities.
- Encourage participants to express their opinions and support them with evidence.

**Summary**

This exercise will help people with disabilities learn to critically evaluate media content and develop their ability to analyse information, which is crucial for navigating today's information environment.