

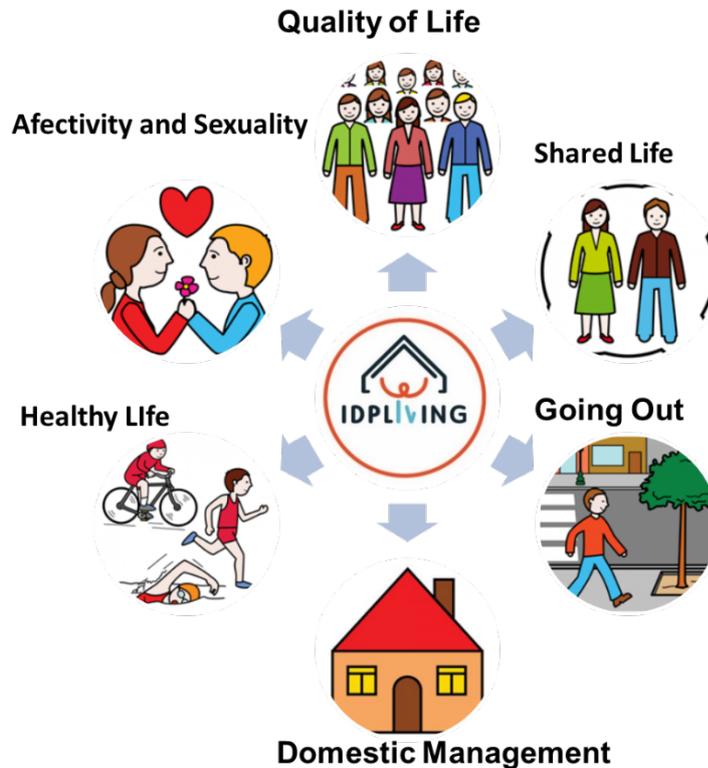


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**DEVELOPMENT OF A TRAINING PROGRAM
FOR BOOSTING AND FACILITATING THE COMMUNITY LIVING
OF PEOPLE WITH INTELLECTUAL DISABILITIES
2017-1-PT01-KA204-035959 (10/2017 to 09/2019)**

MANUAL FOR TRAINERS



Manuel for Trainers – it's a tool that can be adapt to the profile of the participants

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Date: 2019

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1. PRESENTATION OF IDPLIVING PROGRAM

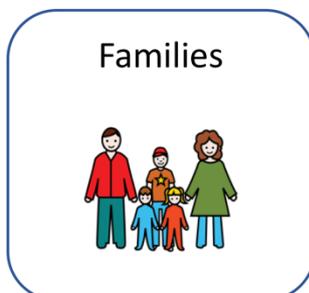
1.1. What's IDPLiving Objectives?

- Raise awareness and motivate the whole collective about the capabilities for IDPs' IL
- Boost the evolution of IDPs to Accommodation and Supported Housing, and Full Independency, really enhancing their Quality of Life.
- Transfer guidelines about how to develop basic daily routines in the main contexts of IDPs' life, encompassing planning, operational and social-emotional situations.
- To transfer guidelines about how to exploit existing easy-to-use ICT Tools that can be used as Assistive Technologies.
- To provide the trainees with real life experiences to apply the trained competences during and after the training course.

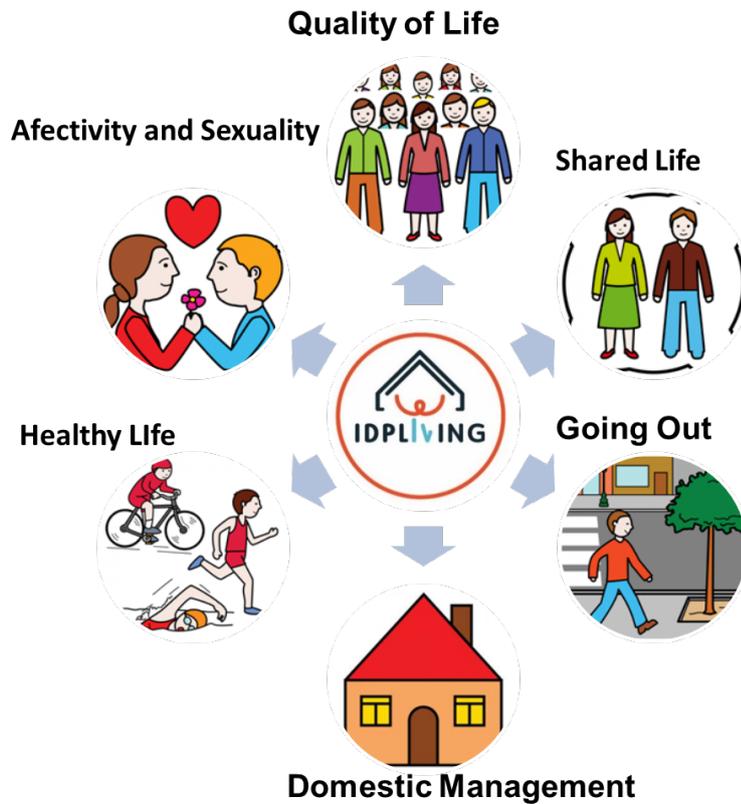
1.2. How has IDPLiving been created?

