



INCLUSION360

Special Adapted Educational Program

Theory, learning units, games and printable card decks
for young people with intellectual disabilities aged 13 - 23, their families and educators

Module 1

Module 2

Module 3

My Independent Day • Me and Others • Active in My Community



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About this publication

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PARTS A AND B

Foundations of the program

Purpose, research basis, understanding intellectual disability, teaching methods, rights, roles and how to use the program.

Part A. Foundations of the program

A1. Purpose of the program

The Special Adapted Educational Program is the main learning resource of the Inclusion360 project. It was developed under Activity 3 of the project, “Elaboration of the Special Adapted Educational Program and Special Virtual Academy”. The program is designed for young people with intellectual disabilities aged 13 - 23 and for the people who support them: parents, carers, teachers, trainers and youth workers.

The aim of the program is to help young people gain the practical skills they need for everyday life, for relationships with other people and for active participation in their community. The program is not a school curriculum. It is a non-formal learning program that can be used online in the Special Virtual Academy, in group sessions at a centre or school, and at home together with the family.

The application form describes two elements that the program delivers:

- **Adapted program content.** The content is specifically designed for young people with intellectual disabilities aged 13 - 23. It addresses their learning needs and helps them acquire key competences and skills for their personal development and social inclusion.
- **Multimedia-based eLearning content.** The program uses visual learning, interactive quizzes, simulations and storytelling to increase engagement, improve understanding and help learners remember what they learn.

The application also defines the skills the program should build: life skills such as time management, personal care and financial literacy; social and communication skills; self-confidence; digital skills; motor skills; vocational skills; social entrepreneurship and active citizenship. The program is also a training tool for parents and educators, who need new teaching methods and practical strategies.

A separate companion document, the **Methodological Framework for Professionals**, explains the teaching techniques, adaptations, behaviour support and assessment tools in more depth for teachers, trainers and youth workers.

A2. What the research tells us

Before the program was written, the partners mapped policies, community-based services and good practices for young people with intellectual disabilities in Bulgaria and Türkiye. They also exchanged experience with other EU-funded projects (inter-coaching) and consulted national stakeholders. The main conclusions that shape this program are:

Finding of the research	How the program responds
Services are fragmented, especially in the transition from school to adult life.	The program focuses on transition skills: independent living, communication, self-advocacy, work and community participation.
The most effective approaches are based on learning by doing, real-life practice, peer interaction, sport and community participation.	Every unit ends with a real-life challenge. Every module has a movement activity and a final mission in the real world.
Long or theoretical digital content reduces engagement.	Each online unit takes about 20 minutes. Each screen has one idea and one action.
Young people have different learning speeds and support needs; one size does not fit all.	Each unit has two levels ("With help" and "On my own") and clear guidance for supporters.
Digital learning cannot replace practical experience.	The Academy is a bridge between the screen and real life. Card games and group activities complement the online units.
Shared activities with non-disabled peers create more inclusion than separate activities.	Many card games and challenges are designed for mixed groups of young people with and without disabilities.
Sport is a powerful tool for communication, teamwork, confidence and friendships.	A "Move!" activity is part of every module. Unit 2.5 is dedicated to motor skills and expression through movement, and Unit 3.2 to sport and an active life.

The learning path recommended by the research

Accessible learning → Practical experience → Peer interaction → Community participation → Greater independence

Every unit and every module of this program follows this path. Learning starts with a short story and a game, continues with practice in a group or at home, and ends in a real place in the community.

A3. Understanding intellectual disability

What is intellectual disability?

Intellectual disability is a condition that begins during the developmental period and is characterised by significant limitations in two areas: **intellectual functioning** (reasoning, problem solving, planning, abstract thinking, learning from experience) and **adaptive behaviour** (the conceptual, social and practical skills people use in everyday life). It is not an illness and it is not something that can be “cured”. With the right support, people with intellectual disabilities learn throughout their lives and can live full, active lives in their communities.

Modern approaches no longer describe people mainly by an IQ score. They focus on the **support needs** of the person: what kind of support, how much, and in which areas of life the person needs it to participate fully. The same young person may need a lot of support with money and very little support with sport or music. This program follows the same logic: it starts from what the young person can already do and builds on it.

Adaptive skill area	Examples	Where the program addresses it
Conceptual skills	Language, reading, money, time, numbers, self-direction	Units 1.1, 1.3, 3.4
Social skills	Relationships, responsibility, self-esteem, following rules, avoiding being taken advantage of	Units 2.1, 2.2, 2.3, 2.4, 3.2
Practical skills	Personal care, household tasks, safety, travel, using money, occupational skills	Units 1.2, 1.4, 3.1, 3.3

The young people this program is written for

The project targets young people with different conditions, including Down syndrome, autism spectrum disorder (ASD) and cerebral palsy. It is important to remember that these are different conditions. Not every autistic person or every person with cerebral palsy has an intellectual disability. This program is written for young people from these groups who have learning or intellectual difficulties and need adapted learning materials.

Group	What supporters should know	What helps in learning
Down syndrome	Often strong social skills and visual memory. Short-term auditory memory and speech clarity can be harder. Learning may take longer and needs repetition.	Visual supports, pictures, demonstrations, repetition, short instructions, praise.
Autism spectrum disorder (with learning difficulties)	Differences in social communication and sensory processing. Preference for predictability and routine. Changes can cause anxiety. Language may be understood literally.	Clear structure, the same rhythm in every session, visual schedules, concrete language, advance notice of changes, a quiet place.
Cerebral palsy (with learning difficulties)	Movement and coordination are affected in different ways. Some young people use assistive devices or alternative communication. Fatigue is common.	Accessible materials, larger buttons and cards, more time, adapted movements, the right seating and position.

Group	What supporters should know	What helps in learning
Other intellectual disabilities	Each person has a unique profile of strengths and support needs.	Starting from interests and strengths; individual pace; meaningful real-life tasks.

A4. How young people with intellectual disabilities learn best

Young people with intellectual disabilities can learn many new skills. They often need more time, more repetition and more concrete examples than their peers. Understanding the typical learning challenges helps supporters design activities that work.

Learning challenge	What it looks like	What helps
Abstract ideas are hard	Concepts such as “time”, “value” or “private” are difficult to understand without examples.	Connect every idea to a real object, picture or situation. Use the real thing whenever possible (real coins, a real clock).
Working memory is limited	The learner forgets a long instruction before it is finished.	One instruction at a time. Break tasks into small steps. Use picture step cards that stay visible.
Processing takes more time	The learner needs longer to understand and answer.	Wait. Give at least 10 seconds before repeating. Never rush; there are no time limits in this program.
Generalisation is difficult	A skill learned in one place is not used automatically in another place.	Practise the same skill in several real places and with different people (home, centre, shop, club).
Attention is short	The learner loses focus after a few minutes.	Short activities (5 - 10 minutes), movement breaks, variety, games.
Previous failures lower motivation	The learner avoids new tasks or says “I can’t”.	Start with tasks the learner can do. Praise effort. Make mistakes safe.

Key principles for teaching

- **Concrete before abstract** - start with real objects and real situations, then pictures, then words.
- **Small steps** - divide every skill into small steps that can be learned one by one.
- **Repetition with variety** - repeat the same skill many times, but in different games and places, so it stays interesting.
- **Learning by doing** - people learn best when they try things themselves, not when they only listen.
- **Success first** - plan activities so that the learner succeeds most of the time. Success builds confidence and motivation.
- **Meaningful content** - teach skills the young person needs and wants in their own life. Ask them what they want to learn.
- **Age-appropriate materials** - the learners are teenagers and young adults. Pictures, stories and examples must be suitable for their age, not for small children.

A5. Methods used in the program

The program combines several well-known and research-based approaches from special education, disability studies and non-formal youth work. Supporters do not need to be experts in all of them, but knowing the main idea of each method helps to use the program well.

Easy-to-read

Easy-to-read is a way of writing information so that people with intellectual disabilities can understand it. European standards for easy-to-read information were developed by Inclusion Europe together with self-advocates. The main rules are: short sentences, one idea per sentence, everyday words, no abbreviations, a clear layout, pictures next to the text, and testing the text with people with intellectual disabilities. All learner texts in this program follow these rules.

Visual supports and pictograms

Visual supports are pictures, symbols, photos and written words that help a person understand information, follow a routine or communicate. They are one of the best-documented practices for autistic people and are useful for most learners with intellectual disabilities. Pictures stay visible, while spoken words disappear quickly. The program uses picture stories, picture step cards, schedules and card games. Free pictogram libraries such as ARASAAC can be used to create materials quickly (respecting their licence terms and giving attribution).

Social stories and picture stories

A social story is a short, positive story that describes a situation, what usually happens, and what a person can do. Social stories help young people prepare for new situations, such as a first day at work or a visit to the doctor. Each unit in this program starts with a picture story about the characters Ani and Emre. The stories show a real problem, a mistake and a solution, so that learners can recognise themselves and think about what they would do.

Task analysis and chaining

Task analysis means breaking a complex skill (for example, making a sandwich or paying in a shop) into small, clear steps. The steps can be taught in order from the first step (forward chaining) or from the last step (backward chaining), so that the learner always finishes the task successfully. Many activities in this program provide ready-made step cards.

Prompting and fading

A prompt is help that makes it more likely that the learner does the step correctly. Prompts go from more help to less help: physical help → showing (modelling) → pointing → a picture → a word → no help. The goal is always to reduce help step by step (fading), so that the young person becomes independent. The supporter guides explain how to use prompts without doing the task for the young person.

Errorless and positive learning

In errorless learning, the supporter arranges the task so that the learner has a very high chance of answering correctly, for example by offering two choices instead of four. Mistakes are not punished. In this program, a wrong answer never gives minus points; it gives a hint and a new chance. Praise is specific ("You checked the weather before you chose your coat – great!") and immediate.

Behavioural skills training (instruct - show - practise - feedback)

Safety skills and social skills are taught best in four steps: explain the skill, show it, let the learner practise it in a role play, and give feedback. Then the skill is practised in real situations. This is why the program includes many role-play cards.

Game-based learning

Games increase motivation, attention and repetition without boredom. They also create natural opportunities for turn-taking, communication and teamwork. The program uses digital games in the Special Virtual Academy and printable card games and a board game for group sessions. Games are always connected to a clear learning goal.

Peer learning and inclusive groups

Young people learn a lot from other young people. Activities with non-disabled peers, such as volunteers, classmates, siblings or members of a sports club, create real friendships and change attitudes on both sides. The card games in this program can be played in mixed groups, where everyone takes part on equal terms.

Universal Design for Learning

Universal Design for Learning (UDL) is a framework that plans learning for diversity from the start. It recommends offering several ways to engage learners, several ways to present information (pictures, text, real objects, demonstrations) and several ways for learners to show what they know (choosing a picture, pointing, doing, drawing, speaking). Each unit of this program offers these options.

A6. A rights-based approach

The program is based on the UN Convention on the Rights of Persons with Disabilities (CRPD), which both Bulgaria and Türkiye have ratified. The Convention moves away from seeing people with disabilities as objects of care and sees them as people with rights who can make decisions about their own lives. Several articles of the Convention are directly connected to the program:

CRPD article	In easy words	Program units
Article 9 – Accessibility	Information and places must be accessible for everyone.	All units (easy-to-read, pictures); 3.1
Article 12 – Equal recognition before the law	I have the right to make my own choices, with support if I need it.	2.3
Article 16 – Freedom from exploitation, violence and abuse	Nobody may hurt me or take advantage of me.	1.4, 2.3, 2.4
Article 19 – Living independently and being included in the community	I can choose where and how I live and take part in my community.	1.1–1.4, 3.1
Article 24 – Education	I have the right to learn together with others, with the support I need.	The whole program
Article 27 – Work and employment	I have the right to work and earn money.	3.3, 3.4
Article 29 – Participation in political and public life	I can take part in decisions and in my community.	2.3, 3.1
Article 30 – Participation in cultural life, recreation, leisure and sport	I can do sport, art and free-time activities like everyone else.	2.5, 3.2 and all Move! activities

Self-determination

Self-determination means that a person acts as the main agent of their own life: they make choices, solve problems, set goals and speak up for themselves. Research on young people with intellectual disabilities shows that higher self-determination is connected with better outcomes in adult life, including employment and independent living. Supporters can encourage self-determination in every session by offering real choices (“Which game do you want to play first?”), asking the young person’s opinion and letting them lead activities.

The dignity of risk

Families and professionals naturally want to protect young people from danger. However, too much protection can stop young people from learning and growing. The “dignity of risk” means that every person has the right to try new things, to make mistakes and to learn from them. The program balances safety and independence: it teaches safety skills (Units 1.4, 2.3, 2.4) so that young people can then do more things on their own.

A7. Roles of the people involved

Who	Role in the program
The young person (learner)	Is at the centre of the program. Chooses, tries, plays, practises and gives feedback. Collects stars and badges.
Parents and carers	Support the learner at home, help with the TRY IT! challenges, practise skills in daily life and celebrate progress. Use the supporter guide for each module.
Teachers, trainers and youth workers	Lead group sessions, adapt activities to each learner, use the card games, observe progress and fill in the progress checklists.
Peers and volunteers	Play the card games together with the learners, take part in challenges, sport and the Market Day as equal partners.
The community	Shops, libraries, sports clubs, workplaces and local services become real learning places where the skills are practised.

Golden rules for supporters

1. Talk **to** the young person, not about them.
2. Wait. Give time to think and answer.
3. Help only as much as needed and a little less each time.
4. Praise effort, not only results.
5. Let the young person choose whenever possible.
6. Make mistakes safe. A mistake is a step in learning.
7. Treat young people as teenagers and adults, not as small children.

A8. How to use the program

Three ways to learn

Way	Description	Best for
Online in the Special Virtual Academy	The learner works through the units on a computer, tablet or phone, alone or with a supporter. Progress, stars and badges are saved.	Self-paced learning at home or at school; repetition.
Hybrid group sessions	A trainer shows the unit on a big screen. The group discusses the picture story, plays the digital game together and then plays the card game.	Centres, schools, youth clubs.
Offline with printed materials	The picture stories, step cards, card games, board game and challenge cards are printed and used without a computer.	Groups without internet access; family use.

As a guideline, about **60% of the learning time** is hands-on - group sessions, home, community, sport and work and about **40%** takes place on the Special Virtual Academy. Digital learning supports practical experience; it does not replace it.

A model group session (60 - 90 minutes)

Time	Activity	Purpose
5 min	Welcome circle. Everyone says their name and how they feel today (using the Feelings Cards).	Safe start; emotional check-in.
10 min	Picture story. The trainer shows the story panel by panel. The group says what they see and guesses what happens next.	Engagement; introduction of the topic.
15 min	Learn. The key ideas of the unit with pictures, real objects and demonstrations.	New knowledge.
5 min	Move! break.	Energy; motor skills.
20 min	Card game or role play from the unit, in small mixed groups.	Practice; peer interaction.
5 min	Quiz together (digital or with cards).	Checking understanding.
5 min	TRY IT! The trainer explains the real-life challenge and gives each learner a challenge card.	Transfer to real life.
5 min	Closing circle. "Today I learned...", stars, applause.	Reflection; motivation.

Order of the modules

The modules can be used in any order, but the recommended order is Module 1 → Module 2 → Module 3. Module 1 builds basic everyday skills, Module 2 builds communication and safety, and Module 3 uses both in the community and at work. Within each module, the units build on each other and should be used in order.

A9. Accessibility of the Special Virtual Academy

The program is designed so that it can be produced without video recording or voice recording. All learning content is based on pictures, short easy-to-read texts and interactive games. Where a learner cannot read, a supporter reads the short texts together with them. The following rules apply to all pages of the Academy and all printed materials:

- **Easy-to-read texts** - short sentences, one idea per sentence, everyday words, large font (minimum 14 pt on paper, 18 px on screen), left-aligned text.
- **A picture for every idea** - every instruction, button and key word has a pictogram, drawing or photo next to it.
- **One idea per screen** - no long scrolling pages. Big “Next” and “Back” buttons.
- **Same layout every time** - the five steps of each unit always look the same and are in the same order.
- **High contrast and clear colours** - each module has its own colour (green, orange, purple) so learners always know where they are.
- **No time limits and no minus points** - learners can repeat any game as many times as they want.
- **Large touch targets** - buttons and cards are big enough for learners with motor difficulties and work on phones and tablets.
- **Two levels** - “With help” (fewer choices, more pictures) and “On my own” (more choices, short texts).
- **Simple login** - where possible, a picture password (choosing three pictures) or a personal QR card instead of a long password. For the first three logins, arrows show the learner where to click.
- **A simple personal page** with four big buttons: My Lessons • My Badges • Live Classroom • Contact My Mentor, and a portfolio where learners upload photos of their work.
- **Personal settings** - high contrast, zoom (150 - 200%), larger text and voice typing can be switched on for each learner.
- **Printable versions** - every story, step card, card game and challenge card can be downloaded and printed.
- **Respect and dignity** - pictures show young people of the right age, in real-life situations, with diversity of gender, appearance and ability.

Part B. The program at a glance

The program has **3 modules with 13 units in total** (Module 1: 4 units, Module 2: 5 units, Module 3: 4 units). Each module includes a “Move!” activity, a final mission and a badge. There are **11 printable card decks** and **a board game** that complement the online units.

Module	Units	Card decks	Final mission
Module 1. My Independent Day	1.1 My Daily Routine 1.2 Taking Care of Myself 1.3 Money and Shopping 1.4 Safe at Home and on the Street	A - My Day B - Shop & Pay C - Traffic Light	Escape room: “A Day with Emre”
Module 2. Me and Others	2.1 My Feelings 2.2 Talking and Making Friends 2.3 I Can Speak Up 2.4 Safe in the Digital World 2.5 Move and Express	D - Feelings E - Talk F - Speak Up G - Online Detective	Picture story game: “The Friendship Quest”
Module 3. Active in My Community	3.1 My Community 3.2 Sport and an Active Life 3.3 My First Job 3.4 Our Small Social Business	H - Town I - Move J - Job Families K - Business Builder	Real event: “Inclusion360 Market Day”

B1. Coverage of the project objectives

Skill promised in the application	Where it is covered
Life skills: time management, personal care	Units 1.1, 1.2; Deck A
Financial literacy	Unit 1.3, Unit 3.4; Decks B and K
Self-confidence, communication and social skills	Units 2.1, 2.2, 2.3; Decks D, E, F
Self-advocacy (from the research)	Unit 2.3; Deck F
Digital skills and safe internet use	Unit 2.4; Deck G; use of the Academy itself
Motor skills	Unit 2.5 Move and Express; Move! activities in every module; Unit 3.2; Deck I
Active citizenship and community participation	Units 3.1, 3.2; Deck H; board game
Vocational skills and employability	Unit 3.3; Deck J
Social entrepreneurship	Unit 3.4; Deck K; Market Day
Training for parents and educators	Supporter background and tips in every unit; Part E

B2. The characters

Storytelling runs through the whole program. Two young characters appear in all picture stories, games and cards:

Character	Who they are
Ani	17 years old, from Bulgaria. Loves dancing and music. Wants to work in a pastry shop one day. Is friendly but sometimes shy with new people. Sometimes forgets to check the weather.
Emre	19 years old, from Türkiye. Plays football and supports his local team. Dreams of having his own small business. Is full of energy but sometimes in a hurry and forgets things.

Ani and Emre are not perfect. They make mistakes, feel nervous, get angry and ask for help. This allows learners to recognise themselves without feeling judged. The characters are drawn as simple illustrations so that no video or photos of real young people are needed.

B3. The unit template

All 13 units follow the same five steps. The fixed rhythm helps learners feel safe and know what to expect.

Step	What happens	Format	Time
1. STORY	A picture story with 6 drawings and short captions. Ani or Emre faces a problem from everyday life. The story ends with a question.	Illustrated picture story (online slides or printed)	3 min
2. LEARN	The key ideas of the unit in easy-to-read text with pictures. One idea per screen. Key words are explained.	Interactive slides	5 - 7 min
3. PLAY	One or two digital games that practise the skill. A card game for group sessions.	Drag and drop, memory, sorting, simulation, choose-your-path story; printed cards	5 - 10 min
4. CHECK	A mini quiz with 5 picture questions. Wrong answers give a hint; the learner can try again.	Picture quiz, thumbs up/down	3 min
5. TRY IT!	A real-life challenge to do away from the screen. The learner uploads a photo or a drawing, or ticks "I did it!".	Printable challenge card + upload	in own time

In this document, each unit also contains **background theory for supporters**, **words to learn**, **two levels of difficulty** and **tips for supporters**. These parts are used by parents and educators and form the training content for them.

Rewards

After each unit the learner collects a **star**. The stars of all units of a module + the final mission = the **module badge**. 3 badges = the **Inclusion360 certificate**.



MODULE 1

My Independent Day

Daily routine, personal care, money and shopping, safety at home and on the street.

Module 1: My Independent Day

Aim of the module

To help young people organise their day, take care of themselves, handle money in simple situations and stay safe at home and on the street, so that they need less help in everyday life and feel more confident and independent.

Why this module matters

Independent living skills are the foundation of adult life. The research carried out by the partners shows that the transition from school to adult life is the most difficult period for young people with intellectual disabilities and their families. Many young people leave school without being able to manage their day, use money or travel alone. This often means that they depend on their families for basic everyday tasks, have fewer opportunities to work or meet friends, and have less control over their own lives.

Good practices mapped in Türkiye and Bulgaria, such as centres that teach personal care, meal preparation, money management, shopping, using public transport and crossing roads safely through real-life practice, show that these skills can be learned when they are taught step by step and practised in real places. The stakeholders consulted by the project named independent living as one of the priority areas for an educational program for young people aged 13 - 23.

Module 1 brings these skills together in one story: an ordinary day. The learner follows Ani and Emre from the moment they wake up to the moment they go to bed, and learns how to plan the day, take care of themselves, buy what they need and stay safe on the way.

Learning outcomes

After the module, the learner can:

- follow a picture schedule for the day and read the time on a clock and on a phone;
- prepare for the next day (clothes, bag, alarm);
- follow the steps of personal hygiene and choose clothes for the weather;
- prepare a simple healthy snack by following picture steps;
- recognise coins and notes, decide if they have enough money, pay and check the change;
- tell the difference between what they need and what they want;
- recognise dangers at home and on the street and know what to do;
- call the emergency number 112 and say their name and address.