- IDPLiving Consortium has used a formula that never fails: Collaborative learning methodology, trough co-creation and co-production.
- Through this methodology, persons with disabilities, families and professionals have shared interests and need related to advancing their independent life.
- Entities from different countries (Portugal, Spain, Croatia and France) had exchanged their good experiences and practices and united them.
- IDPLiving drives a strong support network to achieve common goals.

1.3. Who are the stakeholders of IDPLiving?



1.4. Thematic axes of IDPLiving program



1.5. Type of the activities of IDPLiving program





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**DEVELOPMENT OF A TRAINING PROGRAM
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OF PEOPLE WITH INTELLECTUAL DISABILITIES**

MANUAL FOR TRAINNERS

DETA 1 – IT'S MY LIFE



2. INTRODUCTION TO DETA 1 – QUALITY OF LIFE

These activities are designed to integrate DETA 1 - It's My Life! in IDP LIVING Project training program on Independent Living. The design of this content is made according to the Co-created Methodological Guide in a way that is intended to be the most practical and experiential possible. DETA 1 aims to enhance all participants' knowledge on the concept of quality of life and personal and contextual factors that influences it.

DETA 1 has been designed to enabling participants to:

- Share, acquire or improve knowledge about the broad concept of quality of life;
- Feel able to mobilize strategies and support that enables them to have rewarding and inclusive experiences;
- Develop skills in different dimensions of quality of life which impact their quality of life according to their history, preferences, desires, needs and capabilities.

Although it may be needed to get advice and support from those accompanying their life project, each person quality of life increases when she realizes can participate in decisions that affect her live and feels that can make her our own decisions, exercising the right to self-determination.

Being independent living, a way of experiencing the exercise of autonomy, empowerment and independence in personal choices, naturally exercise direct and positive influence on the degree of quality of life of the individual. In this DETA this issue will be addressed seeking to identify, from the perspective of each person, what support she might need and how these should be in each of the critical competencies for helping her to achieve the most independent life as possible.

2.1. Objectives

- Understand the concept of quality of life and the various dimensions that contribute to the quality of life;
- Self-assessment of the key strengths and weaknesses related to the skills necessary to have experiences and opportunities for independent living;
- Decide what support do I need to have an independent life;
- Independent Living Successful practices sharing.

2.2. Participants

20 participants from the following target groups:

- IDP's
- Families
- Professionals

2.3. Competences

- Adaptability
- Communication
- Decision Making
- Planning and organizing
- Initiative

2.4. Training contentes

- Presentation Quality of Life Model
- Identification of the different dimensions of quality of life and types of support
- How is my Independent Living now?
- How I want it to be my independent life?

2.5. Duration of the workshops

- Duration of the Workshop: 4 hours
- Face to face session: 3 hours
- Online training: 1 hours

2.6. Transversal training

- The training is developed bringing together trainees from several services are these clients, families or professionals;
- In each service is identified a mentor who supports the client / family / professional for as long as deemed necessary, for the appropriation of the concepts disclosed in the workshop, assists in the development of ideas and conducting activities related to digital platforms.

2.7. Methodology

- Active and participative

2.8. Training materials

- **Face to face sessions:** Trainer should take care of making every session an inclusive learning space, safeguarding the use of hands on approach methodologies; materials very visual and practical; practical activities should weight more than the 50% till 80% of the course; persons presenting their life story, acting as model of examples (best practices); use easy to read documents and information; use mentors to support PwIDD and their relatives because they are very important for modelling and can help overcoming ITC barriers.
- **Online Training:** Trainer should share contents supported in **videos**, online sessions and webinars. Mentors or coaches should support trainees during online training sessions if needed.