Module overview

Unit	Main topics	Digital games	Card deck
1.1 My Daily Routine	Parts of the day, routines, picture schedule, reading the time, preparing for tomorrow	Build My Morning; Clock Match	A - My Day

Unit	Main topics	Digital games	Card deck
1.2 Taking Care of Myself	Hygiene, clothes for the weather, healthy plate, simple recipe	Dress for the Weather; Healthy Plate	A - My Day
1.3 Money and Shopping	Coins and notes, prices, enough / not enough, change, need or want, card safety	Coin Match; Shopping Trip	B - Shop & Pay
1.4 Safe at Home and on the Street	Home dangers, fire, 112, road safety, getting lost, safe people	Find the Danger; Cross the Street	C - Traffic Light

Unit 1.1 - My Daily Routine

In this unit, the learner will learn to:

- name the parts of the day (morning, afternoon, evening, night);
- put the activities of the morning in the right order;
- use a picture schedule;
- read “o’clock” and “half past” on a clock and on a phone;
- • prepare clothes and bag the evening before and set an alarm.

Background for supporters

A daily routine gives structure and predictability to the day. For many young people with intellectual disabilities, and especially for autistic young people, predictability reduces anxiety and makes it easier to cope with the demands of the day. When a young person knows what comes next, they can prepare for it and need fewer reminders from adults.

Planning a day requires so-called executive functions: planning, sequencing (putting things in order), remembering what to do (working memory) and starting a task without being told. These functions are often harder for young people with intellectual disabilities. This is why visual schedules are so useful: they take the plan out of the head and put it on paper or on a screen, where it stays visible. Visual supports, including picture schedules, are recognised as an evidence-based practice for autistic learners and are widely used for all learners with intellectual disabilities.

Time is an abstract concept. Many young people learn to “read” a clock without understanding how long ten minutes or an hour is. It is more useful to connect times with activities (“At 7 o’clock I wake up”) than to teach the clock in isolation. Start with the type of clock the young person uses most. Today this is usually the digital clock on the phone. Analogue clocks can be taught at the level “On my own”.

The long-term goal is that the young person manages their routine with as little help as possible. Support can be reduced step by step: from a full picture schedule with an adult, to a picture schedule the young person follows alone, to a short checklist, and finally to reminders and alarms on the phone.

Step 1. STORY: “Emre’s Busy Morning”

Picture 1

Drawing: Emre in bed, an alarm clock showing 7:00 on the table.

It is 7 o’clock. The alarm rings. Emre turns it off and goes back to sleep.

Picture 2

Drawing: Emre sitting up in bed with big eyes; the clock shows 8:00.

Now it is 8 o’clock! Emre wakes up. “Oh no! I am late!”

Picture 3

Drawing: Emre running out of the door; his sports bag stays on the floor.

Emre runs. He has no time for breakfast. He forgets his football bag.

Picture 4

Drawing: A bus driving away; Emre at the bus stop, looking sad.

At the bus stop, the bus leaves without him. Emre is hungry and sad.

Picture 5

Drawing: Emre and his mother at a table with picture cards: wake up, wash, dress, breakfast, bag, bus.

In the evening, Emre and his mother make a picture schedule for the morning.

Picture 6

Drawing: Emre smiling on the bus with his football bag.

The next morning, Emre follows his schedule. He is on time and happy!

Talk about the story:

- What went wrong in the first morning?
- How did Emre feel at the bus stop?
- What helped Emre the next day?
- What do you do every morning?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

My day has parts

My day has four parts: **morning**, **afternoon**, **evening** and **night**.

In the morning I wake up. In the evening I have dinner. At night I sleep.

What is a routine?

A **routine** is what I do every day in the same order.

For example: I wake up, I wash, I get dressed, I eat breakfast.

A routine helps me remember what to do.

My picture schedule

A **picture schedule** shows my day in pictures.

I look at the schedule. I see what comes next.

When I finish something, I tick it or turn the picture over.

First - Then

Some things come first. Some things come after.

First I get dressed. **Then** I eat breakfast.

First I do my work. **Then** I can play.

The clock

The clock shows the time.

The **short hand** shows the hour. The **long hand** shows the minutes.

When the long hand is on 12, it is **o'clock**. Example: 7 o'clock.

When the long hand is on 6, it is **half past**. Example: half past 7.

The time on my phone

On my phone, the time is written with numbers.

07:00 = 7 o'clock in the morning.

07:30 = half past 7.

19:00 = 7 o'clock in the evening.

Getting ready for tomorrow

In the evening, I prepare for tomorrow.

I put my clothes on the chair. I put my bag next to the door.

I set an **alarm** on my phone. The alarm wakes me up.

When the alarm rings, I get up. I do not go back to sleep!

Remember!

A routine helps me know what comes next.

My picture schedule is my helper.

I prepare for tomorrow in the evening.

Words to learn

Word	What it means (easy words)
routine	What I do every day in the same order.
schedule	A plan of my day. It can have pictures.
morning / evening	The first part of the day / the last part of the day before night.
alarm	A sound on my phone or clock. It tells me it is time.
o'clock	The long hand is on 12. Example: 8 o'clock.
half past	The long hand is on 6. Example: half past 8.

Step 3. PLAY

Digital game: Build My Morning (template: Put in Order)

The learner sees 7 picture cards in a mixed order and drags them into the right order. When the order is correct, Emre walks happily to the bus.

Correct order	Picture
1	Wake up
2	Go to the toilet and wash my face
3	Get dressed
4	Eat breakfast
5	Brush my teeth
6	Take my bag
7	Go to the bus stop

Digital game: Clock Match (template: Match Pairs)

The learner matches each clock to an activity. Level “With help” uses only digital clocks; level “On my own” uses analogue clocks.

Clock	Activity
07:00	Wake up
07:30	Breakfast
08:00	Bus
13:00	Lunch
19:00	Dinner
22:00	Sleep

Card game for group sessions

Deck A - My Day. Game: “**What Comes Next?**” - one player turns over an activity card; the next player finds the card that comes next in the day. Game: “**Day Train**” - the group builds the longest possible “train” of the day on the floor, from waking up to going to sleep. See Part C for the cards and full rules.

Extra activities for group sessions and real life

- **Check - Do - Check mirror card.** After the morning routine, the learner stands in front of a mirror with a small card showing four pictures: clean face, brushed teeth, combed hair, clean clothes. The learner checks each picture and ticks it.
- **First - Then board.** For learners who find it hard to start the routine, a small board with two pictures: “First get dressed - then breakfast”.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	What do you do first in the morning?	Wake up • Have dinner • Go to bed	Wake up
2	The long hand is on 12 and the short hand is on 7. What time is it?	7 o'clock • 12 o'clock • half past 7	7 o'clock
3	What can help you remember your day?	A picture schedule • A ball • A cake	A picture schedule
4	When do you prepare your bag for tomorrow?	In the evening • When the bus comes	In the evening
5	The alarm rings. What do you do?	Get up • Go back to sleep	Get up

Step 5. TRY IT!

Challenge: My Schedule for Tomorrow

1. Choose the pictures of your morning (use Deck A or the printable sheet).
2. Put them in the right order and glue them on a paper strip.
3. Write the time next to each picture with your supporter.
4. Put the schedule on the fridge or next to your bed.
5. Tomorrow, follow the schedule and tick each picture.

Show it: Take a photo of your schedule with the ticks and upload it to the Academy.

Two levels

Level	Adaptation
With help	Only the morning (4 - 5 pictures). Only digital time (07:00). The supporter helps to set the alarm.
On my own	The whole day (8 - 10 pictures). Analogue clock with "o'clock" and "half past". The learner sets the alarm alone.

Tips for supporters

- Make the schedule together. Let the young person choose the pictures and the order where possible.
- Use the schedule every day for at least two weeks. Routines need repetition.
- Praise the young person when they check the schedule without being reminded.
- When a change happens (a holiday, a doctor's visit), show it on the schedule in advance.
- Slowly reduce your help: from pointing to the next picture, to asking "What comes next?", to saying nothing.

Unit 1.2 - Taking Care of Myself

In this unit, the learner will learn to:

- wash hands correctly and know when to do it;
- follow a simple routine for personal hygiene;
- choose clothes for the weather;
- recognise healthy food and build a healthy plate;
- • prepare a simple snack by following picture steps.

Background for supporters

Personal care is one of the most important areas of adaptive behaviour. Being clean, dressed for the weather and well fed affects health, but also how a young person feels about themselves and how other people react to them. Personal care is also a matter of dignity and privacy: as young people grow up, they should be supported to do as much as possible for themselves, so that adults do not need to help with intimate tasks.

Personal care tasks are taught best with **task analysis**: the task is broken into small steps, and each step has a picture. Hand washing, for example, can be taught in six steps: wet, soap, rub, rinse, dry, turn off the tap. The steps can be taught one by one. In **forward chaining**, the learner does the first step and the supporter does the rest; then the learner does two steps, and so on. In **backward chaining**, the supporter does all steps except the last one, so the learner always finishes the task with success.

Choosing clothes for the weather requires two skills: finding out what the weather will be (looking outside or checking a weather app) and connecting the weather with the right clothes. Many young people need explicit teaching of this connection.

Healthy eating is taught with a simple picture model: half of the plate is vegetables and fruit, a quarter is bread, rice, pasta or potatoes, and a quarter is meat, fish, eggs, beans or cheese; the drink is water. It is important not to moralise about food or make the young person feel bad about their body. The message is positive: food gives us energy, and some foods are for every day while others are for sometimes.

Topics related to puberty, intimate hygiene and sexuality are important for this age group but should be addressed privately and in agreement with families, taking cultural differences into account. This unit focuses on general personal care.

The kitchen is a good place to use **backward chaining**: the supporter prepares everything, and the learner does the last step (putting the top slice on the sandwich) and eats the result. Step by step, the learner takes over more steps. Colour zones (red - hot or sharp, green - safe, blue - cold) make kitchen safety visible.

Step 1. STORY: “Ani and the Rain”

Picture 1 <i>Drawing: Ani at the window in a T-shirt; sunshine outside.</i> Ani looks out of the window. The sun is shining. She puts on a T-shirt.	Picture 2 <i>Drawing: Ani at the bus stop in the rain, shivering, no umbrella.</i> At the bus stop, dark clouds come. It starts to rain. Ani is wet and cold.
Picture 3 <i>Drawing: Ani with a towel; her mother holding a phone with a rain cloud icon.</i> At home, Ani dries her hair. Her mother shows her the weather app. “Look, it said rain!”	Picture 4 <i>Drawing: Ani in the kitchen looking at bread, cheese and tomatoes, confused.</i> Ani is hungry. She wants to make a sandwich. But where should she start?
Picture 5 <i>Drawing: A recipe card with 6 small pictures.</i> Her mother gives her a recipe card with pictures: wash hands, bread, cheese, tomato, cut, eat.	Picture 6 <i>Drawing: Ani smiling with an umbrella and a lunch box.</i> The next morning, Ani checks the weather and takes her umbrella. In her bag there is a sandwich she made herself!

Talk about the story:

- Why did Ani get wet?
- What could she do before going out?
- What helped Ani make the sandwich?
- What can you make in the kitchen?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Clean hands

I wash my hands **before I eat** and **after the toilet**.

I also wash my hands when I come home.

1. Wet my hands. 2. Take soap. 3. Rub for 20 seconds. 4. Rinse. 5. Dry. 6. Turn off the tap.

A clean body

I take a **shower** every day or every second day.

I **brush my teeth** in the morning and in the evening.

I put on **clean clothes**. Dirty clothes go in the laundry basket.

What is the weather today?

Before I go out, I look out of the window.

I can also check the **weather app** on my phone.

The app shows a picture: sun, cloud, rain or snow. It also shows the temperature.

Clothes for the weather

Sun and warm: T-shirt, shorts or a light dress, a cap, sunglasses.

Rain: a raincoat or an umbrella, closed shoes.

Cold and snow: a warm coat, a hat, gloves, a scarf, boots.

A healthy plate

Half of my plate: **vegetables and fruit**.

A quarter of my plate: **bread, rice, pasta or potatoes**.

A quarter of my plate: **meat, fish, eggs, beans or cheese**.

I drink **water**.

Every day and sometimes

Some food is good **every day**: fruit, vegetables, bread, yoghurt, water.

Some food is for **sometimes**: sweets, chips, cake, sweet drinks.

Sometimes food is OK! It is not for every day.

In the kitchen

I wash my hands first.

I follow the **recipe card** step by step.

I am careful with knives and the hot stove. I ask for help when I need it.

After cooking, I clean the table.

Kitchen colours

In some kitchens, we use coloured stickers.

Red = hot or sharp. Be careful! (stove, oven, knives)

Green = safe place to work. (the table, the counter)

Blue = cold. (fridge, freezer)

Kettle and microwave

Kettle: water to the line – lid closed – switch on – wait for the click – pour slowly.

Microwave: no metal inside – close the door – choose the time – press start – wait – open – it may be hot!

I let hot things **cool down** before I touch them.

Remember!

Clean hands before eating and after the toilet.

I check the weather before I go out.

Half my plate is vegetables and fruit.

Words to learn

Word	What it means (easy words)
hygiene	Keeping my body and my things clean.
weather app	A program on my phone that shows the weather.
temperature	How hot or cold it is.
healthy	Good for my body.

Word	What it means (easy words)
recipe	Steps that show how to make food.

Step 3. PLAY

Digital game: Dress for the Weather (*template: Drag to Place*)

The learner sees a weather picture (sun, rain or snow) and drags the right clothes onto Ani or Emre. When all clothes are right, the character smiles and goes out.

Weather	Correct clothes
Sun	T-shirt, shorts, cap, sunglasses
Rain	Raincoat, umbrella, closed shoes
Snow	Coat, hat, gloves, scarf, boots

Digital game: Healthy Plate (*template: Sort into Boxes*)

The learner drags food pictures into two boxes: “Every day” and “Sometimes”.

Every day	Sometimes
Apple, carrot, tomato, bread, yoghurt, beans, water, rice	Chips, sweets, cola, cake, burger, ice cream

Card game for group sessions

Deck A - My Day (care and weather cards). Game: “**Weather Wardrobe**” - a player draws a weather card (Sun or Rain) and must name or show three things to wear. Game: “**Care Charades**” – a player draws a care card (brush teeth, shower, wash hands) and mimes it; the others guess. See Part C.

Extra activities for group sessions and real life

- **Kitchen colour zones** - put red, green and blue stickers in the training kitchen: red for heat and sharp tools, green for safe work areas, blue for the fridge and cold storage. Walk through the kitchen with the group and name the zones.
- **Safe tools** - use safety knives with rounded tips, peelers with a thick grip and non-slip cutting boards. Learners with motor difficulties can use adapted tools.
- **Four-ingredient cold meal** - a photo recipe with large photos of each ingredient (for example bread, cheese, tomato, cucumber). Learners prepare the meal in pairs.
- **Appliance step strips** - picture strips for the kettle and the microwave, stuck next to each appliance. Practise until the learner uses them without prompts.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	When do you wash your hands?	Before eating • Only on Sunday	Before eating
2	It is raining. What do you take?	An umbrella • Sunglasses • Shorts	An umbrella
3	Which food is for every day?	An apple • Sweets • Cola	An apple
4	How often do you brush your teeth?	Morning and evening • Once a week	Morning and evening
5	What do you do first in the kitchen?	Wash my hands • Eat	Wash my hands

Step 5. TRY IT!

Challenge: My Own Snack

1. Choose a simple snack: a sandwich, a fruit salad or a yoghurt with fruit.
2. Get the recipe card from the Academy and print it.
3. Wash your hands.
4. Follow the recipe card step by step. Ask for help with the knife if you need it.
5. Clean the table and enjoy your snack!

Show it: Take a photo of your snack or draw it, and upload it to the Academy.

Two levels

Level	Adaptation
With help	3 weather types only. 4-step recipe card. The supporter cuts difficult items.
On my own	The learner checks the weather app alone and chooses clothes for the next day. 6–8 step recipe card; the learner uses the knife safely.

Tips for supporters

- Put picture step cards where the task happens: next to the sink, in the bathroom, in the kitchen.
- Use backward chaining for cooking: you do the first steps, and the young person finishes and eats the result as a strong motivation.
- Avoid comments about weight or body. Focus on energy, health and feeling good.
- Check the weather app together every morning for a week, then let the young person do it alone.
- Respect privacy: knock before entering the bathroom, and teach the young person to close the door.

Unit 1.3 - Money and Shopping

In this unit, the learner will learn to:

- recognise coins and notes;
- compare prices and decide if they have enough money;
- use the “one more” strategy to pay;
- wait for and check the change;
- make a shopping list and tell the difference between a need and a want;
- • keep money and bank cards safe.

Background for supporters

Money skills are one of the strongest predictors of independence in adult life. They are also one of the most difficult areas for young people with intellectual disabilities, because money combines several abstract concepts: numbers, value, addition, subtraction and planning. A young person who cannot use money depends on others for every purchase and is also more vulnerable to financial abuse.

Money should always be taught with real or realistic coins and notes and in real situations. Counting exact amounts is often too difficult at first. A well-known strategy for learners with intellectual disabilities is the “**next euro up**” or “**one more**” strategy: if something costs 3.40, the learner pays one coin or note more than the whole number (4) and waits for change. This strategy allows young people to pay independently without complex calculation. A calculator on the phone is also an accepted tool.

In Bulgaria the currency is the euro (since 1 January 2026); in Türkiye it is the Turkish lira. Each country version of the Academy uses its own currency. The examples in this document use simple whole numbers so that they work in both versions.

More and more payments are made by card or phone. Young people need to learn that the PIN code is secret and that they should check the amount before paying. The difference between **needs** (things I must have, such as food) and **wants** (things that are nice to have, such as sweets) is the first step towards budgeting. The link between money and safety is continued in Unit 2.3 (saying no when someone asks for money) and Unit 2.4 (online scams).

Step 1. STORY: “Emre at the Shop”

Picture 1 <i>Drawing: Emre holding a note of 5; his mother pointing to an empty fridge.</i> Emre has 5 in his pocket. His mother asks him to buy juice and bread.	Picture 2 <i>Drawing: A small list with a picture of juice and a picture of bread.</i> Emre makes a shopping list with pictures: juice and bread.
Picture 3 <i>Drawing: Emre looking at chips on a shelf, a thought bubble with a question mark.</i> In the shop, Emre sees big bags of chips. He wants them! But are they on his list?	Picture 4 <i>Drawing: Three price tags: 2, 1, 3.</i> Emre reads the prices. Juice: 2. Bread: 1. Chips: 3.

Picture 5

Drawing: Emre counting on his fingers, smiling.

Emre counts: juice 2 + bread 1 = 3. "I have 5. It is enough!" He leaves the chips.

Picture 6

Drawing: Emre at the till receiving coins and a receipt.

At the till, Emre pays 5. He waits. The cashier gives him 2 back. "Thank you!"

Talk about the story:

- Why did Emre make a list?
- Were the chips a need or a want?
- How much change did Emre get?
- What do you buy in the shop?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Coins and notes

Money can be **coins** or **notes**.

Coins are small and round. Notes are made of paper.

Each coin and note has a number. The number shows how much it is worth.

The price

Everything in the shop has a **price**.

The price is on a small label on the shelf or on the product.

A big number means it costs a lot. A small number means it costs a little.

Enough or not enough?

I look at the price. I look at my money.

If my money is the same or more: it is **enough**.

If my money is less: it is **not enough**. I choose something cheaper.

The "one more" way to pay

The price is 3 and something. I pay **one more**: 4.

The cashier gives me the **change**.

I can also use the calculator on my phone.

The change

If I pay more than the price, I get money back. This is the **change**.

I wait for the change. I put it in my wallet.

I take the **receipt**. It shows what I paid.

Need or want?

A **need** is something I must have: food, water, a bus ticket, soap.

A **want** is something nice, but I can live without it: sweets, a new game.

First I buy what I need. Then, if I have money left, I can buy what I want.

My shopping list

Before I go to the shop, I make a **shopping list**.

I write or draw what I need.

In the shop, I follow my list.

My money is safe

I keep my money in a **wallet**, in a closed pocket or bag.

If I have a bank card, my **PIN** is secret. I do not tell it to anyone.

I check the amount before I pay with the card.

Paying with a card

I can pay with a **bank card**. I hold the card near the machine.

I wait for the sound or the green tick. Then the payment is done.

I take the **receipt**.

The self-checkout

Some shops have a **self-checkout**. I scan the products myself.

I put each product near the scanner until it beeps.

I pay with a card or money. If I have a problem, I ask the shop worker.

Remember!

I check the price and my money.

I wait for the change and take the receipt.

First what I need, then what I want.

My PIN is secret.

Words to learn

Word	What it means (easy words)
price	How much something costs.
change	The money I get back when I pay more.
receipt	A paper that shows what I bought and paid.
need	Something I must have.
want	Something nice that I can live without.
PIN	A secret number for my bank card.

Step 3. PLAY

Digital game: Coin Match (template: Drag to place)

The learner sees a price and drags coins and notes into a wallet until the amount is enough. Level "With help" uses only 1, 2 and 5; level "On my own" uses all coins and notes.

Digital game: Shopping Trip (template: Shop Simulation)

A virtual shop with 10 products. The learner gets a picture shopping list and a budget of 10. They put the products from the list in the basket, check that the money is enough, pay and check the change. Extra products that are not on the list (wants) can be put back.

Product	Price	Need or want?
Bread	1	Need
Milk	2	Need
Apples	2	Need
Soap	3	Need
Bus ticket	1	Need
Chocolate	2	Want
Chips	3	Want
Cola	2	Want
Magazine	4	Want
Toy car	6	Want

Card game for group sessions

Deck B - Shop & Pay. Game: “**Market Stall**” - one player is the seller, the others are customers with play money and a shopping card; they buy, pay and check the change. Game: “**Enough or Not?**” - a player draws a product card and a money card and says if it is enough. Game: “**Need or Want?**” - sort the product cards into two piles. See Part C.

Extra activities for group sessions and real life

- **Coin sorting tray.** Learners sort real coins and notes by size and colour into a tray with labelled compartments. Then they make given amounts.
- **Card and self-checkout practice.** Visit a supermarket at a quiet time. Each learner buys one product at the self-checkout and pays with a card (their own or a prepaid card), then keeps the receipt.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	The juice costs 2. You have 5. Is it enough?	Yes • No	Yes
2	You pay 5 for something that costs 3. How much change do you get?	2 • 5 • 8	2
3	What is a need?	Bread • Sweets • A toy	Bread

#	Question	Answers (pictures)	Correct
4	Someone asks for your PIN. What do you do?	Say no • Tell it	Say no
5	What do you take after you pay?	The change and the receipt • Nothing	The change and the receipt

Step 5. TRY IT!

Challenge: My First Shopping

1. Make a shopping list with 1 - 3 things you need (draw or write).
2. Take money in your wallet.
3. Go to a local shop with your supporter.
4. Find the things on your list and check the prices.
5. Pay, wait for the change and take the receipt.

Show it: Take a photo of your receipt and your shopping, and upload it.

Two levels

Level	Adaptation
With help	One product only. Coins 1, 2 and 5. The supporter stands nearby at the till.
On my own	A list of 3 - 5 products and a budget. The learner pays alone and checks the change; the supporter waits outside the shop.

Tips for supporters

- Use real money for practice. Play money is good for games, but practice with real coins prepares better for real life.
- Practise in the same shop several times, then try a new shop (generalisation).
- Teach the “one more” strategy before teaching exact counting.
- Let the young person carry and keep their own wallet.
- Talk with the young person about who they can trust with money matters (link to Unit 2.3).

Unit 1.4 - Safe at Home and on the Street

In this unit, the learner will learn to:

- recognise common dangers at home;
- know what to do if there is smoke or fire;
- call 112 and say their name, address and what happened;
- cross the street safely;
- • know what to do if they get lost and how to find a safe person.

Background for supporters

Safety skills allow young people to do more things on their own. Families often say that they do not let their son or daughter go out alone because they are afraid that something will happen. Teaching safety skills is therefore not only about avoiding danger: it opens the door to independence. This is the idea behind the **dignity of risk** - every person has the right to try new things in a reasonably safe way.

Research shows that safety skills are learned best through **behavioural skills training**: instruction (explaining the rule), modelling (showing it), rehearsal (practising it in a role play) and feedback. Knowing a rule is not enough. Young people need to practise what they do, many times, in situations that are as real as possible: dialling 112 on a phone that is switched off, crossing a real street with a supporter, saying their address aloud.

112 is the single emergency number in all countries of the European Union, including Bulgaria. In Türkiye, 112 is also the single emergency number. Young people should know that they can call 112 for police, fire and ambulance, and should be able to say their name, their address and what happened. A small **address card** in the wallet is very helpful.

Teaching about strangers needs care. The message “never talk to strangers” is not realistic for young adults, who need to talk to shop assistants, bus drivers and colleagues. It is better to teach **safe people** to ask for help (a police officer, a person working in a shop, a bus driver, a mother with children) and **clear rules**: never go anywhere with someone you do not know, never give your address, money or personal information to someone you do not know.

Step 1. STORY: “Ani Home Alone”

Picture 1 <i>Drawing: Ani on the sofa; a pan on the stove in the background.</i> Ani is at home alone. She puts a pan with oil on the stove and goes to watch TV.	Picture 2 <i>Drawing: Smoke coming from the pan; Ani turning her head, surprised.</i> After a while, Ani smells smoke. The pan is smoking!
Picture 3 <i>Drawing: Ani outside the door with her phone; the screen shows 112.</i> Ani does not touch the pan. She goes out of the flat and calls 112.	Picture 4 <i>Drawing: Ani speaking on the phone, holding her address card.</i> She says: “My name is Ani. My address is 5 Rose Street. There is smoke in my kitchen.”

Picture 5

Drawing: Ani at a pedestrian crossing; the pedestrian light is red; cars passing.

Later, Ani walks to the dance class. The light for people is red. Ani waits.

Picture 6

Drawing: Ani crossing on the zebra crossing; the light is green.

The light is green. Ani looks left, right and left again. Then she crosses.

Talk about the story:

- What was the danger in the kitchen?
- What did Ani do well?
- What did Ani say on the phone?
- How did Ani cross the street?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Dangers at home

Some things at home can be dangerous:

the **hot stove** and the oven; **knives**; **electricity** near water; **medicines** that are not mine; **open windows** and balconies.

I am careful. I do not leave the stove when it is on.

Smoke or fire

If I see smoke or fire: I **get out**. I do not take things with me.

I close the door behind me.

Outside, I **call 112**.

I do not go back inside.

How to call 112

112 is the number for **emergencies**: fire, police, ambulance.

I say: **my name, my address, what happened**.

I answer the questions. I do not hang up until they say so.

112 is only for emergencies. It is not a game.

My address card

I keep an **address card** in my wallet.

It has my name, my address and a phone number of a person I trust.

I practise saying my address.

Crossing the street

I cross at the **zebra crossing** or at the traffic light.

Red light for people: I stop and wait. **Green** light: I can go.

Before I cross, I look **left, right and left again**.

I do not look at my phone when I cross.

On the bus or tram

I check the **number** of the bus.

I have a ticket or a card.

I know the name of my stop. I press the button before my stop.

Landmarks help me

A **landmark** is something I can easily see and remember: a statue, a red building, a big shop, a park.

I learn my way with landmarks: "At the big pharmacy, I turn left."

If I get lost

I stay calm. I stop walking.

I look for a **safe person**: a police officer, a person working in a shop, a bus driver.

I show my address card or I call a person I trust.

I **never go** with someone I do not know.

My phone helps me

With my family, I can turn on **location sharing** on my phone. Then a person I trust can see where I am.

I keep my phone charged when I go out.

Remember!

Smoke or fire: get out, then call 112.

Red - stop. Green - go. Look left, right, left.

If I get lost, I ask a safe person.

Words to learn

Word	What it means (easy words)
emergency	A very dangerous or serious situation. People need help fast.
112	The phone number for police, fire and ambulance.
address	Where I live: street, number, town.
zebra crossing	White lines on the street where people cross.
safe person	A person who can help me, for example a police officer.

Step 3. PLAY

Digital game: Find the Danger (template: Find It!)

The learner looks at a drawing of a kitchen and a bathroom and clicks on 5 hidden dangers. For each danger, a short text explains why it is dangerous.

Danger in the picture	Why it is dangerous
A pan on the stove, nobody in the kitchen	It can burn and start a fire.
A knife at the edge of the table	It can fall and cut someone.
A hair dryer next to a full bathtub	Electricity and water are very dangerous.
Medicines open on the table	Medicines that are not mine can make me ill.
An open window with a chair under it	Someone can fall.

Digital game: Cross the Street (*template: Choose Your Path*)

A picture story in which the learner chooses what Ani does at each point. A good choice moves the story forward; a less safe choice shows what could happen and gives a new chance.

Situation	Choices (safe choice first)
Ani wants to cross. There is a zebra crossing 20 metres away.	Walk to the zebra crossing • Cross here quickly
The light for people is red. No cars are coming.	Wait for green • Cross now
The light is green.	Look left, right, left, then cross • Cross while looking at the phone
A man in a car says: “Come, I’ll drive you to your class.”	Say no and walk away • Get in the car

Card game for group sessions

Deck C – Traffic Light. Each player has three coloured cards: green (safe), yellow (be careful / ask for help) and red (danger – stop!). The leader reads a situation card; everyone shows a colour at the same time and explains. Game: “**112 Role Play**” – pairs practise calling 112 with situation cards. See Part C.

Extra activities for group sessions and real life

- **Landmark walk.** Walk a route with the group and take photos of landmarks. Make a picture route card: photo 1 → photo 2 → photo 3 → destination.
- **Travel training in steps.** The supporter first travels together with the learner, then walks behind at a distance (for example about 15 metres), then waits at the destination – until the learner travels alone.
- **Location sharing.** With the family’s agreement, set up location sharing with a trusted person on the learner’s phone.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	You see smoke in the kitchen. What do you do first?	Get out • Hide in the room	Get out
2	Which number do you call in an emergency?	112 • 555 • 100	112
3	What do you say on the phone?	My name, my address, what happened • Nothing	My name, my address, what happened
4	The light for people is red. What do you do?	Wait • Walk • Run	Wait
5	You are lost. Who can you ask for help?	A police officer • A man in a car	A police officer

Step 5. TRY IT!

Challenge: My Address Card and a Safe Trip

1. Fill in your address card with your supporter: name, address, phone number of a person you trust.
2. Put the card in your wallet.
3. Practise saying your address three times.
4. Practise calling 112 on a phone that is switched off.
5. Take a short trip by bus or on foot with your supporter. You lead the way and cross the streets.

Show it: Take a photo of your address card (cover the address!) and tick “I did the trip”.

Two levels

Level	Adaptation
With help	Only home dangers and crossing with a traffic light. The address card is filled in by the supporter. The trip is short and on foot.
On my own	All topics. The learner fills in the card alone, plans the bus trip (number, stop) and leads it; the supporter follows at a distance.

Tips for supporters

- Practise skills in real places. A safe road crossing practised five times in a real street is worth more than any game.
- Use role play for 112 calls. Make sure the young person knows that 112 is not for games.
- Agree with the family on a “safe person” plan and a phone number that always answers.
- Do not create fear. The message is: “You can handle this, and you know what to do.”
- Gradually increase the distance between you and the young person during trips (travel training).

Move! - Morning Stretch

“Morning Stretch” is a short movement routine that can be done every morning at home or at the start of a group session. It takes about 3 minutes. Each movement is shown on a printable picture card (Deck I includes the same movements). Music is optional - any calm, happy song works.

The routine develops balance, coordination, body awareness and flexibility, and is a good way to start the day with energy. It is also connected to Unit 1.1: learners can add it to their morning schedule.

#	Movement	How to do it	Easier version
1	Reach for the sky	Stand with feet apart. Lift both arms high and stretch up. Count to 5.	Sitting on a chair; lift one arm at a time.
2	Touch your knees	Bend forward slowly and touch your knees (or toes). Come up slowly.	Sitting; slide hands down the legs.
3	Shoulder circles	Roll your shoulders backwards 5 times, then forwards 5 times.	Same, sitting.
4	March in place	Lift your knees and march for 20 seconds. Swing your arms.	Sitting; lift knees one by one.
5	Flamingo	Stand on one leg for 5 seconds. Change legs.	Hold a chair or a wall.
6	Big breath	Breathe in through the nose and lift the arms; breathe out and bring them down. 3 times.	Same, sitting.

Challenge: do Morning Stretch every morning for a week and tick the calendar on the printable card. After 7 ticks, the learner gets an extra star.

Final mission - Escape room: “A Day with Emre”

Emre has an important football match today at 10 o'clock. He must get to the stadium on time, with the right things, and safely. The learner helps him by solving four rooms. Each solved room gives a key. With all four keys, the stadium door opens.

In the Academy, the escape room is built from four small games linked together. In group sessions, it can be played as a real escape game with four tables and envelopes.

Room	Task	Skills from
1. Bedroom	Put Emre's morning in order (6 pictures) and set the alarm to the right time.	Unit 1.1
2. Wardrobe	Check the weather (rain) and pack the right bag: raincoat, football shoes, water bottle, towel.	Unit 1.2
3. Shop	Buy a bottle of water (2) and a banana (1) with a note of 5. Choose the right change.	Unit 1.3
4. Street	Choose the safe way to the stadium: the zebra crossing, wait for green, look left-right-left.	Unit 1.4

At the end, Emre scores a goal and the learner sees a big celebration with the message: “You helped Emre have an independent day!”

Badge: Independent Day Hero

The learner receives this badge after collecting the 4 stars of Units 1.1 - 1.4 and completing the escape room.



MODULE 2

Me and Others

Feelings, friendship, speaking up, digital safety, movement and expression.

Module 2: Me and Others

Aim of the module

To help young people understand and express their feelings, communicate and make friends, speak up for themselves and stay safe when they communicate with others, both face to face and online.

Why this module matters

Relationships with other people are at the heart of social inclusion. Many young people with intellectual disabilities say that loneliness is one of their biggest problems: they have few friends outside the family, and their social life often ends when school ends. The application form names low self-esteem and weak social skills as key needs of the target group, and notes that social exclusion increases the risk of physical, psychological and sexual abuse.

The stakeholders consulted by the project named communication, social skills, self-advocacy, digital skills and safe internet use as priority areas. The research also showed that activities which bring together young people with and without disabilities create the strongest results for inclusion.

Module 2 starts with the inner world (recognising and managing feelings), continues with other people (talking, friendship, speaking up) and ends with the digital world, where young people today spend a lot of their social life. The skills are practised in many role plays and card games that can be played in mixed groups.

The module ends with Unit 2.5, “Move and Express”, which connects the body with feelings and communication. It develops balance and fine motor skills and gives young people a way to express themselves through movement and dance together with others.

Learning outcomes

After the module, the learner can:

- name six basic feelings and recognise them in faces, bodies and situations;
- use at least two strategies to calm down;
- greet people, introduce themselves, ask a question and listen;
- explain what makes a good friend;
- say “no” in a calm and strong way and ask for help;
- name people they trust;
- tell the difference between private and public information;
- recognise unsafe or fake messages and know what to do.
- control balance and use both hands together in simple tasks;
- show feelings through movement and dance with others.

Module overview

Unit	Main topics	Digital games	Card deck
2.1 My Feelings	Six feelings, body signals, feelings thermometer, calming down	Feelings Memory; How Does Ani Feel?	D - Feelings
2.2 Talking and Making Friends	Greeting, introducing, asking, listening, turn-taking, friendship circles	Talk Cards; New in the Club	E - Talk
2.3 I Can Speak Up	My choices, saying no, mouse - lion - me, asking for help, trusted people, rights	Yes, No or Ask for Help?; What Would You Do?	F - Speak Up
2.4 Safe in the Digital World	Private and public, passwords, kind messages, fake messages, Stop - Block - Tell	Safe or Not Safe?; Private or Public?; Message Detective	G - Online Detective
2.5 Move and Express	Balance, fine motor skills, rhythm, body language, dance, relaxation	Body Language Match; Copy the Dance; Steady Hands	D + I

Unit 2.1 - My Feelings

In this unit, the learner will learn to:

- name six basic feelings: happy, sad, angry, scared, surprised, calm;
- recognise feelings in faces and situations;
- notice what their body feels;
- show how strong a feeling is on a feelings thermometer;
- use strategies to calm down.

Background for supporters

Emotional literacy is the ability to recognise, name, understand and express emotions. It is the basis of all social skills: a person who can say “I am angry” is less likely to show anger through behaviour that hurts themselves or others. Many young people with intellectual disabilities have a limited vocabulary for feelings and may express strong emotions through behaviour (shouting, running away, refusing). Some autistic young people also find it hard to read facial expressions or to notice signals from their own body.

Teaching starts with a small number of basic feelings that are easy to recognise in faces (happy, sad, angry, scared, surprised) and adds “calm” as a goal state. Feelings are connected with three things: the **face**, the **body** (heart beating fast, hot face, tears, tight fists) and the **situation** (what happened). The ability to notice signals from inside the body is sometimes called interoception; practising it helps young people notice a strong feeling early, before it becomes too big.

A **feelings thermometer** (a scale from 1 to 5) helps young people understand that feelings can be small or big. It also gives supporters a simple way to ask “How big is your anger now?”. Calming strategies must be taught and practised when the young person is calm, not in the middle of a crisis.

The key message of the unit is that **all feelings are OK**. Some behaviours are not OK (for example hitting), but the feeling itself is never wrong. Supporters should accept and name the young person’s feelings (“I see you are sad”) before trying to solve the problem.

Step 1. STORY: “Ani’s Day of Feelings”

Picture 1 <i>Drawing: Ani dancing with a big smile.</i> At dance class, Ani learns a new dance. She is happy!	Picture 2 <i>Drawing: Ani looking at her phone with tears in her eyes.</i> Her friend Maria writes: “Sorry, I can’t come to the cinema today.” Ani is sad.
Picture 3 <i>Drawing: Ani with a red face and closed fists; a boy laughing.</i> On the bus, a boy laughs at Ani’s dance shoes. Ani is angry. Her face is hot and her hands are tight.	Picture 4 <i>Drawing: Ani with closed eyes, breathing; numbers 1 to 10 in a bubble.</i> Ani breathes slowly. She counts to 10. She moves to another seat.

Picture 5

Drawing: Ani behind the stage curtain, hand on her heart.

In the evening, there is a dance show. Ani is **scared**. Her heart beats fast.

Picture 6

Drawing: Ani on stage, people clapping; later Ani relaxed at home.

She dances well. Everyone claps. Ani is **surprised** and very proud. Then she feels **calm**.

Talk about the story:

- Which feelings did Ani have today?
- What did her body feel when she was angry?
- What did Ani do to calm down?
- When did you feel happy this week?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Six feelings

Happy - I smile. I feel good.

Sad - I may cry. I feel heavy.

Angry - my face is hot. My hands are tight.

Scared - my heart beats fast. I want to run away.

Surprised - my eyes and mouth open wide.

Calm - I feel quiet and relaxed.

My body tells me

My body shows my feelings.

When I am angry, my face can be hot.

When I am scared, my heart can beat fast.

When I notice my body, I know my feeling.

Feelings can be small or big

My **feelings thermometer** has 5 steps.

1 = very small. 3 = medium. 5 = very big.

When my feeling is at 4 or 5, I need to calm down.

All feelings are OK

Everybody has feelings. All feelings are OK.

But some things I do are not OK. Hitting or breaking things is not OK.

I can **say** my feeling: "I am angry." "I am sad."

My calm-down toolbox

Breathe: smell a flower (breathe in), blow out a candle (breathe out).

Count slowly to 10.

Move away to a quiet place.

Squeeze a soft ball or my hands.

Talk to a person I trust.

Squeeze the lemon: I squeeze my hands very tight, like squeezing a lemon. Then I let go. My body feels soft.

Ask for a break.

Feelings of other people

Other people have feelings too.

I look at their face. I can ask: "Are you OK?"

When a friend is sad, I can be kind to them.

Remember!

All feelings are OK.

I can say my feeling with words.

When my feeling is big, I use my calm-down toolbox.

Words to learn

Word	What it means (easy words)
feeling	What I feel inside: happy, sad, angry...
emotion	Another word for feeling.
thermometer	A scale that shows how big something is.
calm	Quiet and relaxed.
break	A short pause to rest.

Step 3. PLAY

Digital game: Feelings Memory (*template: Memory Match*)

12 cards face down: 6 faces and 6 situations. The learner turns two cards and looks for pairs (for example "angry face" + "someone took my phone").

Face	Situation
Happy	It is my birthday party.
Sad	My friend cannot come.
Angry	Someone took my things without asking.
Scared	A big dog runs to me.
Surprised	I get a present I did not expect.
Calm	I lie on the grass in the park.

Digital game: How Does Ani Feel? (*template: Stop and Think Story*)

The picture story of this unit is shown again. After each picture, the story stops and asks: “How does Ani feel?” The learner chooses a face. Then: “How big is the feeling?” The learner chooses a number on the thermometer.

Card game for group sessions

Deck D - Feelings. Game: “**Feelings Charades**” - a player shows a feeling with the face and body; the others guess. Game: “**Feelings Snap**” - players turn cards; when a face card and a situation card match, the first to say the feeling wins the pair. Game: “**When I...**” - a player draws a feeling card and finishes the sentence “I feel ... when ...”. See Part C.

Extra activities for group sessions and real life

- **Mirror faces.** In front of a mirror, learners make faces and look at the details: eyebrows up = surprised; tight mouth = angry; eyes down = sad. Then they match their face to a Feelings Card.
- **Squeeze the lemon – drop the rocks.** A short relaxation: squeeze the hands tightly (“squeeze the lemon”), then let go; lift the shoulders to the ears, then drop them (“drop the rocks”); press the feet into the floor, then relax. Repeat each part twice. This is a simple version of progressive muscle relaxation.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	Which face is happy?	Smiling face • Crying face • Angry face	Smiling face
2	Your heart beats fast before a show. How do you feel?	Scared • Calm	Scared
3	Is it OK to feel angry?	Yes • No	Yes
4	What can help you calm down?	Breathe slowly • Shout	Breathe slowly
5	Your friend is crying. What can you do?	Ask “Are you OK?” • Laugh	Ask “Are you OK?”

Step 5. TRY IT!

Challenge: My Feelings Diary

1. Print the Feelings Diary page (3 days).
2. Every evening, choose the face that shows how you felt today.
3. Colour the thermometer: how big was the feeling?
4. Tell your supporter why you felt this way.
5. On day 3, write or draw one thing that helped you feel good.

Show it: Upload a photo of your diary or tick “I did it”.

Two levels

Level	Adaptation
With help	Four feelings (happy, sad, angry, scared). Thermometer with 3 steps. Two calming strategies.
On my own	Six feelings and more words (nervous, proud, bored). Thermometer with 5 steps. The learner chooses their own toolbox.

Tips for supporters

- Name your own feelings in daily life: “I am a bit nervous today because...”. This models emotional language.
- Practise calming strategies when the young person is calm, so they can use them when they are upset.
- Accept the feeling before solving the problem: “I see you are angry. Let’s breathe together.”
- Make a personal calm-down card with the strategies that work best for this young person.
- Do not use the feelings thermometer as a punishment tool; it is a tool for understanding.

Unit 2.2 - Talking and Making Friends

In this unit, the learner will learn to:

- greet people and introduce themselves;
- ask a question and listen to the answer;
- take turns in a conversation;
- end a conversation politely;
- explain what a good friend does and the difference between friends, people I know and strangers.

Background for supporters

Friendship is important for wellbeing, self-esteem and protection from loneliness. Young people with intellectual disabilities often have fewer opportunities to meet peers outside school and family, and may find it hard to start and maintain conversations. Typical difficulties include knowing how to start, what to talk about, how to take turns and how to end a conversation.

Conversation skills can be taught with **scripts**: short ready phrases (“Hi, I’m...”, “What do you like to do?”) that the young person practises until they become natural. Scripts should be faded over time so that the young person uses their own words. **Role play** with peers and supporters gives safe practice before real situations.

Research on peer-mediated approaches shows that when non-disabled peers are prepared and involved, young people with intellectual disabilities make more social contacts, and peers develop more positive attitudes. The research of this project highlighted examples where sports and shared activities, such as unified sports teams, created natural opportunities for friendship. The card games in this unit are designed to be played in mixed groups.

The “circles” model helps young people understand different types of relationships: family, friends, people I know (classmates, coaches, neighbours) and strangers. This is also an important basis for safety (Units 2.3 and 2.4), because different relationships have different rules for touch, personal information and trust.