3. GENERAL CONSIDERATIONS

3.1. Considerations for opening phase

- Welcoming to the participants
- Its distributed a sheet for identifying the participants, requesting that they signed
- Each participant receives a name tag so that they will be easily identified during the meeting
- Its deliver to each participant the documents that support the session
- Agenda
- Blank paper to take notes and a pen
- Evaluation of the session (to identify remarks and suggestions)
- Ask if any participant has accessibility needs;

- Accordingly with the accommodations where the session is going to occur, identify where it's the bathroom and other accessibility points if needed;
 - Establishing the group rules for communication and interaction during the session
 - Explaining the use of the communication cards: the green card to talk and to show agree, the yellow card to show that has a question, the red card to show that doesn't agree;
 - Allow everyone to express themselves in their own way;
 - Listen when others are talking;
 - Respect different opinions;
 - Help others if asked and ask for support if you need it.
-
- **Tools:**
 - Briefcase to contain the documents for the participants;
 - Blank paper sheets
 - Pen
 - Registration sheet to identify the participants
 - Evaluation sheet
 - Agenda sheet

3.2. Considerations for presentation of the agenda

- The trainer will present an easy-to-read agenda with the contents to be discussed during the session;
- Each meeting step is reviewed with all participants;
- Ask if there's any question about the plan for the session.
-

Tools:

- Agenda in easy reading that it's presented in power point in the beginning of the meeting;
- Agenda in easy reading that its printed in a chart, so that during the session and when on topic is ended, it can be identified with an mark that its concluded.
- A copy of the agenda it's distributed by each participant, so that this way they can consult them when needed.

3.3. Considerations for break phase

- Reinforce that it's importance to respect the time of the break
- Certify that all the participants have their needs fulfil
- Promote interaction between the groups.
- Estimated time: 15 – 20 minutes.

3.4. Consideration for closing phase

- Resume of the main conclusions that were collected during the development of the activities
- Provide to the participants a contact that they can reach if later on, they want to make any additional remarks or suggestions
- Tool: Template with the contact of support person and a camp for remarks or suggestions, which the participants can use at home.

- In case participants need to perform an online activity outside of session time:
- Explain the Online Training Sessions related with this DETA, the homework expected and dates for delivering the homework.
- Homework sheet for online training session.
- Provide a sample of the templates use, so that the participants can try to use it at home and this way they can train their use and also to see if there's any suggestions or improvement

4. TRAINING MATERIALS

4.1. Development of face to face sessions

Activity 1 - Introduction to Quality Life Concept			
Type of activity		Minimum Estimated time	60' min
Protocol of the Activity			
<p>We ask participants to organize themselves into groups of 5 people (4 groups). Assure there is variety of profiles in each group so that there is support for writing and reading responses. Each group receives post-its in four different colors and markers.</p> <p>The trainer will ask the trainees to answer the question he/she has written in <i>flip chart</i> and then reads aloud: "What is the quality of life?".</p> <p>At first, we invite all trainees divided into groups, to discuss ideas about the answers to the question and write them on post-its. Each group will have 15 minutes to discuss the issue. They should write only one response for each post-it, but may use more than one post-it per person.</p> <p>Then each group, in turn, introduces participants to the rest of the responses; each answer is read aloud and then places the post-it on the flip chart.</p> <p>Trainer will follow the presentations, enhancing diversity and subjectivity factors the responses given contain, invite and promote trainees debate on these, also seeking to clarify any aspects that raise doubts.</p> <p>After all responses have been transmitted and pasted on the flip chart, the trainer fits the quality of life concept according to Schalock's Model definition of quality of life presentation</p>			

Afterwards presents circle-shaped panel. This paper panel in circle is divided into eight parts. Each one representing a Schalock's Quality of Life model dimension.

Then the trainer asks trainees whether to decide if someone represents their group or if everyone wants to go to the circular frame (one group at a time)? The group leader/group removes one of his post-its under the question "What is the Quality of Life? in the flip chart and read it aloud to the whole group.

The group will make joint discussion and will be decided in what circle Schalock's Quality of Life model area this post should be placed.

Once placed all post-its in different areas, explain that the Quality of Life is characterized by multidimensionality, universality, subjective and objective measures and by personal factors and context that make it up.

Tools

- Flip Chart
- Bookmarks
- Post-it notes in 4 different colors
- Paper Poster "What is the Quality of Life?"
- Circle shaped Paper Panel
- Powerpoint presentation

Activity 2 – Quality of life quiz

Type of activity		Minimum Estimated time	20'
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Protocol of the Activity

Review of previous key ideas

Trainer will point to the completed quality of life circle shaped paper panel used in the first session and referring to it will promote brainstorming when asking participants to remember the topics covered in the previous session.

If during the time elapsed between sessions have been doubts, this is the time to raise them and resolve them.

Quality of life quiz

To repeat and refreshing quality of life concept main ideas trainer asks questions regarding the topic and uses a presentation to show the questions and correct answers.

The groups compete with each other. The winner is group with the most correct answers.

The winner gets a prize.

Tools

- Quiz power poit presentation
- Circle shaped Paper Panel

Activity 3 – Independent Living for our Quality of Life			
Type of activity		Minimum Estimated time	30'
Protocol of the Activity			
<p>Debate - Independent Living for our Quality of Life</p> <p>Trainer frames Independent Living as a condition of life that enhances one or more dimensions of Quality of Life according to the conceptual model we have analyzed. Independent Living is possible when there is a combination of factors in the environment (support) and individual (desires, needs and skills), that allow people with disabilities to have control over their lives.</p> <p>The role of the support and the support person</p> <p>Persons with Intellectual disabilities having a support person should be able to become more autonomous, less dependent on institutional support and able to enjoy more experiences in community. If support is given by a person - support person – she/he should assume the role of facilitator to help the person to make their way, according to the decision taken after having been assessed that decision risks and consequences.</p> <p>According to person centered planning methodology, supporting a person is driven to help each person to create a vision of the desired future being support function to help each person achieve their dreams and be involved in the possible realization of these dreams. Trainer exemplifies this idea with a proposed role playing presenting two scenarios. First he/she invites two trainees to be the supported person and the trainer will be the support person.</p> <ul style="list-style-type: none"> • On scenario 1: the support person (trainer) guides the supported person (trainee) to a certain location he decides which is in the room explicitly avoiding all obstacles on the way to it; • On scenario 2: the support person (<i>trainer</i>) asks the supported person (trainee) where she/he wish to go and on the way there, surrounds the obstacles on the way to follow the path that the person supported decided to follow . <p>After this role playing situation trainer will promote debate among what are the differences from one scenario and the other and how “good support” (according with person centered methodology) should look like.</p> <p>Resuming, regarding Independent Living each person should think about the questions presented in Planning Support Diagram:</p> <ol style="list-style-type: none"> 1. What is important to me? 2. What should I achieve? 3. I need support? 4. How will I have control over my life? 5. How do I manage my support? 6. How do I manage my budget? 			

7. Action Plan to make it happen ...

Independent Living Myths

It should pay attention to independent living myths, so trainer will refer to the so-called myths of Independent Living, such as the need to do everything yourself, do not need support or be isolated from everything ... through out the powerpoint presentation .

Discuss with participants the combination of support, the development of personal skills and the existence of certain conditions to enjoy an independent life.

Tools

- Planning Support Diagram slide
- Presentation "Myths of Independent Living"

Activity 4 – Self-Assessment on Independent Living

Type of activity		Minimum Estimated time	30'
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Protocol of the Activity

Self-assessment on independent living

We invite trainees to continue organized in groups of 5 persons (4 groups). Assure there is variety of profiles in each group so that there is support for writing and reading responses. Trainer hands each participant a paper exercise "My Independent Living" where are listed daily living activities important in an independent life that can be developed with greater or lesser degree of autonomy and with or without support.

How to completing the list is explained:

- each person for each activity should evaluate how is dealing with that activity, indicating if it's is working well (👍) or is not working well (👎).
- In those skills that are important for the objectives that are significant and each person want to reach it should also be noted their need for support (🙏).

After everybody filling in this form, trainer promotes the sharing among participants. They can refer to areas where currently feel they have greater or lesser autonomy and need for support.

During the debate trainers should find that each has a unique needs plan corresponding to one or more than one, dimension(s) of quality of life model that we discussed earlier.

Further reinforce the need to promote the development of personal skills, as well as request and have support if needed, to enjoy a life as independent as possible.

Along the IDP Living training program sessions will be held for training some of the skills to perform the activities of daily life described herein. These sessions will be also opportunities to reflect on how and with whom we want to move towards an increasingly independent life.

Tools

- "My independent life" Form

4.2. Development of Online Activities

Activity 1 – Quality of Life			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>Quality of life from your perspective</p> <p>By himself or with mentor or any other person support, trainees will be invited to work on the good day/bad day form that has 2 pages, as follow:</p> <p>Filling in page 1 of this person-centred thinking tool trainees think about how a good day is like, from when she/he wakes up to when he/she goes to bed. The same detailed information is there for a bad day. This is helpful to realize what is important to the person – both what must be present in their day and what must not happen. It helps to understand what matters to the person and what needs to happen to have more good days and fewer bad days. On page 2 there's a list of quality of life areas in each box of good day and bad day to be signed according to trainee's story.</p> <p><u>Instruction to trainee and their mentor</u></p> <p>Access online platform and complete page 1 of good day/bad day grid from your perspective only.</p> <p>Reflect upon the information you gather and discuss it with your mentor.</p> <p>Have a look on page 2 and read all quality of life areas listed.</p> <p>Make a circle around each quality of life areas you think is involved on your good and bad days.</p> <p>You'll have a rough idea on the areas that are working and not working for your quality of life. Discuss this with your mentor.</p> <p>Finally upload the document filled in in the online platform.</p>			
Tools			
<ul style="list-style-type: none"> - Good day, bad day template - List of fields of quality of life - E-Training platform 			