The **circle of relationships** is shown with colours on a large poster: the learner in the centre, then family (blue), friends (green), helpers such as teachers and doctors (yellow) and strangers (orange). Each circle has clear rules for touch and distance. This visual tool also supports the safety topics of Units 2.3 and 2.4.

Step 1. STORY: “Emre at the New Club”

Picture 1

Drawing: Emre standing alone at the side of a football field; other players talking in a group.

Emre joins a new football club. Everybody knows each other. Emre stands alone.

Picture 2

Drawing: Emre with a thought bubble full of question marks.

Emre is nervous. He thinks: “What can I say?”

Picture 3 <i>Drawing: Emre waving to a boy; a card in his pocket.</i> He remembers his Talk Card. He walks to a boy and says: "Hi, I'm Emre. I'm new."	Picture 4 <i>Drawing: Emre and Can talking and smiling.</i> The boy says: "Hi, I'm Can. Welcome!" Emre asks: "Which team do you support?"
Picture 5 <i>Drawing: Two speech bubbles taking turns.</i> Emre listens. Can talks about his team. Then Emre talks about his team. They take turns.	Picture 6 <i>Drawing: Emre and Can giving each other a high five.</i> After training, Can says: "See you on Thursday!" Emre has a new friend.

Talk about the story:

- How did Emre feel at the beginning?
- How did Emre start the conversation?
- What did Emre do while Can was talking?
- Where can you meet new people?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Saying hello

When I meet someone, I **say hello**.

I look at the person and smile.

I can wave or shake hands.

Introducing myself

I say my name: "Hi, I'm Ani."

I can say one more thing: "I like dancing." "I am new here."

Asking a question

I ask a question to know the person: "What do you like to do?" "What is your favourite music?"

People like it when we are interested in them.

Listening

When the other person talks, I **listen**.

I look at them. I nod. I wait until they finish.

I do not talk at the same time.

Taking turns

A conversation is like a ball game.

I talk - then the other person talks - then I talk again.

I do not talk only about myself.

Saying goodbye

When I want to go, I say: "I have to go now. Bye!" or "See you tomorrow!"

I do not just walk away.

What does a good friend do?

A good friend is **kind**. A good friend **listens**.

A good friend **helps** me and I help them.

A good friend does not laugh at me or make me do things I don't want.

My circle of relationships

I am in the **centre** of my circle.

Blue circle - family: we can hug.

Green circle - friends: high fives, handshakes, talking together.

Yellow circle - helpers (teachers, doctors, coaches): they touch me only when needed and when I agree.

Orange circle - strangers: no touching. I keep one arm's distance.

Remember!

Hello - my name - a question - listen - goodbye.

A conversation is like a ball game: we take turns.

A good friend is kind.

Words to learn

Word	What it means (easy words)
conversation	When two or more people talk to each other.
introduce	To say my name to someone new.
listen	To pay attention when someone talks.
take turns	First one person, then the other.
friend	A person I like and who likes me.
stranger	A person I do not know.

Step 3. PLAY

Digital game: Talk Cards (*template: Flip Cards*)

The learner flips cards. The front shows a picture of a situation; the back shows a phrase to use.

The learner practises saying the phrase with a supporter or a friend.

Situation (front)	Phrase (back)
Meeting someone new	"Hi, I'm ... What's your name?"
Want to know more	"What do you like to do?"
Want to play together	"Do you want to play with me?"
Did not hear	"Sorry, can you say it again?"

Situation (front)	Phrase (back)
Want to leave	"I have to go now. See you!"
Friend is sad	"Are you OK? Can I help?"

Digital game: New in the Club (template: Choose Your Path)

The learner chooses what Emre says or does at the new club. Each choice shows how Can reacts.

Situation	Choices (best choice first)
Emre arrives. Nobody talks to him.	Say "Hi, I'm Emre" • Stand alone and wait • Go home
Can tells a long story about his team.	Listen and nod • Look at the phone • Start talking about something else
Can asks: "What music do you like?"	Answer and ask back • Say nothing
Training is over.	"See you on Thursday!" • Walk away without a word

Card game for group sessions

Deck E - Talk. Game: **"Pick and Ask"** - sit in a circle; a player draws a question card and asks the person on their left, who answers and then draws the next card. Game: **"Find Someone Who..."** - each player gets a bingo sheet and walks around asking questions. Game: **"Talk Ball"** - a soft ball is thrown; whoever catches it answers the current card. Ideal for mixed groups. See Part C.

Extra activities for group sessions and real life

- **Talking token.** The person holding a small object (a ball or a stick) talks; the others listen. After speaking, the token is passed on.
- **The 3-second pause.** Before answering, everybody counts to three in their head. This gives everyone time to think and avoids talking at the same time.
- **Circle poster.** Learners put name cards or photos of people in their life in the right circle of a big coloured poster and say what is OK in each circle.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level "With help" shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	You meet someone new. What do you say first?	"Hi, I'm ..." • Nothing • "Go away"	"Hi, I'm ..."
2	What do you do when someone is talking?	Listen • Talk at the same time	Listen
3	A conversation is like...	A ball game – we take turns • A race	A ball game - we take turns

#	Question	Answers (pictures)	Correct
4	What does a good friend do?	Is kind and listens • Laughs at me	Is kind and listens
5	You want to leave. What do you say?	"I have to go. Bye!" • Walk away	"I have to go. Bye!"

Step 5 – TRY IT!

Challenge: Hello, New Person!

1. Choose a place: school, centre, club, sports training.
2. Choose one Talk Card to help you.
3. Say hello to someone you do not know well and tell them your name.
4. Ask them one question and listen to the answer.
5. Say goodbye. Tell your supporter what you learned about the person.

Show it: Draw or write the name of the person and one thing you learned about them. Upload it or tick "I did it".

Two levels

Level	Adaptation
With help	Two phrases only ("Hi, I'm..." and one question). Practice first in role play with a familiar person.
On my own	A full conversation: greeting, two questions, answers, goodbye. Practice with a new peer.

Tips for supporters

- Practise scripts in role play many times, then in real situations.
- Prepare peers: explain that the young person may need more time to answer.
- Use the young person's interests as conversation topics - it is easier to talk about what we love.
- Praise specific behaviour: "You asked Can a question and listened to his answer. Great!"
- Create regular opportunities: a weekly club, a game evening, a sports team.

Unit 2.3 - I Can Speak Up

In this unit, the learner will learn to:

- understand that they can make choices about their body, their things and their time;
- say “no” in a calm and strong way;
- use the rule “No - Go - Tell”;
- ask for help clearly;
- name people they trust;
- know some of their rights in easy words.

Background for supporters

Self-advocacy means speaking up for yourself: saying what you want and need, making choices and defending your rights. It is one of the components of **self-determination**, which research has linked with better adult outcomes for young people with disabilities, including employment and independent living. Self-advocacy groups led by people with intellectual disabilities exist in many European countries and are an important part of the disability rights movement.

Young people with intellectual disabilities are at higher risk of abuse and exploitation than their peers, as the application form also notes. Reasons include dependence on others, a strong wish to please and be accepted, difficulties recognising manipulation and a lack of education about rights and the body. Many young people have learned to always say “yes” to adults. This unit teaches that they have the right to say “no”.

The unit uses a simple model of three communication styles: **the mouse** (too quiet - passive), **the lion** (too loud - aggressive) and **me** (calm and strong - assertive). Learners practise the assertive style in role plays. The safety rule “**No - Go - Tell**” (say no, go away, tell a trusted person) is easy to remember and works in many situations.

Topics related to body autonomy and touch should be adapted to the age of the learners and discussed with families. The unit uses general examples (someone asks for money, someone wants to take your phone, someone wants you to do something you do not want). Supporters must know the child protection procedures of their organisation and how to act if a young person discloses abuse.

Supported decision-making is the approach promoted by Article 12 of the UN Convention: instead of others deciding for the person (substituted decision-making), trusted supporters help the person understand options and make their own decision. A simple “**My Life Plan**” folder in easy-to-read format helps young people express their preferences.

Step 1. STORY: “Ani Speaks Up”

Picture 1

Drawing: A girl holding out her hand to Ani.

After dance class, a girl says to Ani: “Give me 10 for a drink. Just this once!”

Picture 2

Drawing: Ani with a worried face; thought bubble with a sad face.

Ani does not want to. But she is afraid that the girl will not like her.

Picture 3 <i>Drawing: Ani standing straight, saying "No, thank you".</i> Ani remembers: "I can say no." She says in a calm, strong voice: "No, thank you."	Picture 4 <i>Drawing: Ani talking to a smiling teacher.</i> Ani goes to her teacher and tells her what happened. The teacher says: "You did the right thing."
Picture 5 <i>Drawing: Ani in a shop aisle, looking around.</i> Later, in a big shop, Ani cannot find the dance shoes she needs.	Picture 6 <i>Drawing: A shop assistant showing Ani the shoes.</i> Ani goes to a shop assistant: "Excuse me, can you help me? I need dance shoes." She finds them!

Talk about the story:

- Why was it hard for Ani to say no?
- How did Ani say no?
- Who did she tell?
- How did she ask for help in the shop?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

My choices

I can make **choices** about my body, my things and my time.

I can say **yes** when I want. I can say **no** when I don't want.

Nobody can make me do something that is not OK.

Three ways to answer

The mouse speaks very quietly and always says yes. Nobody hears what the mouse wants.

The lion shouts and is angry. People feel scared.

Me: I stand straight, I look at the person, I speak calmly and clearly. This is the best way.

How to say no

I stand straight. I look at the person.

I say in a calm, strong voice: "**No, thank you.**" or "**No, I don't want to.**"

I can show "**stop**" with my hand: I hold my flat hand forward.

If someone touches me and I don't like it, I say: "**No, stop. I don't like this.**"

I do not need to explain.

No - Go - Tell

If something feels wrong or makes me scared:

1. I say **NO**.
2. I **GO** away.
3. I **TELL** a person I trust.

Asking for help

Everybody needs help sometimes. It is OK to ask.

I say: **"Excuse me, can you help me? I need..."**

I say thank you.

People I trust

I have people I can trust: for example my mother, my father, my teacher, my trainer.

I can tell them when something is wrong.

If the first person does not listen, I tell another person.

My decisions – with support

I can make **my own decisions**: about my free time, my clothes, my work, my life.

Sometimes decisions are difficult. People I trust can **help me** understand and choose.

They help me – but **I decide**.

When something is not OK

If something is not OK at the centre, at school or at work, I can **complain**.

I say: **"I want to tell you about a problem. ... is not OK for me."**

I can ask a person I trust to come with me.

My rights

I have the same rights as other people.

I have the right to **learn**, to **work**, to **choose**, to **be safe** and to **take part** in my community.

I have the right to get help and support.

Remember!

I can say no.

No - Go - Tell.

It is OK to ask for help.

Words to learn

Word	What it means (easy words)
choice	When I decide what I want.
right	Something that every person can have or do.
trust	When I know a person is good and will help me.
speak up	To say what I think and need.
secret	Something people do not tell. A bad secret makes me feel bad - I can tell it to a person I trust.

Step 3. PLAY

Digital game: Yes, No or Ask for Help? (template: Sort into Boxes)

The learner sorts situation cards into three boxes: “Yes, please”, “No, thank you” and “Ask for help”.

Situation	Box
A friend invites you to the cinema and you want to go.	Yes, please
Someone you don't know asks for your phone.	No, thank you
You cannot open a heavy door.	Ask for help
Someone wants you to keep a secret that makes you feel bad.	No – and tell
Your teacher offers you a second piece of cake and you are full.	No, thank you
You don't understand a form at the doctor's.	Ask for help

Digital game: What Would You Do? (template: Choose Your Path)

A story with three possible answers for each situation: a mouse answer, a lion answer and a “me” answer. The learner sees how each answer works and chooses the best one.

Situation	Mouse • Lion • Me
A classmate takes your pen without asking.	(silent) • “Give it back, idiot!” • “That's my pen. Please give it back.”
Someone asks you for money.	(gives the money) • (shouts) • “No, thank you.”
The bus driver did not stop at your stop.	(stays on the bus) • (shouts at the driver) • “Excuse me, I need to get off, please.”

Card game for group sessions

Deck F - Speak Up. Game: “**Mouse, Lion or Me?**” - a player draws a situation card and answers it in one of the three styles; the others guess which style it was and then show the “me” answer together. Game: “**Help Card Race**” - teams act out asking for help in different places. See Part C.

Extra activities for group sessions and real life

- **My Life Plan folder.** An easy-to-read folder with four pages: “What I like”, “What I don't want”, “How I want to work”, “Who helps me”. Learners fill it in with pictures, words and photos over several sessions.
- **Stop hand role play.** Learners practise standing straight, holding the flat hand forward and saying “No, stop. I don't like this.” in a calm, strong voice.
- **Complaint script.** Role play telling a staff member about a problem with the sentence from the LEARN step.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	Is it OK to say no when you don't want something?	Yes • No	Yes
2	What is the best way to say no?	Calm and strong • Shouting • Very quietly	Calm and strong
3	Something feels wrong. What do you do?	No – Go – Tell • Keep it secret	No – Go – Tell
4	You need help in a shop. What do you say?	“Excuse me, can you help me?” • Nothing	“Excuse me, can you help me?”
5	Who can you tell when something is wrong?	A person I trust • Nobody	A person I trust

Step 5. TRY IT!

Challenge: My Help Card

1. Print the Help Card template.
2. Write or draw: my name; what I sometimes need help with.
3. Write the names and phone numbers of 2–3 people you trust.
4. Practise saying: “Excuse me, can you help me? I need...”
5. Keep the card in your wallet or as a photo on your phone.

Show it: Take a photo of your Help Card (cover the phone numbers) and upload it.

Two levels

Level	Adaptation
With help	Only “No, thank you” and “Can you help me?”. Two trusted people. Role play with a familiar supporter.
On my own	The three styles, No – Go – Tell, rights. The learner practises in a real situation (asking for help in a shop or at an office).

Tips for supporters

- Accept the young person’s “no” in everyday situations when it is safe – this teaches that their “no” matters.
- Do not teach blind obedience to adults. Teach that rules apply to everyone.
- Practise with role play many times. Swap roles: let the young person be the one asking.
- Know your organisation’s safeguarding procedures. If a young person tells you about abuse, listen, believe them and follow the procedure.
- Connect young people with self-advocacy groups in your country, if available.

Unit 2.4 - Safe in the Digital World

In this unit, the learner will learn to:

- tell the difference between private and public information;
- create a strong password and keep it secret;
- write kind messages;
- recognise signs of fake or dangerous messages;
- use the rule “Stop - Block - Tell”;
- use a phone or tablet to communicate with family and friends.

Background for supporters

Digital skills are increasingly necessary for social participation, learning, work and access to services. For young people with intellectual disabilities, the internet and social media can be a great opportunity: they can keep in touch with friends, find information, follow their interests and use services more independently. The Special Virtual Academy itself is an example of how digital tools can support learning.

At the same time, young people with intellectual disabilities are more vulnerable online. Typical risks include scams and fake prizes, sharing personal information or photos with strangers, cyberbullying, manipulation by people who pretend to be friends (grooming) and excessive screen time. The research of the project found several Turkish and European projects that combine digital literacy with internet safety, cyberbullying prevention and awareness of the digital footprint.

The European Digital Competence Framework for Citizens (DigComp) describes five areas of digital competence: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. This unit focuses on communication and safety at a basic level.

Rules for online safety should be concrete and repeated often: private information stays private; a stranger online is a stranger; if a message asks for money, personal information or photos, or makes you feel bad or scared – stop, do not answer, block and tell a trusted person. Supporters should help young people set privacy settings on their accounts and should keep an open, non-judgemental attitude, so that young people tell them when something goes wrong online.

Step 1. STORY: “Emre and the Big Prize”

Picture 1

Drawing: Emre’s phone screen with a message, a gift icon and a strange link.

Emre gets a message: “Congratulations! You won a new phone! Click here and send your address and a photo.”

Picture 2

Drawing: Emre smiling, his finger near the screen.

Emre is excited. “A new phone!” He wants to click.

Picture 3

Drawing: Emre with a thinking face; a stop sign.

Then he stops and thinks: “I did not take part in any game. Who is this?”

Picture 4

Drawing: Emre and his sister looking at the phone together.

Emre shows the message to his sister Elif. She says: “This is fake. They want your information.”

Picture 5

Drawing: A phone screen with a "Blocked" sign.

They block the number and delete the message.

Picture 6

Drawing: Two phones with friendly messages and smiley faces.

Later, Emre sends a kind message to his friend
Can: "Good game today! See you on Thursday."
Can replies with a smile.

Talk about the story:

- Why was the message dangerous?
- What did Emre do well?
- What did they do with the message?
- Who can you show a strange message to?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Private or public?

Private information is only for me and people I trust: my address, my phone number, my passwords, my PIN, my photos.

Public information can be shared: my first name, my favourite colour, my favourite team.

I do not share private information online.

My password

A **password** protects my account.

A strong password is long. It can be three words that I remember, for example: "BlueCatBus7".

My password is **secret**. I only tell it to a person I trust who helps me.

Kind messages

Online, I write the same way I talk to people face to face.

I write **kind** messages. I do not write mean things.

Before I send a message, I ask myself: "Is it kind? Is it true?"

Strangers online

A person I don't know online is a **stranger**, even if they are friendly.

People online can lie about who they are.

I never meet a person from the internet alone. I never send photos to strangers.

Is the message fake?

A message can be **fake** if:

- it says I **won** something;
- it says I must do something **fast**;
- it asks for **money**, my **address**, my **password** or **photos**;
- it has a strange **link**.

Stop - Block - Tell

If a message is strange, mean or makes me scared:

1. **STOP.** I do not answer and I do not click.
2. **BLOCK** the person.
3. **TELL** a person I trust and show them the message.

Time online

Time online can be fun. But I also need time for sleep, friends, sport and other things.

I put my phone away one hour before sleep.

Using the Academy

I log in with my **picture password** or my **QR card**.

On my page I see four big buttons: **My Lessons**, **My Badges**, **Live Classroom**, **Contact My Mentor**.

I can take a photo of my work and upload it to **My portfolio**.

Rules for online classes

I sit in a quiet place. My face is in the camera.

I check what people can see behind me.

I turn off my microphone when others talk.

I wear normal clothes, like for school.

Remember!

My private information stays private.

My password is secret.

Strange message? Stop - Block - Tell.

Words to learn

Word	What it means (easy words)
private	Only for me and people I trust.
public	Everyone can see or know it.
password	A secret word that protects my account.
fake	Not true; made to trick people.
link	Words or a button that open a website when I click.
block	To stop a person from sending me messages.

Step 3. PLAY

Digital game: Safe or Not Safe? (*template: Swipe Cards*)

The learner sees a card and chooses thumbs up (safe) or thumbs down (not safe).

Card	Answer
Send a kind message to a friend.	Safe
Tell a stranger your address.	Not safe
Show a strange message to your mother.	Safe
Click a link that says "You won!"	Not safe
Use a password with three words.	Safe
Meet a person from the internet alone.	Not safe

Digital game: Private or Public? (template: Sort into Boxes)

The learner sorts information cards into two boxes.

Private	Public
My address, my password, my PIN, my phone number, my photos	My first name, my favourite colour, my favourite team, my hobby

Digital game: Message Detective (template: Find It!)

The learner sees three messages. In each one, they click on the signs that it is fake (prize, urgency, a request for money or information, a strange link). The detective badge appears when all signs are found.

Card game for group sessions

Deck G - Online Detective. Game: "**Real or Fake?**" - a player reads a message card; the others hold up "Real" or "Fake" and the player with the magnifying glass card explains the clues. Game: "**Share or Don't Share?**" - players sort information cards into two piles as fast as they can. See Part C.

Extra activities for group sessions and real life

- **Device basics** - switching the device on and off, charging, using the touch screen, finding the Academy icon.
- **My settings** - with each learner, turn on the accessibility settings they need on their own device: high contrast, zoom, larger text, voice typing.
- **Academy practice** - each learner logs in, opens "My Lessons" and uploads one photo to the portfolio. For the first three logins, the supporter points to each step, then lets the learner do it alone.
- **Online class rehearsal** - a short practice online meeting where learners try the camera, the microphone button and the "raise hand" button.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level "With help" shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	Which information is private?	My password • My favourite colour	My password
2	Someone you don't know asks for your address online. What do you do?	Stop – Block – Tell • Send it	Stop – Block – Tell
3	A message says "You won! Click here!" Is it...?	Probably fake • Real	Probably fake
4	Which message is kind?	"Good game today!" • "You are stupid."	"Good game today!"
5	Can you tell your password to a stranger?	No • Yes	No

Step 5. TRY IT!

Challenge: My Safe Phone

1. Make a video call or send a message to a family member or a friend.
2. With your supporter, check your password. Is it strong? Make a new one with three words if needed.
3. With your supporter, check the privacy settings of one app you use.
4. Write the names of 2 people you can show strange messages to.

Show it: Tick "I did it" for each step in the Academy.

Two levels

Level	Adaptation
With help	Private/public with 6 examples. Stop - Block - Tell. The supporter sets the password and privacy settings with the learner.
On my own	All signs of fake messages. The learner creates a password alone and checks privacy settings with minimal help.

Tips for supporters

- Do not forbid the internet - teach safe use. Young people who are only told "no" often hide what they do online.
- React calmly if the young person shows you something bad. Thank them for telling you.
- Help to set privacy settings and to save trusted contacts with photos.
- Agree on clear family rules for screen time and phones at night.
- Report serious problems (threats, sexual content, grooming) to the platform and, if needed, to the police.

Unit 2.5 - Move and Express

In this unit, the learner will learn to:

- control big movements: balance, walking on a line, stepping over obstacles;
- use both hands together and do small, careful movements with the fingers;
- move to a rhythm;
- show feelings with the body and recognise body language;
- relax the body after movement;
- • create and show a short dance together with others.

Background for supporters

Movement is a basic form of expression and communication. Many young people with intellectual disabilities have differences in motor development. Young people with Down syndrome often have low muscle tone and need more practice for balance and coordination; young people with cerebral palsy have different movement patterns and may tire quickly; some autistic young people have difficulties with coordination and with sensing the position of their body. Motor skills are needed for daily life (dressing, cooking), for work (packaging, using tools) and for sport and leisure.

Motor skills are usually divided into **gross motor skills** - big movements with the whole body such as walking, balancing, jumping and throwing and **fine motor skills** - small, precise movements with the hands and fingers, such as holding a pen, using scissors, threading beads or rolling dough.

Bilateral coordination means using both hands together, for example holding paper with one hand and cutting with the other. The sense of where the body is in space (**proprioception**) and **balance** develop through repeated, varied movement.

Rhythm helps coordination: walking or moving to a steady beat makes movements smoother and easier to plan. Music, drums and clapping are simple tools for this.

Movement is also a way to **express feelings** without words. Dance and movement activities – such as those used in the Foundation’s “Dance with Me!” initiative - give young people a way to show who they are, to build confidence and to be part of a group. Using scarves or ribbons makes movements bigger and more visible. Understanding **body language** (how people stand, move and look) also supports the social skills of Units 2.1 and 2.2.

Every activity in this unit has an easier version. The goal is not perfect movement, but participation, enjoyment and progress for each young person.

Step 1. STORY: “The Scarf Dance”

Picture 1

Drawing: A dance room with mirrors; Ani with her group; Emre at the door.

Ani’s dance group prepares a show. Today Emre comes to watch.

Picture 2

Drawing: Ani jumping with a yellow scarf high in the air.

The teacher gives everyone a colourful scarf. “Show me happy!” Ani waves her scarf high and jumps.

Picture 3 <i>Drawing: The group moving slowly, heads down, scarves low.</i> “Now show me sad.” The group moves slowly, with the scarves down.	Picture 4 <i>Drawing: Emre on a line on the floor with arms out, a hoop and soft blocks ahead.</i> Emre wants to try. But the obstacle path is hard: step over, walk on the line, through the hoop. He almost falls.
Picture 5 <i>Drawing: Emre balancing with his arms out; Ani clapping.</i> Ani says: “Slowly! Arms out like a plane.” Emre tries again – and makes it!	Picture 6 <i>Drawing: The group lying on mats, relaxing; Ani and Emre smiling.</i> After the show, everyone lies on the floor. “Squeeze the lemon... and let go.” Ani and Emre feel calm and proud.

Talk about the story:

- How did the group show happy and sad?
- What was difficult for Emre?
- What helped him?
- How do you move when you are happy?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

My body can move

My body can make **big movements**: walk, jump, dance, throw a ball.

My hands can make **small movements**: write, cut, thread beads, roll dough.

I need both for my day: to get dressed, to cook, to work, to play.

Balance

Balance helps me stand and walk without falling.

I can practise: stand on one leg, walk on a line, step over things.

Arms out like a plane – it helps me keep my balance.

Clever hands

My two hands can **work together**.

One hand holds the paper. The other hand cuts.

One hand holds the bowl. The other hand mixes.

I practise with pegs, beads, dough and scissors.

Moving to the beat

Music has a **beat**: boom - boom - boom.

I can clap, walk or march to the beat.

Slow beat = slow movements. Fast beat = fast movements.

My body shows my feelings

My body talks without words. This is **body language**.

Happy: I stand tall, I move up, I jump.

Sad: my head is down, I move slowly.

Angry: my body is tight, my movements are strong.

Scared: I make myself small.

Dancing together

In a dance group, we **watch** each other and **move together**.

We wait for our turn. We help each other.

Everybody can dance! There is no wrong way.

After moving: relax

After moving, my body needs a **rest**.

I lie or sit down. I squeeze my hands like a lemon – and let go.

I breathe slowly. My body feels soft and calm.

Remember!

Big movements and small movements - I need both.

Arms out like a plane for balance.

My body can show my feelings.

After moving, I relax.

Words to learn

Word	What it means (easy words)
balance	Standing or moving without falling.
rhythm / beat	The regular sound in music: boom - boom - boom.
body language	What my body shows without words.
fine motor	Small, careful movements with my hands and fingers.
obstacle	Something in the way that I go over or around.
relax	To rest and feel calm.

Step 3. PLAY

Digital game: Body Language Match (*template: Match Pairs*)

The learner matches drawings of body positions with feelings.

Body position (drawing)	Feeling
Arms up, jumping	Happy
Head down, shoulders down, slow	Sad
Fists tight, stamping feet	Angry

Body position (drawing)	Feeling
Body small, hands over face	Scared
Hands open, mouth open, stepping back	Surprised
Lying down, arms soft	Calm

Digital game: Copy the Dance (template: Put in Order)

The learner sees a short dance of four movement pictures for a few seconds. Then the pictures are mixed, and the learner puts them back in the right order. Then the learner stands up and does the dance. Level “On my own” uses six movements.

Digital game: Steady Hands (template: Drag to Place)

A fine motor game on the touch screen: the learner drags a bead along a curved path to the end without leaving the path, or drags small items into small boxes. The path becomes narrower at higher levels.

Card game for group sessions

Decks D - Feelings and I - Move together. Game: “**Feelings Dance**” - one player draws a Feelings card and moves like that feeling to music; the others guess. Game: “**Move Dice**” with Deck I for balance and coordination. Game: “**Freeze!**” - when the music stops, everyone freezes in the body position of a feeling card shown by the leader. See Part C.

Extra activities for group sessions and real life

- **Obstacle path** - soft blocks to step over, a tape line to walk on, hoops to step through, textured mats or cushions to walk on. Footprint stickers show where to step.
- **Rhythm walking** - march and walk to a drum beat, first slowly and then faster; stop when the drum stops.
- **Fine motor station** - clothes pegs on a card, sorting large nuts and bolts, threading beads, folding paper along a line, rolling dough (a link to the social pastry shop), cutting with scissors while holding the paper with the other hand.
- **Scarf dance** - dancing with scarves or ribbons to music: big movements for happy, slow movements for sad, strong movements for angry.
- **Relaxation** - “Squeeze the lemon - drop the rocks” lying or sitting down at the end of the session.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	Which helps you keep your balance?	Arms out like a plane • Closing my eyes	Arms out like a plane
2	Which is a small movement with the hands?	Threading beads • Running	Threading beads

#	Question	Answers (pictures)	Correct
3	Head down and slow movements show...	Sad • Happy	Sad
4	The music is slow. How do you move?	Slowly • Very fast	Slowly
5	What do you do after moving a lot?	Rest and relax • Run more	Rest and relax

Step 5. TRY IT!

Challenge: My Movement Week

1. Build a small obstacle path at home or at the centre with your supporter: a line on the floor, a pillow to step over, a chair to walk around.
2. Walk the path three times. Try it with arms out like a plane.
3. Make a bracelet with 10 beads or roll a small piece of dough into a snake.
4. Create a short dance with 4 movements to your favourite song.
5. Show your dance to your family or friends.

Show it: Take a photo of your obstacle path or your bracelet, or draw your dance, and upload it.

Two levels

Level	Adaptation
With help	Short obstacle path with support from the side; large beads; a dance of 2–3 movements; activities sitting down where needed.
On my own	Longer path with narrow line and hoops; small beads and scissors; a dance of 6 movements created together with a peer.

Tips for supporters

- Start with movements the young person can do and add small challenges.
- Use footprint stickers on the floor to show where to step.
- Give time to rest - fatigue is common, especially for young people with cerebral palsy.
- Ask a physiotherapist or occupational therapist about specific exercises for individual learners.
- Invite peers without disabilities to the dance activities - dance is a natural space for inclusion.
- Celebrate every performance with applause, whatever its level.

Move! - Mirror Me

“Mirror Me” is a movement game for two people. One person is the “leader” and makes slow movements. The other person is the “mirror” and copies the movements at the same time. After one minute, they swap roles.

The game develops coordination, attention, body awareness and non-verbal communication: partners must watch each other closely and adapt their speed. It is ideal for pairs of young people with and without disabilities and for warm-ups in group sessions.

#	Movement	How to do it	Easier version
1	Face to face	Stand opposite your partner, about one arm apart. Look at each other.	Sit opposite each other.
2	Slow hands	The leader moves one hand slowly up and down. The mirror copies.	Move only the fingers.
3	Big shapes	The leader draws a big circle in the air with both arms. The mirror copies.	Small circles.
4	Funny faces	The leader makes a face (happy, surprised, angry). The mirror copies and says the feeling.	Same – it connects with Unit 2.1.
5	Statue	The leader freezes in a position. The mirror copies the statue.	Simple positions with arms only.
6	Swap	Change roles: the mirror becomes the leader.	Same.

Variation: “Mirror Group” - the whole group copies one leader; the leader passes the role by saying the name of the next person.

Final mission - Picture story game: “The Friendship Quest”

Ani is invited to her first party with the dance group. The learner guides Ani through six scenes of the evening. In each scene, the learner chooses what Ani does. Good choices collect “friendship hearts”. Less good choices show what could happen and give a new chance - every path ends positively.

Scene	Situation	Skill
1. Before the party	Ani is nervous. What can she do? (breathe, talk to her mother)	Feelings - 2.1
2. Arrival	Ani does not know some people. How does she start?	Talking - 2.2
3. The game	The group plays a game. Ani waits for her turn and listens.	Turn-taking - 2.2
4. The offer	Someone offers Ani something she does not want. What does she say?	Speak up - 2.3
5. The photo	A boy wants to take a photo of Ani and post it online. What does she do?	Private / public - 2.4
6. After the party	Ani gets a strange message from an unknown number. What does she do?	Stop - Block - Tell - 2.4

With 4 or more hearts, the learner unlocks the Module 2 badge. In group sessions, the quest can be played with the printed story and role play: the group discusses each scene and votes for Ani’s choice.

Badge: Friendship Star

The learner receives this badge after collecting the 5 stars of Units 2.1 - 2.5 and completing the Friendship Quest.



MODULE 3

Active in My Community

Community, sport, first job and a small social business.

Module 3: Active in My Community

Aim of the module

To help young people take part in the life of their community, join sport and leisure activities, take their first steps towards work and try out social entrepreneurship together with others.

Why this module matters

Inclusion happens in real places: in the library, on the sports field, in the shop, at work. The research carried out by the partners showed that community-based services in Bulgaria and Türkiye – municipal disability centres, sports clubs, special Olympics programmes, vocational centres and supported employment models – can make a big difference, but young people and families often do not know about them or do not use them. It also showed that employment of young people with intellectual disabilities remains low, and that the step from school to work is one of the biggest gaps.

The application form commits the project to promoting active citizenship, social entrepreneurship and employability, and to showing the abilities of young people with intellectual disabilities to the public. Examples such as the social pastry shop of the You Are Part of Us Foundation show that young people with intellectual disabilities can work, serve customers and be proud of their work.

Module 3 uses the skills from Modules 1 and 2 in the community. It moves step by step from knowing the community, to taking part in sport and leisure, to work and finally to running a small social business as a team. The module ends with a real public event, the Inclusion360 Market Day.

Learning outcomes

After the module, the learner can:

- name places in their community and say what they can do there;
- behave appropriately in public places (waiting in line, asking staff);
- explain why sport and movement are good for them and follow simple team rules;
- name different jobs, the tools and skills they need, and their own strengths;
- show good behaviour at work: being on time, following instructions, asking questions, being polite;
- explain what a social business is and take part in planning and running one in a team.

Module overview

Unit	Main topics	Digital games	Card deck
3.1 My Community	Places and services, behaviour in public places, travel	Where Do I Go?; Community Bingo	H - Town
3.2 Sport and an Active Life	Benefits of movement, warm-up, team rules, inclusive sport, finding a club	Which Sport Is for Me?; Rules of the Game	I - Move

Unit	Main topics	Digital games	Card deck
3.3 My First Job	Jobs, strengths, workplace rules, first day, asking for help at work	Job Match; Do or Don't at Work?; First Day at the Pastry Shop	J - Job Families
3.4 Our Small Social Business	Social business, five steps, roles, cost – price – profit, teamwork	Idea Wheel; Our Business Plan	K - Business Builder

Unit 3.1 - My Community

In this unit, the learner will learn to:

- name at least 8 places in their community;
- say what they can do or get in each place;
- wait in line and talk to staff politely;
- find information about activities for young people in their town;
- visit a new community place.

Background for supporters

Community participation means taking part in the ordinary life of a town or village: using services, joining activities, meeting people, having a role. Article 19 of the UN Convention on the Rights of Persons with Disabilities recognises the right of people with disabilities to live in the community and to have access to community services on an equal basis with others. In practice, many young people with intellectual disabilities spend most of their free time at home or in specialised settings and rarely use public places alone.

Knowing the community starts with knowing what exists. Many young people and families do not know about free services: libraries, youth centres, municipal disability centres, accessible sports facilities, cultural events. The research of the project mapped many such services in Türkiye and Bulgaria, often provided by municipalities. Supporters can use this unit to make a local map together with the young people.

Using a community place requires several skills: getting there (travel), knowing what to do there (the “script” of the place), interacting with staff and following the social rules (waiting in line, being quiet in the library). These skills are learned best by visiting the places, first with a supporter and then more independently. Each visit can be prepared with a short picture story about what will happen.

Step 1. STORY: “Emre’s Busy Saturday”

Picture 1 <i>Drawing: Emre with a list with three pictures: book, letter, medicine.</i> On Saturday, Emre has a list: borrow a book, send a letter, buy medicine for his grandmother.	Picture 2 <i>Drawing: Emre at the library desk with a book; a quiet sign on the wall.</i> First he goes to the library. He waits in line and asks the librarian: “Can I borrow this book?”
Picture 3 <i>Drawing: Emre holding a ticket with a number; a screen showing numbers.</i> Then he goes to the post office. He takes a number and waits until his number is called.	Picture 4 <i>Drawing: Emre giving a paper to a pharmacist.</i> At the pharmacy, he gives the prescription to the pharmacist.
Picture 5 <i>Drawing: Emre looking at a colourful poster on a wall.</i> On the way home, he sees a poster: “Free football for young people – Youth Centre – Sundays”.	Picture 6 <i>Drawing: Emre playing football with a mixed group of young people.</i> On Sunday, Emre goes to the youth centre and joins the game. He meets new people!

Talk about the story:

- Which places did Emre visit?
- What did he do at the post office?
- How did he find the football activity?
- Which places do you visit in your town?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Places in my town

Library – I borrow books. I can use computers. It is quiet.

Post office – I send letters and parcels.

Pharmacy – I buy medicine.

Health centre / doctor – I go when I am ill.

Municipality – the office of my town. I can ask about services.

More places

Youth centre – activities for young people.

Sports hall / sports club – I can play sport.

Park – I can walk, meet friends, relax.

Bank / ATM – I get money from my account.

Police station – I go when I need help or something bad happened.

Waiting in line

In many places, people **wait in line**.

I go to the end of the line. I wait for my turn.

In some places, I take a **number**. I wait until I see or hear my number.

Talking to staff

The people who work in a place can help me.

I say: “**Hello. I would like to...**” or “**Can you help me, please?**”

I say “thank you” and “goodbye”.

Tickets and transport

On the bus, tram or metro I need a **ticket** or a **card**.

I **validate** it in the machine. I keep the ticket until the end of the trip.

Drivers and **ticket inspectors** wear uniforms or badges. I can ask them for help.

At big stations, the **information desk** is a safe place to ask.

Rules in public places

In the library I speak quietly.

In the doctor’s waiting room I wait on a chair.

In the bus I give my seat to an old person.

I keep the place clean.

Finding activities

I can find activities on **posters**, on the **website** of my town or at the **youth centre**.

I can ask my supporter to help me find something I like.

Remember!

My community has many places for me.

I wait for my turn.

I can ask staff for help.

Words to learn

Word	What it means (easy words)
community	The people and places where I live.
service	Help or things that a place gives to people.
library	A place where I borrow books.
municipality	The office that manages my town.
in line	People waiting one after the other.

Step 3. PLAY

Digital game: Where Do I Go? (template: Find It!)

An illustrated map of a town with 10 places. The learner reads a need ("I need medicine") and clicks on the right place on the map.

I need to...	Place
borrow a book	Library
send a letter	Post office
buy medicine	Pharmacy
see a doctor	Health centre
play football	Sports hall
get money from my card	ATM / bank
report a stolen phone	Police station
meet young people and join activities	Youth centre

Digital game: Community Bingo (template: Bingo Card)

A digital and printable bingo card with 9 community places. When the learner visits a place in real life, they tick it and upload a photo. Three in a row = bingo and an extra star.

Card game for group sessions

Deck H – Town. Game: “**Town Memory**” – match each place card with its “I need to...” card.
Game: “**Build Our Town**” – the group places the place cards on a big paper to create a map of their own town and draws the way from the centre to each place. See Part C.

Extra activities for group sessions and real life

- **Ticket practice** - learners buy and validate a ticket in a real station or bus and find the information desk.
- **Uniform spotting** - show photos of local uniforms (driver, inspector, police, shop worker) so learners know whom they can ask for help.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	Where do you borrow a book?	Library • Bakery • Pharmacy	Library
2	Where do you buy medicine?	Pharmacy • Post office	Pharmacy
3	There are people waiting. What do you do?	Wait for my turn • Go to the front	Wait for my turn
4	How do you speak in the library?	Quietly • Very loudly	Quietly
5	Where can you find activities for young people?	Youth centre • Petrol station	Youth centre

Step 5. TRY IT!

Challenge: A New Place for Me

1. Choose a place you have never visited: library, youth centre, sports club, museum.
2. Find the address and the opening hours with your supporter.
3. Plan the way: on foot or by bus.
4. Visit the place. Say hello to a person who works there and ask one question.
5. Tick the place on your Community Bingo card.

Show it: Take a photo in front of the place and upload it.

Two levels

Level	Adaptation
With help	Five places. The visit is with a supporter, who prepares the question together with the learner.
On my own	Ten places. The learner plans the visit, travels with minimal support and asks staff for information alone.

Tips for supporters

- Make a real map of your town with the group, using photos of the real places.
- Prepare each visit with a short picture story: what will happen, what to say.
- Contact local services in advance - many are happy to welcome young people and explain their work.
- Repeat visits until the young person feels confident, then reduce support.
- Include peers without disabilities in the visits.

Unit 3.2 - Sport and an Active Life

In this unit, the learner will learn to:

- explain why movement is good for the body and the mind;
- do a simple warm-up and cool-down;
- follow team rules and show fair play;
- accept winning and losing;
- choose a sport or active hobby they like and find where to do it.

Background for supporters

Physical activity is important for everyone. The World Health Organization recommends that children and adolescents do on average at least 60 minutes of moderate to vigorous physical activity per day, and that adults do 150–300 minutes of moderate activity per week; these recommendations also apply to people with disabilities. Young people with intellectual disabilities are, however, often less active than their peers, and have fewer opportunities to join sports clubs.

The research of this project showed that sport is one of the strongest tools for inclusion. Stakeholders and inter-coaching partners (such as the DigiLAB / Together We Play project and Special Olympics programmes) stressed that sport develops not only physical health and motor skills, but also communication, teamwork, self-confidence, responsibility and friendships. **Unified sports**, in which young people with and without intellectual disabilities play in the same team, were identified as a particularly effective model.

Motor skills include **gross motor skills** (running, jumping, throwing, balance) and **fine motor skills** (using fingers and hands precisely). Both are important for daily life and work. Many young people with Down syndrome or cerebral palsy have differences in muscle tone and coordination; activities should be adapted so that everyone can take part and succeed.

Sport also teaches social rules: waiting for your turn, following the rules of the game, accepting the referee's decision, supporting team mates, and winning and losing with respect. These rules are explicitly taught and practised in this unit.

Step 1. STORY: “Ani and Emre Try New Sports”

Picture 1

Drawing: A sports hall with stations: football, basketball, dance, table tennis.

At the sports day, Ani and Emre can try different sports.

Picture 2

Drawing: A group of young people doing a warm-up.

First, everybody warms up together: arms, legs, a little running.

Picture 3

Drawing: Ani throwing a ball at a basket; the ball misses.

Ani tries basketball. It is hard! She misses the basket. She tries again.

Picture 4

Drawing: Emre shaking hands with a player from the other team.

Emre plays football in a mixed team. His team loses 2–3. Emre is sad, but he shakes hands with the other team.

Picture 5

Drawing: Ani dancing; others clapping.

Ani goes to the dance station. She loves it! Her team mates cheer for her.

Picture 6

Drawing: Ani and Emre with water bottles, smiling.

At the end, they drink water and talk: "Next week I want to join the dance club!"

Talk about the story:

- What did everybody do first?
- What did Ani do when she missed the basket?
- What did Emre do when his team lost?
- Which sport would you like to try?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

Why I move

Sport and movement are good for my **body**: my heart, my muscles, my bones.

They are good for my **mind**: I feel happier and calmer.

They help me **meet people** and make friends.

How much?

I try to move **every day**.

Walking, dancing, cycling, swimming, playing ball – everything counts!

I can take the stairs and walk to the shop.

Before and after

Before sport, I **warm up**: I move my arms and legs slowly.

During sport, I **drink water**.

After sport, I **cool down**: I walk slowly and stretch.

Team rules

I wait for my turn.

I listen to the coach and the referee.

I help my team mates and say "Well done!"

I play fair. I do not hurt anyone.

Winning and losing

Sometimes my team wins. Sometimes my team loses.

When we win, I am happy, but I do not laugh at the other team.

When we lose, I can be sad. I shake hands and say "Good game".

The most important thing is to play and have fun.

Sport for everyone

There are many sports: football, basketball, dance, swimming, boccia, athletics, table tennis...

I can play in a team with young people with and without disabilities.

I can find a club at the youth centre, at school or at a sports club in my town.

Remember!

I move every day.

Warm up – drink water – cool down.

Win or lose: I shake hands and say “Good game”.

Words to learn

Word	What it means (easy words)
warm-up	Easy movements before sport.
team	A group of people who play together.
coach	The person who trains the team.
referee	The person who makes sure everyone follows the rules.
fair play	Playing honestly and with respect.

Step 3. PLAY

Digital game: Which Sport Is for Me? (template: Which One Am I?)

A personality quiz with five picture questions. At the end, the learner gets a suggestion of a sport and information on where it can be done locally.

Question	Picture answers
Do you like to play alone or in a team?	Alone • In a team
Do you like music?	Yes, a lot • Not so much
Do you like water?	Yes • No
Do you like balls?	Yes • No
Do you like to be inside or outside?	Inside • Outside

Digital game: Rules of the Game (template: Sort into Boxes)

The learner sorts behaviour cards into “Good for the team” and “Not good for the team”.

Good for the team	Not good for the team
Pass the ball; say “Well done”; listen to the coach; shake hands after the game	Push a player; shout at the referee; laugh at the losers; play only alone

Card game for group sessions

Deck I – Move. Game: “**Move Dice**” – roll a dice: the number tells how many times to do the movement on the card. Game: “**Freeze!**” – music plays, everyone moves; when the music stops, the leader shows a card and everyone does it. The deck is also used for the Move! activities of all modules. See Part C.