Activity 2 – Think and Plan			
Type of activity		Minimum Estimated time	90'
Protocol of the Activity			
<p>The trainer has already designed and uploaded the online session to the e-Training platform. Things to be done online:</p> <ul style="list-style-type: none"> • Trainees must read and download, (if they want), the training materials (PPT, Word document, complementary readings, practical activities, etc.) for this topics. <p>Trainees and their mentors/relatives, etc access IDP LIVING online platform Think and Plan path http://www.thinkandplan.com/support-planning-diagram.html and begin filling in one of the proposed tools (we have to upload them) while thinking in each proposed questions:</p> <ol style="list-style-type: none"> 1. What is important to me? 2. What should I achieve? 3. I need support? 4. How will I have control over my life? 5. How do I manage my support? 6. How do I manage my budget? 7. Action Plan to make it happen ... <p>Use as many sessions you might need to fill in the tools. Upload each one in online training platform.</p>			
Tools			
<ul style="list-style-type: none"> - E-Training platform - Think and Plan path http://www.thinkandplan.com/support-planning-diagram.html 			



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**DEVELOPMENT OF A TRAINING PROGRAM
FOR BOOSTING AND FACILITATING THE COMMUNITY LIVING
OF PEOPLE WITH INTELLECTUAL DISABILITIES**

MANUAL FOR TRAINNERS

DETA 2 – SHARED LIFE



5. INTRODUCTION TO DETA 2 – SHARED LIFE

According to the Convention on the Rights of Persons with disabilities, “Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;” (art.19). Based on this premise, on many occasions, people share their home with family, friends, co-workers, partner... Undoubtedly, everybody knows that the coexistence with other people is not easy. Each person has their customs, values, hobbies, and this fact makes small conflicts often arise.

To have a good coexistence, the people we have to learn to live in a healthy manner, developing attitudes of respect and tolerance toward other people; acquiring strategies that help us to manage and resolve conflicts, for example, good communication, consensus rules, sharing of household tasks. Without a doubt, all these knowledge and skills will improve a good climate in the home.

5.1. Objectives

What are the things I should know while sharing my life?

- Identify the concept of shared living
- Acquire tools to share responsibilities in a home with others
- Acquire tools to share personal space in a home with others

5.2. Participants

- IDP's
- Families
- Professionals

5.3. Competences

- Teamwork/Collaboration.
- Communication
- Decision Making
- Initiative
- Planning and Organizing
- Building Trust

5.4. Training contentes

- Interpersonal Communication
- Conflicts Resolution
- Daily routines

5.5. Duration of the workshops

- Duration of the Workshop: 5 hours
- Face to face session: 5 hours
- Online training: 1 hours

5.6. **Transversal training**

Mentor/Coach. Gives support to trainees about ideas identified and about the potential development of the ideas, and gives also support during the first experiences when trainees engage in Digital Platforms.

5.7. **Methodology**

- Active and participative

5.8. **Training materials**

- **Face to face sessions:** Trainer should take care of making every session an inclusive learning space, safeguarding the use of hands on approach methodologies; materials very visual and practical; practical activities should weight more than the 50% till 80% of the course; persons presenting their life story, acting as model of examples (best practices); use easy to read documents and information; use mentors to support PwIDD and their relatives because they are very important for modelling and can help overcoming ITC barriers.
- **Online Training:** Trainer should share contents supported in **videos**, online sessions and webinars. Mentors or coaches should support trainees during online training sessions if needed.

6. **GENERAL CONSIDERATIONS**

6.1. **Considerations for opening phase**

- Welcoming to the participants
- Its distributed a sheet for identifying the participants, requesting that they signed
- Each participant receives a name tag so that they will be easily identified during the meeting
- Its deliver to each participant the documents that support the session
- Agenda
- Blank paper to take notes and a pen
- Evaluation of the session (to identify remarks and suggestions)
- Ask if any participant has accessibility needs;
- Accordingly with the accommodations where the session is going to occur, identify where it's the bathroom and other accessibility points if needed;
- Establishing the group rules for communication and interaction during the session
- Explaining the use of the communication cards: the green card to talk and to show agree, the yellow card to show that has a question, the red card to show that doesn't agree;
- Allow everyone to express themselves in their own way;
- Listen when others are talking;
- Respect different opinions;
- Help others if asked and ask for support if you need it.
- **Tools:**
- Briefcase to contain the documents for the participants;
- Blank paper sheets

- Pen
- Registration sheet to identify the participants
- Evaluation sheet
- Agenda sheet

6.2. Considerations for presentation of the agenda

- The trainer will present an easy-to-read agenda with the contents to be discussed during the session;
- Each meeting step is reviewed with all participants;
- Ask if there's any question about the plan for the session.