Extra activities for group sessions and real life

- **Rhythm warm-up.** The group marches and walks to the beat of a drum or a clap, first slowly and then a little faster.
- **Balance station.** Simple exercises on a balance cushion or standing on a line, with support from the side if needed.
- **More movement:** Unit 2.5 “Move and Express” offers obstacle paths, fine motor stations and dance activities that can be combined with this unit.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	Why is sport good?	For my body and my mind • It is not good	For my body and my mind
2	What do you do before sport?	Warm up • Eat a big meal	Warm up
3	Your team lost the game. What do you do?	Shake hands • Shout • Go home angry	Shake hands
4	What do you drink during sport?	Water • Cola	Water
5	A team mate scores a goal. What do you say?	“Well done!” • Nothing	“Well done!”

Step 5. TRY IT!

Challenge: Let’s Play Together

1. Choose a sport or an active session (dance, football, walking group, swimming).
2. Find where and when it takes place with your supporter.
3. Go together with a peer – if possible, a peer without a disability.
4. Warm up, play, drink water and cool down.
5. After the game, say “Good game” to the others.

Show it: Take a team photo (with everybody’s permission) and upload it.

Two levels

Level	Adaptation
With help	Simple movements and one sport. Short sessions with breaks. Adapted rules.

Level	Adaptation
On my own	Regular participation in a club or team. The learner warms up the group or helps the coach.

Tips for supporters

- Choose activities where the young person can succeed, then add challenges.
- Adapt rules and equipment: bigger balls, lower baskets, more time, shorter distances.
- Contact local clubs and Special Olympics programmes about unified teams.
- Use sport to practise social skills from Module 2: greeting, taking turns, handling feelings.
- Celebrate effort and participation, not only results.

Unit 3.3 - My First Job

In this unit, the learner will learn to:

- name different jobs and the tools and places connected to them;
- name their own strengths and interests;
- know the main rules of good behaviour at work;
- prepare for a first day at work;
- ask for help and ask questions at work.

Background for supporters

Work gives people income, a role in society, social contacts and self-esteem. Yet employment rates of people with intellectual disabilities are very low in all European countries. The research of the project shows that the step from school to work is one of the biggest gaps: there are few structured transition programmes, and many young people move from school directly to staying at home.

The research identified several good practices in Türkiye, such as supported employment and job coaching for young people with Down syndrome, sheltered and supported workplaces linked to industrial zones, and municipal supported employment programmes. In Türkiye, the Labour Law sets a 3% employment quota for persons with disabilities in larger workplaces. In Bulgaria, the You Are Part of Us Foundation runs a social pastry shop in Sofia, where young people with disabilities receive vocational training and employment.

The **supported employment** model is based on the idea “place, then train”: the young person is placed in a real job and receives training and support from a job coach on site, instead of long preparation outside the workplace. Before this step, young people benefit from learning about different jobs, discovering their strengths and interests (a **vocational profile**), and learning the “soft skills” that employers value most: being on time, following instructions, communicating, asking for help and being reliable.

Article 27 of the UN Convention gives people with disabilities the right to work on an equal basis with others and to receive **reasonable accommodation** – adaptations of the workplace or tasks, such as picture instructions, a fixed routine or a quiet place for breaks.

Practical tools from vocational training help young people work accurately and independently: picture checklists for work clothes; a tidy workstation where every tool has its place; clocking-in cards; and simple **templates (jigs)** that only fit when parts are in the right position, so mistakes are prevented by design. These ideas come from vocational and supported-employment practice.

Step 1. STORY: “Ani’s First Day at the Pastry Shop”

Picture 1

Drawing: Ani in front of a pastry shop with a sign “Welcome Ani!”.

Today is Ani’s first day as a trainee in a pastry shop. She is nervous but happy.

Picture 2

Drawing: Ani shaking hands with Rosa; a clock showing 8:50.

She arrives 10 minutes early. Her mentor Rosa says: “Welcome! Let me show you the team.”

Picture 3 <i>Drawing: Ani washing her hands; an apron and a cap on a hook.</i> First, Ani washes her hands and puts on an apron and a cap.	Picture 4 <i>Drawing: Ani mixing dough; a picture recipe card on the wall.</i> Rosa gives her a recipe card with pictures. Ani follows the steps for the cookies.
Picture 5 <i>Drawing: Ani asking Rosa; Rosa demonstrating.</i> Ani does not understand one step. She asks: "Rosa, can you show me again, please?"	Picture 6 <i>Drawing: Ani at the counter serving a customer, smiling.</i> A customer comes. Ani smiles: "Good morning! What would you like?" At the end of the day, Ani is proud.

Talk about the story:

- What did Ani do when she arrived?
- What helped her make the cookies?
- What did she do when she did not understand?
- What job would you like to try?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

What is a job?

A **job** is work that people do. They get money for it. This money is called **salary**.

At work, I do **tasks**. I am part of a **team**.

Many different jobs

Baker – makes bread and cakes.

Gardener – takes care of plants.

Office assistant – works with papers and a computer.

Shop assistant – helps customers and puts things on shelves.

Cook – prepares food.

Cleaner – keeps places clean.

My strengths

Everybody is good at something.

I think: What do I **like**? What am I **good at**?

For example: I am good at being friendly. I like working with my hands. I like animals.

Good behaviour at work

I come **on time**.

I am **clean** and wear the right clothes.

I **follow instructions**.

I am **polite** with my team and customers.

I put my **phone away** during work.

I take breaks only at break time.

Work clothes and safety

In some jobs I wear **special clothes**: an apron, a hair net, gloves, safe shoes.

I put them on **before** I start. I take them off at the end.

I keep my **workplace tidy**: every tool in its place.

Start and end of work

When I arrive, I **clock in** with a card or a QR code.

My phone alarm tells me when my **break** starts and ends.

When I leave, I **clock out**.

Asking at work

When I don't understand, I **ask**.

I say: "Can you show me again, please?" or "What should I do now?"

Asking is good. It shows I want to do my work well.

My first day

The day before: I prepare my clothes and plan the way.

I arrive a little **early**.

I say hello and my name. I listen to my mentor.

At the end, I say "Thank you, see you tomorrow!"

Remember!

On time – clean – polite.

When I don't understand, I ask.

Everybody is good at something.

Words to learn

Word	What it means (easy words)
job	Work that people do for money.
salary	The money I get for my work.
task	A piece of work I must do.
mentor	A person at work who helps and teaches me.
trainee	A person who is learning a job.
strengths	Things I am good at.

Step 3. PLAY

Digital game: Job Match (template: Match Pairs)

The learner matches tools to jobs.

Tool	Job
Rolling pin	Baker
Watering can	Gardener
Computer	Office assistant
Shopping trolley / shelf	Shop assistant
Pan	Cook
Broom	Cleaner

Digital game: Do or Don't at Work? (template: Swipe Cards)

Thumbs up or thumbs down for each behaviour.

Card	Answer
Arrive on time.	Do
Play with the phone while working.	Don't
Ask when you don't understand.	Do
Shout at a customer.	Don't
Wash hands before working with food.	Do
Leave without saying goodbye.	Don't

Digital game: First Day at the Pastry Shop (template: Put in Order)

The learner puts the steps of Ani's first day in order: arrive early → say hello → wash hands → put on apron → follow the recipe card → serve a customer → clean → say goodbye.

Card game for group sessions

Deck J – Job Families. Game: “**Happy Job Families**” – each job has three cards (worker, tool, place); players ask each other for cards to complete job families. Game: “**Who Am I?**” – a player describes a job without saying its name; the others guess. See Part C.

Extra activities for group sessions and real life

- **Work clothes checklist.** A picture checklist for putting on and taking off an apron, hair net, gloves and non-slip shoes.
- **My workstation.** Learners set up a work table with an outline drawn for every tool, so each tool goes back to its place.
- **Error-proof templates.** Simple cardboard or wooden templates that only fit the right way (for example for folding a box or placing items in a package).
- **Quality check.** A “fits / does not fit” template to check finished items; items that do not fit go into a second box.

- **Packaging station.** Counting cookies or items into trays with 10 compartments (like egg trays), sealing bags and putting labels inside a marked box.

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	What does a baker use?	Rolling pin • Hammer • Computer	Rolling pin
2	When do you arrive at work?	On time or a little early • Late	On time or a little early
3	You don't understand an instruction. What do you do?	Ask • Guess • Leave	Ask
4	Where is your phone during work?	Away • In my hand	Away
5	What do you say to a customer?	“Good morning! What would you like?” • Nothing	“Good morning! What would you like?”

Step 5. TRY IT!

Challenge: I Tried a Job

1. Fill in the “About Me” card: what I like, what I am good at, what job I want to try.
2. With your supporter, find a place where you can help for 1–2 hours (the social pastry shop, the centre, a club, a family business, a school canteen).
3. Prepare your clothes and plan the way the day before.
4. Go, follow the instructions and ask when you don't understand.
5. At the end, fill in the “I tried a job” card: what I did, what I liked, what was difficult.

Show it: Upload a photo of your “I tried a job” card or a photo of you at work (with permission).

Two levels

Level	Adaptation
With help	Three jobs. One simple task during job shadowing, with a supporter next to the learner.
On my own	Six jobs and the “About Me” profile. A longer job tryout with a mentor; the learner travels to the workplace alone.

Tips for supporters

- Start from interests: a young person who loves animals may enjoy a job in a pet shop or a farm.
- Use real workplaces whenever possible. A few hours of real work teach more than many lessons.
- Use picture task cards and a visual schedule at the workplace.

- Prepare the employer and colleagues: explain how to give clear instructions and feedback.
- Celebrate the first salary or the first certificate – it is a big step towards adult life.

Unit 3.4 - Our Small Social Business

In this unit, the learner will learn to:

- explain what a social business is;
- name the five steps from idea to sale;
- choose a role in the team according to their strengths;
- understand cost, price and profit in simple words;
- plan a stall for the Market Day with the team.

Background for supporters

Social entrepreneurship means using business activity to solve a social problem or to support a good cause. A **social enterprise** sells products or services like any business, but its main goal is social impact, and profits are mainly reinvested in this goal. The European Union supports the social economy through the Social Economy Action Plan (2021). One important type of social enterprise is the **work integration social enterprise**, which creates jobs for people who are excluded from the labour market, including people with intellectual disabilities. The social pastry shop of the You Are Part of Us Foundation is an example.

The application form puts social entrepreneurship at the centre of the project's first objective: enabling young people with intellectual disabilities to acquire competences related to social entrepreneurship and to develop a spirit of initiative. For this target group, entrepreneurship is taught through a real mini-project in a team – not through theory about business plans.

Project-based learning gives young people real responsibility: they choose an idea, plan, produce, sell and decide together what to do with the money. Every member has a role that fits their strengths (making products, decorating, selling, handling money, inviting customers, cleaning up). The project uses skills from all modules: money (1.3), communication (2.2), community (3.1) and work behaviour (3.3).

The financial concepts are kept simple: **cost** (what we pay for materials), **price** (what customers pay), **profit** (what is left). The money from the Market Day can go to a good cause chosen by the group, such as equipment for their club or a donation to an animal shelter.

Step 1. STORY: “Emre’s Cookie Team”

Picture 1

Drawing: Emre and friends looking at old, flat footballs.

Emre’s football club needs new balls. But there is no money.

Picture 2

Drawing: Emre with a light bulb above his head; friends cheering.

Emre has an idea: “Let’s bake cookies and sell them!” His friends say: “Yes!”

Picture 3

Drawing: A big paper with a plan: cookies, roles, price 1.

They make a plan: what to make, who does what, the price.

Picture 4

Drawing: The team in a kitchen: one bakes, one packs, one draws a poster.

They buy flour, sugar and butter. Everyone has a task: baking, packing, making a poster.

Picture 5

Drawing: A small stall with cookies; Emre giving change to a customer.

On Saturday, they sell the cookies at the market. Emre takes the money and gives the change.

Picture 6

Drawing: The team holding two new footballs, smiling.

They count the money: after paying for the materials, there is enough for two new balls!

Talk about the story:

- What was the problem?
- What was Emre's idea?
- What were the different tasks?
- What did they do with the money?

Step 2. LEARN

Easy-to-read text for learners. Each block is one screen in the Academy, with a picture next to the text.

What is a business?

A **business** makes or sells something.

People pay money for it.

What is a social business?

A **social business** also makes or sells something.

But it also **helps people** or a good cause.

For example: a pastry shop where young people with disabilities work.

Five steps

1. **Idea** – What can we make or do?
2. **Plan** – What do we need? Who does what? What is the price?
3. **Make** – We make the products.
4. **Sell** – We sell them to customers.
5. **Share** – We decide what to do with the money.

Roles in our team

Maker – makes the products.

Designer – makes the poster and decorates.

Seller – talks to customers.

Cashier – takes the money and gives change.

Helper – prepares the stall and cleans.

I choose a role I am good at.

Cost, price, profit

Cost – the money we pay for the materials.

Price – the money customers pay.

Profit – the money left after we pay the cost.

The price must be more than the cost.

From material to product

We take **materials** and add our **work**.

Flour + sugar + butter + our work = **cookies** to sell.

Fabric + sewing = a **bag** to sell.

Our work makes the product more valuable.

Selling in five steps

1. I **greet** the customer with a smile.
2. I **show** the products.
3. I **take** the product with tongs or a napkin.
4. I **take the money** and give the change and the receipt.
5. I say: "**Thank you, have a nice day!**"

Working as a team

We listen to everyone's ideas.

We help each other.

We decide together.

We are proud of our work!

Remember!

A social business helps people.

Idea – plan – make – sell – share.

Price must be more than cost.

Words to learn

Word	What it means (easy words)
business	Making or selling things for money.
social business	A business that also helps people or a good cause.
customer	A person who buys something.
cost	The money we pay for materials.
profit	The money left after we pay the cost.
team	People who work together.

Step 3. PLAY

Digital game: Idea Wheel (template: Spin the Wheel)

The learner spins a wheel with 8 product ideas: cookies, bracelets, plants in pots, greeting cards, painted stones, candles, bookmarks, lemonade. For each idea, a card shows what is needed.

Digital game: Our Business Plan (template: Drag to Place)

A simple plan template with five boxes. The learner drags pictures into each box.

Box	Example
What do we make?	Cookies
Who buys it?	Families, neighbours, teachers
What do we need?	Flour, sugar, butter, bags, a table
Price	1 for a bag of cookies
Who does what?	Maker, designer, seller, cashier, helper

Card game for group sessions

Deck K – Business Builder. Game: “**Build a Business**” – each team draws one Idea card, one Customer card and one Place card and has 5 minutes to plan a business and present it.
Game: “**Market Day Roles**” – each player draws a role card and practises it in a role play stall. See Part C.

Extra activities for group sessions and real life

- **Selling script practice.** In pairs, learners practise the five selling steps with Deck B and Deck K cards.
- **Profit vote.** At the end of the Market Day, the group votes with picture cards on how to use the profit (for example a trip together or new materials for the workshop).

Step 4. CHECK: mini quiz

Each answer is a picture with a short word. Level “With help” shows only the first two answers.

#	Question	Answers (pictures)	Correct
1	What does a social business do?	Sells things and helps people • Only sells	Sells things and helps people
2	What is the first step?	An idea • Selling • Counting money	An idea
3	Who takes the money and gives change?	The cashier • The designer	The cashier
4	The cost is 3. The price is...	More than 3 • Less than 3	More than 3
5	How do we decide in a team?	Together • One person decides	Together

Step 5. TRY IT!

Challenge: Plan Our Market Day

1. With your group, choose a product from the Idea Wheel.
2. Choose your role in the team.
3. Make a list of what you need and calculate the cost with your supporter.
4. Decide the price and the good cause for the money.
5. Make a poster to invite people.

Show it: Upload a photo of your team's plan or poster.

Two levels

Level	Adaptation
With help	The group uses a ready-made plan; each learner has one simple role and one task.
On my own	The learners fill in the plan themselves, calculate cost and price with a calculator and take leadership roles.

Tips for supporters

- Let the group choose the idea and the good cause – ownership increases motivation.
- Choose products that can be made in small, repeatable steps.
- Give each person a role that fits their strengths, and rotate roles in later projects.
- Invite families, peers and local media to the Market Day to show the abilities of the young people.
- Reflect after the event: What went well? What would we do differently?

Move! - Team Relay

“Team Relay” is a simple relay game with four stations. It is played in mixed teams of 4–6 players, ideally with peers with and without disabilities. Each player completes the four stations and then gives a high five to the next player. All equipment can be found at home, at school or at a centre.

The game develops gross and fine motor skills, coordination and teamwork, and practises the team rules from Unit 3.2.

#	Movement	How to do it	Easier version
1	Spoon walk	Carry a small ball or a potato on a spoon for 5 metres.	Use a bigger spoon or hold the ball in the hand.
2	Basket throw	Throw a soft ball or a rolled pair of socks into a basket from 2 metres.	Stand closer; use a bigger basket.
3	Jump the line	Jump over a line on the floor 3 times (or step over it).	Step over the line.
4	Zig-zag	Walk or run around 4 bottles in a zig-zag.	Fewer bottles, more space between them.
5	Build the tower	Stack 3 plastic cups on top of each other.	2 cups.
6	High five	Run back and give a high five to the next player.	Same.

Fair play rule: the team cheers for every player. At the end, all teams shake hands and say “Good game!”.

Final mission - Real event: “Inclusion360 Market Day”

Module 3 ends away from the screen. Each group of learners runs a small stall at a market day, using the plan they made in Unit 3.4. The Market Day can take place at the Little House, at a partner centre, at a school, at a local market or during the national dissemination seminar of the project (month 11).

Phase	What happens	Skills
Before	Make the products, prepare price labels, make posters, invite families, peers and the community.	3.4, 1.3, 3.1
Opening	Set up the stall; greet the first customers.	2.2, 3.3
Selling	Show products, answer questions, take money and give change.	1.3, 2.2, 3.3
Move!	A Team Relay game with visitors and peers.	3.2
Closing	Clean up, count the money, calculate the profit.	1.3, 3.4
Sharing	Decide together how to use the money for the good cause; take a group photo.	2.3, 3.4

Photos from the day (taken with permission) are uploaded to the Academy and to the project website. Each participant receives the Module 3 badge. The Market Day is also a powerful way to show the public the abilities of young people with intellectual disabilities, one of the objectives of the project.

Badge: Community Champion

The learner receives this badge after collecting the 4 stars of Units 3.1–3.4 and taking part in the Market Day.



PART C

Card decks and board game

11 printable card decks with game rules and the board game "The Inclusion360 Journey".

Part C. Printable card decks and board game

The card decks bring the program off the screen and into group sessions, classrooms, families and clubs. Card games are an excellent way to practise skills many times without boredom, to create natural communication and turn-taking, and to bring together young people with and without disabilities on equal terms. They need no internet, no video and no audio – only a printer, scissors and some time to play.

C1. How to print and use the cards

- **Printing:** print the card pages in colour on thick paper (at least 200 g/m²) or on normal paper glued on cardboard. Cut along the dashed lines. Laminate the cards if possible – they will last much longer.
- **Pictures:** each card has a short description of the picture in square brackets. The illustrator draws the picture in this place, or the trainer uses a free pictogram (for example from ARASAAC, respecting its licence) or a photo.
- **Colours:** the colour of the top line shows the module: green = Module 1, orange = Module 2, purple = Module 3. The letter (A - K) shows the deck.
- **Back of the cards:** print the Inclusion360 logo and the deck letter on the back, so cards from different decks can be sorted easily.
- **Groups:** most games work best in groups of 3 - 6 players. In mixed groups, pair a young person who reads with a young person who does not read.
- **Rules:** the rules are suggestions. Adapt them to your group: fewer cards, more time, playing in pairs, cooperative instead of competitive.

Deck	Name	Module / units	Number of cards	Games
A	My Day	Module 1 – 1.1, 1.2	18	What Comes Next?; Day Train; Weather Wardrobe & Care Charades
B	Shop & Pay	Module 1 – 1.3	18	Market Stall; Enough or Not?; Need or Want?
C	Traffic Light	Module 1 – 1.4	15	Traffic Light; 112 Role Play
D	Feelings	Module 2 – 2.1, 2.5, and check-ins in every session	18	Feelings Charades; Feelings Snap; When I...
E	Talk	Module 2 – 2.2	18	Pick and Ask; Talk Ball; Find Someone Who...
F	Speak Up	Module 2 – 2.3	18	Mouse, Lion or Me?; Help Card Race
G	Online Detective	Module 2 – 2.4	18	Real or Fake?; Share or Don't Share?
H	Town	Module 3 – 3.1	18	Town Memory; Build Our Town

Deck	Name	Module / units	Number of cards	Games
I	Move	Module 3 – 2.5, 3.2 and all Move! activities	18	Move Dice; Freeze!; Movement Bingo
J	Job Families	Module 3 – 3.3	18	Happy Job Families; Who Am I?
K	Business Builder	Module 3 – 3.4 and the Market Day	18	Build a Business; Market Day Roles

Deck A – My Day

Purpose	Activity, care and weather cards for learning routines, sequencing and personal care.
Players	2–8 players
Module / units	Module 1 – Units 1.1, 1.2
Number of cards	18

Game: What Comes Next?

1. Put all activity cards face down in a pile.
2. The first player turns over one card and puts it in the middle.
3. The next player must find (from cards spread face up on the table) the card that comes next in the day, and says: “First I ..., then I ...”.
4. If it is right, the player keeps the pair. Continue until all cards are used. The player with the most pairs wins.

Game: Day Train

1. Spread all activity cards on the floor.
2. The group works together to build a “train” of the whole day, from “Wake up” to “Sleep”.
3. When the train is ready, each player walks along it and says what they do at each stop and at what time.
4. Variation: remove one card while players close their eyes – who finds the missing step?

Game: Weather Wardrobe & Care Charades

1. Weather Wardrobe: a player draws a weather card and names or shows three things to wear.
2. Care Charades: a player draws a care card and mimes it without speaking; the others guess. The one who guesses mimes next.

Deck A – My Day: cards to print and cut

A · My Day · morning Wake up <i>[alarm clock, young person stretching]</i> "I wake up at 7 o'clock."	A · My Day · care Wash my face <i>[sink, water, towel]</i> "I wash my face and hands."	A · My Day · care Shower <i>[shower, soap]</i> "I take a shower."
A · My Day · care Brush my teeth <i>[toothbrush, toothpaste]</i> "Morning and evening."	A · My Day · morning Get dressed <i>[clothes on a chair]</i> "I put on clean clothes."	A · My Day · morning Breakfast <i>[bowl, bread, glass of milk]</i> "I eat breakfast."
A · My Day · morning Take my bag <i>[backpack next to the door]</i> "I check my bag."	A · My Day · day Bus <i>[bus stop, bus]</i> "I go to school / the centre."	A · My Day · day Lunch <i>[plate with food]</i> "I eat lunch at 1 o'clock."
A · My Day · afternoon Sport or dance <i>[ball, dancing shoes]</i> "I move and have fun."	A · My Day · afternoon Hobby <i>[paints, music, book]</i> "I do what I like."	A · My Day · afternoon Help at home <i>[young person setting the table]</i> "I help my family."
A · My Day · evening Dinner <i>[family at the table]</i> "We eat together."	A · My Day · evening Prepare for tomorrow <i>[clothes on a chair, bag]</i> "I prepare my clothes and bag."	A · My Day · evening Set the alarm <i>[phone with alarm]</i> "I set my alarm."

A · My Day · night	A · My Day · weather	A · My Day · weather
Sleep <i>[bed, moon]</i> "Good night!"	Sun <i>[sun, thermometer 28°]</i> "It is warm. What do I wear?"	Rain <i>[cloud with rain]</i> "It is raining. What do I take?"

Deck B – Shop & Pay

Purpose	Product cards with prices and money cards for practising shopping, comparing prices and needs and wants. Use real or play coins together with the cards.
Players	2–6 players
Module / units	Module 1 – Units 1.3
Number of cards	18

Game: Market Stall

1. One player is the seller. The product cards are laid out on the “stall” (a table).
2. The other players are customers. Each customer draws a shopping card (2–3 products) and gets money cards or play money (for example 10).
3. Customers greet the seller, ask for the products, pay and check the change.
4. The seller says the price, takes the money and gives change. Then roles change.

Game: Enough or Not?

1. Make two piles: product cards and money cards.
2. A player turns over one card from each pile and says: “The ... costs I have It is enough / not enough.”
3. If correct, the player keeps the cards.

Game: Need or Want?

1. Spread the product cards face up.
2. Players take turns sorting one card into the “Need” pile or the “Want” pile and saying why.
3. There can be discussion – for example, a phone charger can be a need for someone. The goal is to explain.

Deck B – Shop & Pay: cards to print and cut

B · Shop & Pay · need Bread <i>[loaf of bread]</i> Price: 1	B · Shop & Pay · need Milk <i>[carton of milk]</i> Price: 2	B · Shop & Pay · need Apples <i>[bag of apples]</i> Price: 2
B · Shop & Pay · need Soap <i>[bar of soap]</i> Price: 3	B · Shop & Pay · need Bus ticket <i>[ticket]</i> Price: 1	B · Shop & Pay · need Toothpaste <i>[tube of toothpaste]</i> Price: 3
B · Shop & Pay · want Chocolate <i>[chocolate bar]</i> Price: 2	B · Shop & Pay · want Chips <i>[bag of chips]</i> Price: 3	B · Shop & Pay · want Cola <i>[bottle of cola]</i> Price: 2
B · Shop & Pay · want Magazine <i>[magazine]</i> Price: 4	B · Shop & Pay · want Cinema ticket <i>[cinema ticket]</i> Price: 8	B · Shop & Pay · want Phone game <i>[phone with a game]</i> Price: 5
B · Shop & Pay · money 1 <i>[one coin]</i> Money	B · Shop & Pay · money 2 <i>[coin of 2]</i> Money	B · Shop & Pay · money 5 <i>[note of 5]</i> Money

B · Shop & Pay · money	B · Shop & Pay · money	B · Shop & Pay · list
10 <i>[note of 10]</i> Money	20 <i>[note of 20]</i> Money	Shopping card <i>[list with pictures]</i> Bread + Milk + Apples. You have 10.

Deck C – Traffic Light

Purpose	Situation cards about safety at home, on the street and with other people. Each player also needs three colour cards (green, yellow, red) – print them on coloured paper.
Players	3–12 players
Module / units	Module 1 – Units 1.4
Number of cards	15

Game: Traffic Light

1. Each player has a green card (safe), a yellow card (be careful / ask for help) and a red card (danger – stop!).
2. The leader reads a situation card.
3. Everybody shows a colour at the same time.
4. Players explain their choice. The leader reads the suggested answer on the card. Different opinions are OK if they are explained well.

Game: 112 Role Play

1. Work in pairs. One is the caller, one is the 112 operator.
2. The caller draws a red situation card and “calls” 112 on a phone that is switched off.
3. The caller says: name, address, what happened. The operator asks one question.
4. Swap roles.

Deck C – Traffic Light: cards to print and cut

C · Traffic Light · home The pan <i>[pan on the stove, smoke]</i> Smoke comes from the pan. → RED: get out, call 112.	C · Traffic Light · home The knife <i>[knife on a cutting board]</i> You cut bread with a sharp knife. → YELLOW: be careful.	C · Traffic Light · home Hair dryer <i>[hair dryer near a bathtub]</i> The hair dryer is next to the water. → RED: stop.
C · Traffic Light · home The doorbell <i>[door, unknown man]</i> An unknown man rings and wants to come in. → RED: do not open, call a trusted person.	C · Traffic Light · home Medicine <i>[box of pills]</i> You find pills on the table. → YELLOW: do not take them, ask an adult.	C · Traffic Light · street Green light <i>[pedestrian light green]</i> The light for people is green. → GREEN: look left, right, left and cross.
C · Traffic Light · street Red light <i>[pedestrian light red]</i> Red light, no cars. → RED: wait.	C · Traffic Light · street The phone <i>[young person looking at a phone on the street]</i> You want to cross while reading a message. → YELLOW: put the phone away.	C · Traffic Light · street The car <i>[car with open window, man inside]</i> A man you don't know says: "Get in, I'll drive you." → RED: say no, walk away, tell.
C · Traffic Light · street Lost <i>[young person in a crowd]</i> You can't find your group. → YELLOW: stop, ask a safe person.	C · Traffic Light · street Police officer <i>[police officer]</i> You ask a police officer for the way. → GREEN: a safe person.	C · Traffic Light · street Wrong bus <i>[bus with a different number]</i> You are on the wrong bus. → YELLOW: get off at the next stop, call a trusted person.
C · Traffic Light · emergency Accident <i>[person lying on the ground]</i> Someone fell and is not moving. → RED: call 112.	C · Traffic Light · emergency Your address <i>[address card]</i> The 112 operator asks for your address. → GREEN: say it clearly.	C · Traffic Light · emergency Ambulance <i>[ambulance]</i> Your grandmother feels very bad. → RED: call 112.

Deck D – Feelings

Purpose	Face cards and situation cards for naming, recognising and talking about feelings. The face cards are also used for the welcome circle at the start of each group session.
Players	2–10 players
Module / units	Module 2 – Units 2.1, 2.5, and check-ins in every session
Number of cards	18

Game: Feelings Charades

1. A player draws a face card without showing it.
2. They show the feeling with their face and body, without words.
3. The others guess. The player who guesses correctly goes next.

Game: Feelings Snap

1. Mix face cards and situation cards and deal them out.
2. Players take turns putting a card face up in the middle.
3. When a situation card is followed by a matching face card (or the other way round), the first player to say the feeling (“Angry!”) wins the pile.

Game: When I...

1. A player draws a face card and finishes the sentence: “I feel ... when ...”.
2. The others can say “Me too!” if they feel the same. Nobody has to share if they don’t want to.

Deck D – Feelings: cards to print and cut

D • Feelings • face Happy <i>[smiling face]</i> “I smile. I feel good.”	D • Feelings • face Sad <i>[face with tears]</i> “I feel heavy. I may cry.”	D • Feelings • face Angry <i>[red face, tight fists]</i> “My face is hot.”
D • Feelings • face Scared <i>[wide eyes, hands on heart]</i> “My heart beats fast.”	D • Feelings • face Surprised <i>[open mouth, big eyes]</i> “Oh! I did not expect this!”	D • Feelings • face Calm <i>[relaxed face, closed eyes]</i> “I feel quiet and relaxed.”
D • Feelings • situation Birthday <i>[cake with candles]</i> My friends sing for my birthday.	D • Feelings • situation Cancelled <i>[phone with message “Sorry, I can’t come”]</i> My friend cancels our plans.	D • Feelings • situation Taken <i>[someone taking a phone]</i> Someone takes my phone without asking.
D • Feelings • situation Big dog <i>[big dog running]</i> A big dog runs to me.	D • Feelings • situation Present <i>[gift box]</i> I get a present I did not expect.	D • Feelings • situation Park <i>[young person on the grass]</i> I lie on the grass in the park.
D • Feelings • situation Lost game <i>[scoreboard 1–3]</i> My team loses the game.	D • Feelings • situation Stage <i>[stage, curtain]</i> I must dance in front of many people.	D • Feelings • situation Laughed at <i>[people laughing and pointing]</i> Someone laughs at my shoes.

D · Feelings · situation	D · Feelings · tool	D · Feelings · tool
Good mark <i>[paper with a star]</i> I did my work very well.	Thermometer <i>[thermometer 1–5]</i> How big is the feeling? Show 1–5 with your fingers.	Calm-down <i>[flower and candle]</i> Smell the flower, blow the candle. 3 times.

Deck E – Talk

Purpose	Question cards to practise starting and keeping a conversation going. Ideal for mixed groups of young people with and without disabilities and for getting to know each other.
Players	2–12 players
Module / units	Module 2 – Units 2.2
Number of cards	18

Game: Pick and Ask

1. Sit in a circle. Put the cards face down in the middle.
2. A player draws a card and asks the question to the person on their left.
3. That person answers and then asks the same question back (“And you?”).
4. The person on the left draws the next card.

Game: Talk Ball

1. One player reads a card aloud. A soft ball is thrown to someone.
2. The person who catches the ball answers and throws the ball to someone else.
3. After three answers, a new card is drawn.

Game: Find Someone Who...

1. Each player gets a sheet with 6 boxes (made from the cards, for example “likes football”, “has a pet”).
2. Players walk around, greet each other and ask questions.
3. When they find someone, they write or draw that person’s name in the box.

Deck E – Talk: cards to print and cut

E · Talk Name <i>[name tag]</i> “What is your name?”	E · Talk Food <i>[pizza, fruit]</i> “What is your favourite food?”	E · Talk Music <i>[headphones]</i> “What music do you like?”
E · Talk Sport <i>[ball]</i> “Do you like sport? Which one?”	E · Talk Animals <i>[dog and cat]</i> “Do you have a pet?”	E · Talk Weekend <i>[calendar, sun]</i> “What did you do at the weekend?”
E · Talk Film <i>[cinema]</i> “What is your favourite film or series?”	E · Talk Dream <i>[stars]</i> “What job would you like to have?”	E · Talk Holiday <i>[beach, mountains]</i> “Where would you like to travel?”
E · Talk Happy <i>[smiling face]</i> “What makes you happy?”	E · Talk Talent <i>[trophy]</i> “What are you good at?”	E · Talk Colour <i>[paint]</i> “What is your favourite colour?”
E · Talk Team <i>[football scarf]</i> “Which team do you support?”	E · Talk Game <i>[game controller, board game]</i> “What game do you like to play?”	E · Talk Season <i>[four seasons]</i> “Summer or winter? Why?”

E · Talk Learn [light bulb] “What would you like to learn?”	E · Talk Wild card [question mark] Ask your own question!	E · Talk Goodbye [waving hand] Practise ending a conversation: “I have to go. See you!”
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Deck F – Speak Up

Purpose	Situation cards and answer cards for practising saying no, asking for help and the three communication styles (mouse – lion – me).
Players	3–10 players
Module / units	Module 2 – Units 2.3
Number of cards	18

Game: Mouse, Lion or Me?

1. Put the three style cards (Mouse, Lion, Me) on the table.
2. A player draws a situation card and secretly chooses a style.
3. They act out the answer in that style.
4. The others guess the style. Then the whole group says the “Me” answer together.

Game: Help Card Race

1. Split into two teams. Each team gets the same help situation card.
2. Each team has one minute to prepare a short role play of asking for help in that place.
3. Both teams show their role play. Everyone gives a round of applause for good “Excuse me, can you help me?” sentences.

Deck F – Speak Up: cards to print and cut

F · Speak Up · style Mouse <i>[small mouse]</i> Too quiet. Always says yes.	F · Speak Up · style Lion <i>[roaring lion]</i> Too loud. Angry and shouting.	F · Speak Up · style Me <i>[young person standing straight, calm face]</i> Calm and strong. I look at the person and speak clearly.
F · Speak Up · situation Money, please <i>[hand asking for money]</i> A girl asks you for 10. You don't want to give it.	F · Speak Up · situation My pen <i>[pen being taken]</i> A classmate takes your pen without asking.	F · Speak Up · situation Keep the secret <i>[finger on lips]</i> Someone says: "Don't tell anyone." It makes you feel bad.
F · Speak Up · situation Too much <i>[big plate of food]</i> You are full. Someone wants to give you more food.	F · Speak Up · situation The bus stop <i>[bus passing a stop]</i> The bus does not stop at your stop.	F · Speak Up · situation Loud music <i>[speaker]</i> Your neighbour plays loud music at night.
F · Speak Up · situation Wrong change <i>[cashier with coins]</i> The cashier gives you the wrong change.	F · Speak Up · help The form <i>[form at a desk]</i> You don't understand a form at the doctor's.	F · Speak Up · help Heavy box <i>[heavy box]</i> You cannot carry a heavy box alone.
F · Speak Up · help Shop <i>[shop shelves]</i> You cannot find the product you need.	F · Speak Up · help Station <i>[train station board]</i> You don't know which platform your train leaves from.	F · Speak Up · rule NO <i>[stop hand]</i> Say NO in a calm, strong voice.

F · Speak Up · rule	F · Speak Up · rule	F · Speak Up · rule
GO <i>[walking away]</i> GO away from the situation.	TELL <i>[talking to a trusted adult]</i> TELL a person you trust.	My rights <i>[scales of justice, hearts]</i> I can learn, work, choose, be safe and take part.

Deck G – Online Detective

Purpose	Message cards and information cards for recognising fake messages and protecting private information. Print the extra “Real”, “Fake” and “Magnifying glass” cards for each player.
Players	2–10 players
Module / units	Module 2 – Units 2.4
Number of cards	18

Game: Real or Fake?

1. Each player has a “Real” card and a “Fake” card. One player holds the magnifying glass and is the detective.
2. The detective reads a message card aloud.
3. Everyone shows “Real” or “Fake”.
4. The detective explains the clues (prize, hurry, asks for money or information, strange link). The magnifying glass passes to the next player.

Game: Share or Don’t Share?

1. Spread the information cards face down.
2. Players take turns turning over a card and putting it on the “Share” pile or the “Don’t share” pile.
3. The group checks together. A correct card earns a point.

Deck G – Online Detective: cards to print and cut

G • Online • message Big prize <i>[gift box, phone]</i> “You won a new phone! Click here and send your address.” → FAKE	G • Online • message Hurry! <i>[clock, exclamation marks]</i> “Your account will close in 1 hour! Send your password now!” → FAKE	G • Online • message From Can <i>[football]</i> “Good game today! See you on Thursday.” → REAL (a friend you know)
G • Online • message Send money <i>[money with wings]</i> “I am your new friend. Please send me 50 for a bus ticket.” → FAKE	G • Online • message Photo please <i>[camera]</i> “You are so nice. Send me a photo of you. Don’t tell your parents.” → DANGER: Stop – Block – Tell	G • Online • message From Mum <i>[heart]</i> “Dinner is at 7. Don’t be late!” → REAL
G • Online • message Free money <i>[bag of money]</i> “Get 1000 free! Just send your card number.” → FAKE	G • Online • message Mean message <i>[sad face, phone]</i> “You are stupid. Nobody likes you.” → Stop – Block – Tell	G • Online • message Coach <i>[whistle]</i> “Training is cancelled today because of rain.” → REAL (from your coach’s number)
G • Online • info My address <i>[house]</i> DON’T SHARE	G • Online • info My password <i>[lock]</i> DON’T SHARE	G • Online • info My PIN <i>[bank card]</i> DON’T SHARE
G • Online • info My phone number <i>[phone]</i> DON’T SHARE with strangers	G • Online • info My favourite colour <i>[paint]</i> SHARE – it is OK	G • Online • info My favourite team <i>[scarf]</i> SHARE – it is OK

G · Online · info	G · Online · rule	G · Online · tool
My hobby <i>[guitar]</i> SHARE – it is OK	STOP – BLOCK – TELL <i>[stop sign, block sign, speech bubble]</i> Strange or mean message? Don't answer. Block. Tell a trusted person.	Magnifying glass <i>[magnifying glass]</i> You are the detective! Find the clues.

Deck H – Town

Purpose	Place cards and “I need to...” cards for learning about the community. The place cards can be used to build a map of the town on a large paper.
Players	2–8 players
Module / units	Module 3 – Units 3.1
Number of cards	18

Game: Town Memory

1. Put the place cards and the “I need to...” cards face down in a grid.
2. Players take turns turning over two cards.
3. If the place and the need match (Pharmacy + “I need medicine”), the player keeps the pair and plays again.
4. The player with the most pairs wins.

Game: Build Our Town

1. Put a big sheet of paper on the floor or a table. Draw the main street of your town.
2. Players take turns choosing a place card and putting it where the place really is (or where it could be).
3. Draw the way from the centre or the school to each place.
4. Finish by planning a route: “To go to the library, I...”.

Deck H – Town: cards to print and cut

H · Town · place Library <i>[building with books]</i> Borrow books, use computers.	H · Town · place Post office <i>[building with an envelope]</i> Send letters and parcels.	H · Town · place Pharmacy <i>[green cross]</i> Buy medicine.
H · Town · place Health centre <i>[doctor with stethoscope]</i> See a doctor.	H · Town · place Municipality <i>[town hall]</i> Ask about services in my town.	H · Town · place Youth centre <i>[young people with a guitar and a ball]</i> Activities for young people.
H · Town · place Sports hall <i>[basketball and football]</i> Play sport.	H · Town · place Park <i>[trees, bench]</i> Walk, relax, meet friends.	H · Town · place Bank / ATM <i>[ATM machine]</i> Get money from my card.
H · Town · place Police station <i>[police car, building]</i> Ask for help, report a problem.	H · Town · need I need medicine <i>[pills]</i> Where do I go?	H · Town · need I want to borrow a book <i>[book]</i> Where do I go?
H · Town · need I want to send a letter <i>[envelope]</i> Where do I go?	H · Town · need I am ill <i>[thermometer]</i> Where do I go?	H · Town · need I want to play basketball <i>[basketball]</i> Where do I go?

H · Town · need My phone was stolen <i>[phone with question mark]</i> Where do I go?	H · Town · need I want to meet young people <i>[group of friends]</i> Where do I go?	H · Town · need I need cash <i>[coins and notes]</i> Where do I go?
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Deck I – Move

Purpose	Movement challenge cards for warm-ups, breaks and sport sessions. Every card has an easier version, so everyone can take part. A big foam dice is useful.
Players	1–20 players
Module / units	Module 3 – Units 2.5, 3.2 and all Move! activities
Number of cards	18

Game: Move Dice

1. A player draws a card and rolls the dice.
2. The whole group does the movement as many times as the dice shows.
3. The next player draws a new card.

Game: Freeze!

1. Play music. Everybody moves freely or dances.
2. When the music stops, everybody freezes.
3. The leader shows a card and everybody does the movement. Then the music starts again.

Game: Movement Bingo

1. Each player gets a 3×3 grid with 9 movement cards.
2. During the week, the player does each movement once and ticks it.
3. Three in a row = bingo!

Deck I – Move: cards to print and cut

I • Move Reach for the sky <i>[arms up]</i> Stretch up high. Count to 5. Easier: one arm, sitting.	I • Move Flamingo <i>[standing on one leg]</i> Stand on one leg for 5 seconds. Easier: hold a chair.	I • Move March <i>[marching]</i> March in place for 20 seconds. Easier: sitting.
I • Move Star jump <i>[jumping star]</i> Jump with arms and legs open. Easier: step to the side.	I • Move Shoulder circles <i>[circles around shoulders]</i> Roll shoulders 5 times back, 5 times forward.	I • Move Squat <i>[sitting on an invisible chair]</i> Bend your knees like sitting on a chair. Easier: stand up from a real chair.
I • Move Throw and catch <i>[ball in the air]</i> Throw a ball and catch it. Easier: roll it.	I • Move Balloon tap <i>[balloon]</i> Keep a balloon in the air. Easier: two hands.	I • Move Spin <i>[person turning]</i> Turn around slowly, then the other way.
I • Move Wall push <i>[hands on a wall]</i> Push the wall 10 times. Easier: 5 times.	I • Move Toe walk <i>[walking on toes]</i> Walk on your toes for 10 steps. Easier: normal steps.	I • Move Big breath <i>[arms up and down]</i> Breathe in arms up, breathe out arms down. 3 times.
I • Move Dance move <i>[dancing person]</i> Show your favourite dance move! Everyone copies.	I • Move High five <i>[two hands]</i> Give a high five to 3 people.	I • Move Statue <i>[frozen person]</i> Freeze like a statue for 10 seconds.

1 • Move	1 • Move	1 • Move
Mirror <i>[two people facing each other]</i> Copy your partner's movements.	Fine fingers <i>[fingers touching thumb]</i> Touch each finger with your thumb. Both hands.	Cool down <i>[person stretching slowly]</i> Walk slowly and stretch your arms and legs.

Deck J – Job Families

Purpose	Six job “families”, each with three cards: the worker, a tool and the place of work. Used to learn about jobs and to practise asking and answering politely.
Players	3–6 players
Module / units	Module 3 – Units 3.3
Number of cards	18

Game: Happy Job Families

1. Shuffle and deal all cards.
2. On your turn, ask another player for a card you need: “Excuse me, Ani, do you have the rolling pin, please?”
3. If they have it, they give it to you and you ask again. If not, they say “Sorry, I don’t” and it is their turn.
4. When you have all three cards of a job, put the family on the table. The player with the most families wins.

Game: Who Am I?