Tools:

- Agenda in easy reading that it's presented in power point in the beginning of the meeting;
- Agenda in easy reading that it's printed in a chart, so that during the session and when on topic is ended, it can be identified with a mark that its concluded.
- A copy of the agenda it's distributed by each participant, so that this way they can consult them when needed.

6.3. Considerations for break phase

- Reinforce that it's importance to respect the time of the break
- Certify that all the participants have their needs fulfil
- Promote interaction between the groups.
- Estimated time: 15 – 20 minutes.

6.4. Consideration for closing phase

- Resume of the main conclusions that where collected during the development of the activities
- Provide to the participants a contact that they can reach if later on, they want to make any additional remarks or suggestions
- Tool: Template with the contact of support person and a camp for remarks or suggestions that the participants can use at home.

In case participants need to perform an online activity outside of session time:

- Explain the Online Training Sessions related with this DETA, the homework expected and dates for delivering the homework.
- Homework sheet for online training session.
- Provide a sample of the templates use, so that the participants can try to use it at home and this way they can train their use and also to see if there's any suggestions or improvement

7. TRAINING MATERIALS

7.1. Development of face to face sessions

Activity 1 - Introduction to the concept: What is shared living?			
Type of activity		Minimum Estimated time	30' min
Protocol of the Activity			
<p>Collect information from the participants about this concept.</p> <p>Present a whiteboard/panel template, divided into 4 columns: Where do I live?, with whom do I live?, conflicts, and solution.</p> <p>Each participants will answer the following questions:</p> <ul style="list-style-type: none"> - Where do you live? - With whom do you live?/ Do you share your life with someone? - How is the relationship with the people with whom you live? - How do you resolve the conflicts? - Do you have any responsibility in your home?. <p>The trainer will fill the columns of the panel with the information of the participants.</p> <p>Resume the main learning points.</p> <p>At the end of the debate, the trainer will emphasize some important aspects reflected in the PPT-2:</p> <ul style="list-style-type: none"> - Different options of shared life (family members, roommate, partners), in different places. Also, living alone is an option. - Types of conflict, <p>The importance of finding solutions to conflicts in order to promote good relations (establish rules, distribution of responsibilities, to reach agreements, good communication, keep calm...).</p>			
Tools			
<ul style="list-style-type: none"> - Protocol: Brainstroming: What is shared living? - Panel template, divided into 4 columns: Where do I live?, with whom do I live?, conflicts, and solution. - Power point presentation with the key ideas/concepts about shared living. 			

Activity 2 – Tips for good coexistence			
Type of activity		Minimum Estimated time	30' min
Protocol of the Activity			
A group of people with experience in shared life will present a series of tips for a good coexistence (video) explaining their cohabitation rules, how they have developed these rules, how to distribute the household chores, how to solve conflicts, through different examples. After viewing the video, the group will share aspects that have caught their attention.			
Tools			
- Video: "Tips for good coexistence"			

Activity 3 - Learning how to agree Co-habitation rules			
Type of activity		Minimum Estimated time	40' min
Protocol of the Activity			
Present examples of co-habitation rules posters. Learning how to agree co-habitation rules.			
<ul style="list-style-type: none"> - Participants will divide into groups of 3-4 people. The trainer will give each group a sheet A-3 and a marker. - Each group has to agree on 8 co-habitation rules, creating a poster. - After that, each group will present its rules to the rest of the participants. - Participants can give its opinion. 			
Ask if there are any questions, doubts or suggestions. Resume the main learning points.			
Tools			
<ul style="list-style-type: none"> - Power point presentation with main learning points and examples of co-habitation rules images. - Protocol Sheet coexistence rules. - A3 sheet blank template - Markers/pens 			

Activity 4 - Discussion about shared living			
Type of activity		Minimum Estimated time	15' min
Protocol of the Activity			
<p>The Trainer will ask each participant about the following questions:</p> <ul style="list-style-type: none"> - What are the positive aspects of the shared life? - In your opinion what is the co-habitation rule is more important? - Collect information from the participants about these questions. 			
Tools			
<ul style="list-style-type: none"> - Flipchart 			

Activity 5 - Learning to identify household tasks.			
Type of activity		Minimum Estimated time	15' min
Protocol of the Activity			
<p>Learning to identify household chores.</p> <ul style="list-style-type: none"> - Put on a table the household tasks cards. These cards can be repeated. - Each participant will think in household chores performed in their home. And, they will choose the corresponding cards to those tasks. - Then, the participants will form groups of 3-4 people. - Give each group a panel. This panel will complete with at least 8 cards of some of the household chores. To do this, the members of each group should discuss the tasks that have been selected and complete the panel with more tasks. Housework may not be repeated within the panel. - Each group will show and will explain to the rest of participant the household chores panel. - At the same time, the trainer will show a household chores checklist on a screen. The trainer will mark the tasks mentioned by each group. - At the end of the presentations, the whole group shall observe the household tasks that have not been identified during the activity. 			
Tools			
<ul style="list-style-type: none"> - Household task cards. - Household task checklist. - Template/panel with of household tasks worksheets - Power point presentation with templettes, household tasks and main learning points. 			