1. A player draws a worker card without showing it.
2. They describe the job without saying its name: “I work with plants. I use a watering can.”
3. The others guess. Then they say one skill this job needs.

Deck J – Job Families: cards to print and cut

J · Jobs · worker Baker <i>[baker in a white hat]</i> I make bread and cakes.	J · Jobs · tool Rolling pin <i>[rolling pin]</i> Tool of the baker.	J · Jobs · place Bakery <i>[pastry shop]</i> Place of the baker.
J · Jobs · worker Gardener <i>[person with plants]</i> I take care of plants.	J · Jobs · tool Watering can <i>[watering can]</i> Tool of the gardener.	J · Jobs · place Garden <i>[park with flowers]</i> Place of the gardener.
J · Jobs · worker Office assistant <i>[person at a desk]</i> I work with papers and a computer.	J · Jobs · tool Computer <i>[computer]</i> Tool of the office assistant.	J · Jobs · place Office <i>[office room]</i> Place of the office assistant.
J · Jobs · worker Shop assistant <i>[person putting products on a shelf]</i> I help customers and fill shelves.	J · Jobs · tool Price gun <i>[price labeller]</i> Tool of the shop assistant.	J · Jobs · place Supermarket <i>[supermarket]</i> Place of the shop assistant.
J · Jobs · worker Cook <i>[cook with a pan]</i> I prepare food.	J · Jobs · tool Pan <i>[pan]</i> Tool of the cook.	J · Jobs · place Kitchen <i>[restaurant kitchen]</i> Place of the cook.

J · Jobs · worker	J · Jobs · tool	J · Jobs · place
Animal carer <i>[person with a dog]</i> I take care of animals.	Lead and bowl <i>[dog lead and food bowl]</i> Tools of the animal carer.	Animal shelter <i>[shelter with dogs and cats]</i> Place of the animal carer.

Deck K – Business Builder

Purpose	Idea, customer, place, good cause and role cards for planning a small social business and preparing the Market Day.
Players	3–12 players (in teams)
Module / units	Module 3 – Units 3.4 and the Market Day
Number of cards	18

Game: Build a Business

1. Sort the cards into piles: Idea, Customer, Place, Good cause.
2. Each team draws one card from each pile.
3. The team has 5 minutes to plan: What do we make? Who buys it? Where do we sell it? What price? What do we do with the money?
4. Each team presents its business in one minute. Everybody claps!

Game: Market Day Roles

1. Each player draws a role card.
2. The group sets up a pretend stall with Deck B products or real objects.
3. Each player practises their role for 5 minutes. Then the roles rotate.

Deck K – Business Builder: cards to print and cut

K · Business · idea Cookies <i>[bag of cookies]</i> Bake and pack cookies.	K · Business · idea Bracelets <i>[colourful bracelets]</i> Make bracelets with beads.	K · Business · idea Plants <i>[small plants in pots]</i> Plant and decorate pots.
K · Business · idea Greeting cards <i>[handmade cards]</i> Draw and write cards.	K · Business · idea Painted stones <i>[painted stones]</i> Paint stones as decoration.	K · Business · idea Lemonade <i>[jug of lemonade]</i> Make fresh lemonade.
K · Business · customer Families <i>[family]</i> Customers: families and parents.	K · Business · customer Neighbours <i>[houses]</i> Customers: neighbours.	K · Business · customer Students <i>[students with backpacks]</i> Customers: students and teachers.
K · Business · place School fair <i>[school with balloons]</i> Sell at the school fair.	K · Business · place Local market <i>[market stalls]</i> Sell at the local market.	K · Business · place Our centre <i>[Little House / centre]</i> Sell at our centre's open day.
K · Business · cause Animal shelter <i>[dog and cat]</i> Good cause: help the animal shelter.	K · Business · cause Our club <i>[new balls and equipment]</i> Good cause: new equipment for our club.	K · Business · role Maker <i>[hands making things]</i> Role: I make the products.

K · Business · role	K · Business · role	K · Business · role
Seller <i>[person smiling at a customer]</i> Role: I talk to customers. "Hello! Would you like...?"	Cashier <i>[cash box]</i> Role: I take the money and give change.	Designer <i>[pencils and poster]</i> Role: I make the poster and the price labels.

The Inclusion360 Journey – board game

“The Inclusion360 Journey” is a board game that brings all three modules together. Players travel from home (square 1) to the Market Day (square 30). On the way, they draw cards from the decks, answer quiz questions, do movement challenges and help each other. It is ideal for the last session of the program, for family events and for mixed groups.

Players	2–6 players or teams
You need	The board (next page, printed on A3 if possible), one dice, one counter per player, Decks A–K, the quiz questions from the units, stars or tokens
Time	30–45 minutes
Goal	Reach the Market Day. But the game is cooperative: everybody wins when all players reach the finish!

Rules

1. Each player puts a counter on START. The youngest player begins.
2. Roll the dice and move forward. Do what your square says:

Square	What to do
Green card	Draw a card from Deck A, B or C. Answer the question or do the task on the card (for example: “What do you wear when it rains?”, “Is it enough money?”, “Red, yellow or green?”).
Orange card	Draw a card from Deck D, E, F or G. Show the feeling, answer the question, say “no” the “me” way, or say if the message is real or fake.
Purple card	Draw a card from Deck H, J or K. Say where you go, what the worker does, or give a business idea.
Move!	Draw a card from Deck I. Everybody does the movement together.
Quiz	Another player reads a quiz question from any unit. Answer it. A correct answer earns a star.
Friend	Choose another player. You both move 2 squares forward together.
Help!	Say a correct “asking for help” sentence (“Excuse me, can you help me? I need...”) and stay, or go back 2 squares.
Bus stop	Wait one turn. Use the time to cheer for the other players!

3. If a player cannot answer, they can ask another player for help – asking for help is always allowed.
4. When a player reaches the Market Day, they help the others by answering with them, until everybody is at the finish. Then the whole group celebrates together.

The Inclusion360 Journey – board (print on A3)

1 START – Home	2 Green card	3 Move!	4 Orange card	5 Quiz	6 Purple card
12 Purple card	11 Move!	10 Orange card	9 Help! Ask for help or go back 2	8 Green card	7 Friend: move 2 forward together
13 Quiz	14 Green card	15 Orange card	16 Bus stop: wait one turn	17 Purple card	18 Move!
24 Help! Ask for help or go back 2	23 Purple card	22 Quiz	21 Orange card	20 Friend: move 2 forward together	19 Green card
25 Green card	26 Move!	27 Orange card	28 Purple card	29 Quiz	30 FINISH – Market Day!

Follow the numbers: the path goes from left to right in the first row, from right to left in the second row, and so on. The illustrator can add Ani and Emre at the start, small houses, a park and a market at the finish.



PARTS D, E AND F

Tools, assessment and implementation

Digital templates, quizzes and motivation, support for families and professionals, assessment, production and evaluation.

Part D. Digital game and template library

All digital games in the Special Virtual Academy are built from a small number of reusable templates. Once a template is ready, the partners only need to change the pictures and the short texts to create a new game. This keeps production fast and gives learners a familiar way to play. No video and no audio recording is needed for any template.

The last column suggests ready-made content types from **H5P**, a free, open-source tool for interactive content that works inside most learning management systems (for example WordPress LMS plugins and Moodle). **Wordwall** is an alternative for some games. The final choice depends on the platform that FESGDER builds.

Template	How it works	Used in	Suggested tool
Picture Story	A sequence of 6 drawings with short captions. The learner clicks “Next” to see the next picture. Questions can appear between pictures.	Step 1 of all units	H5P Course Presentation
Stop and Think Story	A picture story that stops and asks a question (for example “How does Ani feel?”) before it continues.	2.1 and other STORY steps	H5P Course Presentation with questions
Put in Order	Drag 4–8 pictures into the right order.	1.1, 3.3	H5P Image Sequencing
Drag to Place	Drag items onto a picture (clothes on a character, coins into a wallet, pictures into a plan).	1.2, 1.3, 3.4	H5P Drag and Drop
Sort into Boxes	Drag cards into 2–3 boxes.	1.2, 2.3, 2.4, 3.2	H5P Drag and Drop
Match Pairs	Connect two related things (clock – activity; tool – job).	1.1, 3.3	H5P Drag and Drop or Wordwall Match up
Memory Match	Turn over cards and find pairs.	2.1	H5P Memory Game
Find It!	Click on things in a picture (dangers, places on a map, signs of a fake message).	1.4, 2.4, 3.1	H5P Find Multiple Hotspots
Choose Your Path	A story where the learner chooses what the character does and sees what happens.	1.4, 2.2, 2.3, Module 2 mission	H5P Branching Scenario
Swipe Cards	Thumbs up or thumbs down for each card.	2.4, 3.3	H5P True/False or Single Choice Set
Flip Cards	Cards with a picture on the front and a phrase on the back.	2.2	H5P Dialog Cards
Shop Simulation	A virtual shop: choose items, pay, check the change.	1.3	H5P Course Presentation + Drag and Drop
Which One Am I?	A personality quiz that gives a result (a sport, a job).	3.2	H5P Personality Quiz
Spin the Wheel	Spin to get an idea, a question or a task.	3.4	Wordwall Spin the Wheel

Template	How it works	Used in	Suggested tool
Escape Room	A chain of 4 small games; each solved game gives a key.	Module 1 mission	Several H5P games in a Course Presentation
Bingo Card	A card with places or tasks; the learner ticks them in real life.	3.1, Deck I	Printable PDF + photo upload
Challenge Card	A printable card for each TRY IT! task with picture steps and a tick box.	All units	Printable PDF + photo upload

Production tip

Build the templates once in English with placeholder pictures. The Bulgarian and Turkish versions then only need translated short texts. The same templates can be reused to create new games after the end of the project.

Part E. Quizzes, motivation, support and assessment

E1. Rules for all quizzes

- 5 questions per quiz, one question per screen.
- Every answer is a picture with a short word. Questions are short and use the words from the unit.
- Level “With help”: 2 answers. Level “On my own”: 3 - 4 answers.
- No minus points and no time limit. A wrong answer shows a friendly hint (“Look at the clock again!”) and the learner can try again.
- Correct answers get positive feedback with an animation (“Great job!”).
- Formats: picture choice, thumbs up/down, put in order, match pairs and “find it in the picture”.
- In group sessions, quizzes can be played with answer cards (A, B, C) held up by all learners at the same time.

E2. Motivation system

Reward	How it is earned
Star	Completing a unit (all 5 steps).
Extra star	Completing a bonus challenge (Morning Stretch week, Community Bingo, Movement Bingo).
Module badge	The stars of all units of the module + the final mission. Badges: “Independent Day Hero”, “Friendship Star”, “Community Champion”.
Inclusion360 certificate	All 3 badges. Verified through “Certificate Verification” in the Academy.
My Wall of Success	A personal page in the Academy where photos and drawings from the TRY IT! challenges are collected and can be shown to family and friends.

E3. Guidance for supporters

Each unit of this program contains a section “Background for supporters” and “Tips for supporters”. Together, these sections form the training content for parents and educators that the application form promises. They can be used in three ways:

- **Self-study:** parents and educators read the background and tips before working with the young person on a unit.
- **Train-the-trainer session:** at the start of the pilot, educators and youth workers from both countries meet (online or face to face) to go through Part A (methods) and one sample unit from each module, and to play the card games themselves.
- **Family meetings:** at the start of each module, families are invited to a short meeting where the module, the TRY IT! challenges and the card games are presented.

Prompting levels - how much help?

Level of help	Example (Unit 1.3: paying in a shop)
Full physical help	The supporter guides the learner’s hand to take the money out of the wallet.

Level of help	Example (Unit 1.3: paying in a shop)
Showing (modelling)	The supporter shows how to give the note to the cashier, then the learner does it.
Pointing / gesture	The supporter points at the wallet.
Picture	The learner looks at the picture step card "Pay".
Word	The supporter says: "What comes next?"
No help	The learner pays alone. The supporter waits outside the shop.

The goal is to move down the table step by step. Always use the smallest amount of help that works, and reduce it as soon as possible.

For skills the learner has already started to learn, use the **system of least prompts**: start from the bottom of the table (no help) and give a little more help only if the learner does not succeed. For completely new skills, start with more help to avoid frustration.

The wait time rule

After an instruction, **wait 8 - 10 seconds** before giving any help. Many young people with intellectual disabilities need more time to process information. Answering or acting for them too quickly teaches them to wait for help.

Families as partners

- **The dignity of risk.** Discuss with families how to allow small, safe mistakes (spilling water, giving the wrong coin, missing a bus stop with a phone in the pocket) so that young people learn and do not become dependent on help.
- **Home picture kits.** Families receive printable kits with the same symbols as the program: morning routine, evening routine, tidying the room, a shopping list. Magnetic versions for the fridge work well. The same pictures at home and in the centre help the young person to use the skills everywhere.
- **Parent circles.** Regular meetings where parents share strategies, successes and worries, for example during the workshops and seminars of the project.

E4. Progress checklists

The progress checklists help supporters see what the young person can do before and after each module. They are filled in together with the young person where possible. The scale has three levels:

Code	Meaning
N	Not yet – the young person cannot do this yet, even with help.
H	With help – the young person can do this with some help (prompts, pictures, a supporter nearby).
A	Alone – the young person can do this alone, in a real situation.

Progress checklist – Module 1: My Independent Day

Name: _____ Date before: _____ Date after: _____

Skill	Before (N / H / A)	After (N / H / A)
Follows a picture schedule for the morning		
Reads “o’clock” and “half past” on a phone or clock		
Prepares clothes and bag the evening before		
Sets an alarm and gets up when it rings		
Washes hands correctly before eating		
Chooses clothes for the weather		
Prepares a simple snack following picture steps		
Recognises coins and notes		
Decides if the money is enough		
Pays and waits for the change		
Tells the difference between a need and a want		
Recognises dangers at home		
Knows to get out and call 112 in case of fire		
Says name and address		
Crosses the street safely		
Knows what to do if lost		

Progress checklist – Module 2: Me and Others

Name: _____ Date before: _____ Date after: _____

Skill	Before (N / H / A)	After (N / H / A)
Names six feelings		
Recognises feelings in faces and situations		
Shows how big a feeling is (thermometer)		
Uses a strategy to calm down		
Greets people and introduces themselves		
Asks a question and listens to the answer		
Takes turns in a conversation		
Ends a conversation politely		
Says “no” in a calm, strong way		
Asks for help clearly		
Names people they trust		
Uses “No – Go – Tell”		
Tells private from public information		
Keeps their password secret		
Recognises signs of a fake message		
Uses “Stop – Block – Tell”		
Keeps balance on a line and steps over obstacles		
Uses both hands together (cutting, mixing, threading)		
Moves to a rhythm		
Shows feelings with the body		
Relaxes the body after movement		

Progress checklist – Module 3: Active in My Community

Name: _____ Date before: _____ Date after: _____

Skill	Before (N / H / A)	After (N / H / A)
Names places in the community and what they offer		
Waits in line and talks to staff politely		
Visits a new community place		
Does a warm-up and cool-down		

Skill	Before (N / H / A)	After (N / H / A)
Follows team rules and shows fair play		
Accepts losing and congratulates others		
Takes part in a sport or active hobby		
Names jobs and the tools they need		
Names own strengths and interests		
Arrives on time and follows instructions at a workplace		
Asks questions at work		
Explains what a social business is		
Takes a role in a team project		
Understands cost, price and profit		
Serves a customer at the Market Day		
Works together and decides as a team		

E5. Measuring independence in practical tasks

The progress checklists give a quick overview. For practical skills that are central for independence - for example preparing a snack, paying in a shop, taking the bus or packaging products - supporters can use two more precise tools: **step-by-step task scoring** and **personal goals**. Together, they show real progress for each young person, measured against their own starting point.

Four levels of independence

Level	Name	Description
1	Starting	The young person does the skill with a lot of help (physical help or full demonstration).
2	Guided	The young person does the skill with picture, gesture or verbal prompts.
3	Independent	The young person does the skill alone in the learning setting.
4	Using it everywhere	The young person uses the skill alone in new places and situations.

Step-by-step task scoring

The supporter writes the steps of the task (task analysis) and scores each step during an observation:

Score	Meaning
0	Did not do the step / no response
1	Needed physical help
2	Needed a picture or gesture prompt
3	Needed a short verbal clue
4	Did the step alone

Mastery: the young person reaches at least **85% of the maximum score** in **three observations in a row**. Example: a task with 7 steps has a maximum of 28 points; 24 points or more in three sessions in a row means the task is mastered and the young person moves to the next level (for example, doing the task in a new place).

Template – task scoring sheet. Task: _____ Name: _____

Step	Date: ____	Date: ____	Date: ____	Date: ____
1.				
2.				
3.				
4.				
5.				

Step	Date: ____	Date: ____	Date: ____	Date: ____
6.				
7.				
Total / %				

Personal goals (Goal Attainment Scaling)

At the start of the program, each young person chooses **three personal goals** with their supporter and family - for example “I make tea by myself”, “I log in to the Academy alone”, “I take the bus to the centre”. For each goal, the team describes five possible results before starting. The goals are reviewed in the middle and at the end of the pilot.

Score	Meaning	Example: “I take the bus to the centre”
-2	Where the young person is now	Always travels by car with a parent.
-1	Some progress, less than expected	Takes the bus with a parent.
0	Expected result	Takes the bus with the supporter following at a distance.
+1	More than expected	Takes the bus alone on a known route.
+2	Much more than expected	Takes the bus alone and can plan a new route.

Template – my personal goals. Name: _____

	Goal 1	Goal 2	Goal 3
My goal			
-2 (now)			
-1			
0 (expected)			
+1			
+2			
Score – middle			
Score – end			

The results of the checklists, task scoring and personal goals are summarised (without names) for the evaluation of the project and as input for the Policy Recommendation Guidelines. More guidance for professionals is given in the separate document “Methodological Framework for Professionals”.

Part F. Production, piloting and evaluation

F1. What needs to be produced

Because the program uses no video and no audio recording, production consists of writing, illustration and building the interactive games. The table shows the full list.

Material	Quantity	Notes
Picture stories	13 stories × 6 drawings = 78 drawings	Simple illustrations of Ani and Emre; the same style in all stories.
Easy-to-read LEARN screens	About 100 screens	The texts in this document; translated into Bulgarian and Turkish.
Digital games	About 35 games from 17 templates	Built in H5P or a similar tool.
Quizzes	13 quizzes × 5 questions = 65 questions	Picture answers.
Challenge cards	13 printable cards	One per unit.
Card decks	11 decks, 195 cards	Pictograms or simple drawings; printable PDF.
Board game	1 board + rules	Printable on A3.
Move! cards	18 cards (Deck I) + 3 routines	Simple drawings of movements.
Progress checklists	3 (one per module)	Printable and online.
Assessment sheets	Task scoring sheet; personal goals sheet	Printable (Part E).
Home picture kits	1 kit per family	Morning routine, evening routine, shopping list – the same symbols as in the program.

F2. Suggested division of work

Task	Lead	Support
Educational content of Modules 1 and 3 (life skills, community, job, social business)	You Are Part of Us Foundation	FESGDER
Educational content of Module 2 (feelings, communication, self-advocacy, digital safety)	FESGDER	Foundation
Templates, digital games and integration in the Special Virtual Academy	FESGDER	Foundation
Card decks and board game (layout and printing)	Foundation	FESGDER
Train-the-trainer and family meetings	Foundation	FESGDER
Translation into Bulgarian and Turkish	Each partner for its language	–

Task	Lead	Support
Piloting with young people, parents and educators	Both partners in their countries	–

F3. Suggested timeline (Activity 3: January – June 2026)

Month	Task
January	Agree on the structure; finalise the texts of the 13 units; design the characters Ani and Emre.
February	Illustrate the picture stories; build the digital templates; produce Module 1.
March	Produce Module 2; design the card decks.
April	Produce Module 3; finish the board game, challenge cards and checklists; upload everything to the Academy.
May	Train-the-trainer; pilot with young people, parents and educators in both countries.
June	Improve the content based on the feedback; publish the final version.

F4. How we measure success

The application commits to measuring how many young people use the platform, complete modules and improve their skills. The program measures this with:

- Academy statistics: registrations, completed units and modules, quiz results, badges and certificates;
- the progress checklists (before and after each module);
- the step-by-step task scoring (0–4) for practical skills and the three personal goals of each young person (Part E5);
- the number of completed TRY IT! challenges (photo uploads and “I did it!” ticks);
- short feedback after each module: young people answer with face cards (happy – OK – sad), parents and educators fill in a 5-question form;
- focus groups with educators and parents at the end of the pilot.

Feedback questions for young people (with face cards)

Question	Answer
Did you like this module?	Happy • OK • Sad
Was it easy or difficult?	Easy • OK • Difficult
Which game did you like most?	Choose a picture
Do you want to learn more?	Yes • No

Feedback questions for parents and educators

Question	Scale
The content was suitable for the young person's age and abilities.	1–5
The young person was motivated and engaged.	1–5
The TRY IT! challenges helped to use the skills in real life.	1–5
The background and tips helped me support the young person.	1–5
What would you change?	Open answer

Note

The number of modules, units and games is a proposal that covers everything described in the application for Activity 3. It can be adjusted to the partners' capacity and the results of the national workshops.

Annex. Templates

Challenge card template

Unit	_____
Challenge	_____
What I need	_____
Steps	1. _____ 2. _____ 3. _____ 4. _____
Who helps me	_____
I did it!	☐ Date: _____ Photo / drawing uploaded: ☐
How did it go?	Happy • OK • Difficult

Group session plan template

Time	Activity	Materials	Notes
5 min	Welcome circle (Feelings Cards)	Deck D	
10 min	Picture story	Screen or printed story	
15 min	Learn	LEARN screens, real objects	
5 min	Move! break	Deck I	
20 min	Card game / role play	Deck ...	
5 min	Quiz together	Quiz screen or answer cards	
5 min	TRY IT! explanation	Challenge cards	
5 min	Closing circle	Stars	

Address card and Help card templates

My address card	My help card
Name: _____	Name: _____
Address: _____	I sometimes need help with: _____
Town: _____	People I trust: _____
Person I trust: _____	Phone: _____
Phone: _____	"Excuse me, can you help me? I need..."



INCLUSION360

Inclusive education and social integration for youth with intellectual disabilities

You Are Part of Us Foundation (Bulgaria) • FESGDER (Türkiye)

Project № 2025-1-BG01-KA210-YOU-000363757



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