Activity 6 – Learning to distribute the household tasks			
Type of activity		Minimum Estimated time	30' min
Protocol of the Activity			
<p>Learning to distribute the household tasks.</p> <ul style="list-style-type: none"> - Show to the participants different examples of schedules of distribution of tasks. - Discussion about how tasks are distributed tasks in their houses. - The previously formed groups will develop their own schedule of tasks. To do this, the trainer will give each group a sheet, pens and paintings. - Each group will explain their distribution to the rest of group. - <p>Ask if there are any questions, doubts or suggestions. Resume the main learning points.</p>			
Tools			
<ul style="list-style-type: none"> - Examples of schedules of household tasks. - Template of household tasks schedule. - Pens / markers - Power point presentation with templates and main learning points. 			

Activity 7 – Learning how to resolve conflicts			
Type of activity		Minimum Estimated time	40' min
Protocol of the Activity			
<p>Learning how to resolve conflicts.</p> <ul style="list-style-type: none"> - Brainstorming about <i>what is a conflict?</i> - Viewing a video about conflict resolutions. - The group will be divided into pairs. - Distribute among the pairs cards with different problematic situations or coexistence conflicts. - Each pairs will read the conflict and they will try to find a solution. - Each partner will explain and will stage the solution for the rest of the groups. - After each presentation, other possible solutions will be proposed by the group. 			
Tools			
<ul style="list-style-type: none"> - Video about conflict resolutions. - Resolution conflict cards. - Power point presentation with main learning points. 			

7.2. Development of Online Activities

Activity 1 - Learning to distribute the household tasks			
Type of activity		Minimum Estimated time	40'
Protocol of the Activity			
<p>Each participant will log in the platform</p> <ul style="list-style-type: none"> - After accessing the platform the participant will choose the - Learning to distribute the household tasks. <p>The participant should follow the instructions accordingly</p> <ul style="list-style-type: none"> - Main objectives. - Read the steps to make a schedule of distribution of tasks. - Development of a schedule of household chores for your home and upload it to the platform. 			
Tools			
<ul style="list-style-type: none"> - schedule of household chores 			

Activity 2 - Tips for a good coexistence			
Type of activity		Minimum Estimated time	20'
Protocol of the Activity			
<p>After accessing the platform the participant will choose the – Tips for a good coexistence.</p> <ul style="list-style-type: none"> - The participant should follow the instructions accordingly - Main objectives - Viewing the video Tips for a good coexistence. - Identify If specific situations are examples of good coexistence or not (interactive game). <p>Evaluation of the contents – successfully executed 80% of the activities.</p>			
Tools			
<ul style="list-style-type: none"> - video Tips for a good coexistence - interactive game). 			



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MANUAL FOR TRAINNERS

DETA 3 – GOING OUT



8. INTRODUCTION TO DETA 3 – GOING OUT

Community is not just a place where we live, actually, it is a place where we meet our human needs of participating and belonging to a family, friends, neighbourhood and different groups and networks (Dingwall, Kemp, Fowke, 2006). Community participation for people with disability can be limited due to different factors. Research shows that persons with intellectual disabilities use community resources less than five times per week in short periods, mostly solitary and passive, or accompanied by staff and with peers. Usually women with intellectual disabilities are more likely to visit the cinema or library. Persons with mild intellectual disabilities were less likely to be involved in community groups than their non-disabled peers (Verdonschot, de Witte, Reichrath, Buntinx, Crufts, 2009). The aim of this workshops is to enable the persons with intellectual disability to be the active participants in the community life through leisure activities they find meaningful. Actually, the goal is to highlight that in the community there are many things we can do, places where we can go, people we can meet (Dingwall, Kemp, Fowke, 2006) and after all feel fulfilled.

8.1. Objectives

- To explore the level of community participation in leisure activities
- To identify the interests and wishes of the participants
- To develop the strategies that will facilitate and enable the community participation
- To enable safe mobility and getting to desired location
- To improve money management skills
- To support connecting with community members and sense of belonging
- To improve the quality of life and well-being

8.2. Participants

- IDP's
- Families
- Professionals

8.3. Competences

- Safe Mobility and other safety issues
- Money Management
- Communication skills
- Planning and Organizing
- Problem solving

8.4. Training contentes

- Exploring the level of community participation and identifying the participants interests in leisure community activities
- Exploring the resources in the community though use of different media (newspapers, ICT tools)
- Developing independent and safe mobility in the community and getting to desired location (Traffic education, using city maps, ICT tools to enhance mobility)

- Developing money management skills in: Recognising and counting money; Valuing money (spending and saving); Safety with money; ICT tools to use enhance money management
- Connecting with others and creating relationship with community members
- Guidelines on using ICT

8.5. Duration of the workshops

- Duration of the Workshop: 6 to 8 hours
- Face to face session: 5 hours
- Online training: 1 hours

8.6. Transversal training

- **Mentor/Coach.** Gives support to trainees about ideas identified and about the potential development of the ideas, and gives also support during the first experiences when trainees engage in Digital Platforms.

8.7. Methodology

- Active and participative

8.8. Training materials

- **Face to face sessions:** Trainer should take care of making every session an inclusive learning space, safeguarding the use of hands on approach methodologies; materials very visual and practical; practical activities should weight more than the 50% till 80% of the course; persons presenting their life story, acting as model of examples (best practices); use easy to read documents and information; use mentors to support PwIDD and their relatives because they are very important for modelling and can help overcoming ITC barriers.
- **Online Training:** Trainer should share contents supported in **videos**, online sessions and webinars. Mentors or coaches should support trainees during online training sessions if needed.

9. GENERAL CONSIDERATIONS

9.1. Considerations for opening phase

- Welcoming to the participants
- Its distributed a sheet for identifying the participants, requesting that they signed
- Each participant receives a name tag so that they will be easily identified during the meeting
- Its deliver to each participant the documents that support the session
- Agenda
- Blank paper to take notes and a pen
- Evaluation of the session (to identify remarks and suggestions)
- Ask if any participant has accessibility needs;

- Accordingly with the accommodations where the session is going to occur, identify where it's the bathroom and other accessibility points if needed;
 - Establishing the group rules for communication and interaction during the session
 - Explaining the use of the communication cards: the green card to talk and to show agree, the yellow card to show that has a question, the red card to show that doesn't agree;
 - Allow everyone to express themselves in their own way;
 - Listen when others are talking;
 - Respect different opinions;
 - Help others if asked and ask for support if you need it.
-
- **Tools:**
 - Briefcase to contain the documents for the participants;
 - Blank paper sheets
 - Pen
 - Registration sheet to identify the participants
 - Evaluation sheet
 - Agenda sheet

9.2. Considerations for presentation of the agenda

- The trainer will present an easy-to-read agenda with the contents to be discussed during the session;
- Each meeting step is reviewed with all participants;
- Ask if there's any question about the plan for the session.

Tools:

- Agenda in easy reading that it's presented in power point in the beginning of the meeting;
- Agenda in easy reading that its printed in a chart, so that during the session and when on topic is ended, it can be identified with an mark that its concluded.
- A copy of the agenda it's distributed by each participant, so that this way they can consult them when needed.

9.3. Considerations for break phase

- Reinforce that it's importance to respect the time of the break
- Certify that all the participants have their needs fulfil
- Promote interaction between the groups.
- Estimated time: 15 – 20 minutes.

9.4. Consideration for closing phase

- Resume of the main conclusions that where collected during the development of the activities
- Provide to the participants a contact that they can reach if later on, they want to make any additional remarks or suggestions

- Tool: Template with the contact of support person and a camp for remarks or suggestions that the participants can use at home.

In case participants need to perform an online activity outside of session time:

- Explain the Online Training Sessions related with this DETA, the homework expected and dates for delivering the homework.
- Homework sheet for online training session.
- Provide a sample of the templates use, so that the participants can try to use it at home and this way they can train their use and also to see if there's any suggestions or improvement

10. TRAINING MATERIALS

10.1. Development of face to face sessions

Activity 1 - What do I do in my free time			
Type of activity		Minimum Estimated time	45' min
Protocol of the Activity			
<p>A piece of paper (which can be accessed here) is distributed to participants with an request to make a picture of things they like to do in the leisure time at the moment.</p> <p>They have 20 minutes to make a picture with available materials: crayons, pencils, glue, magazines, pictures of activities</p> <p>Participants are asked to safeguard those pictures until the end phase of the workshop</p>			
Tools			
<ul style="list-style-type: none"> - Computer with a projector (beemer) - Flipchart & paper - Paper with a circle - Crayons, pencils, glue, magazines, pictures of activities - Document - Let's paint a picture of shat I do_Workshop 1 - WHAT TO DO WITH MY FREE TIME 			

Activity 2 - ideas & possibilities			
Type of activity		Minimum Estimated time	25' min
Protocol of the Activity			
Trainer presents the activities, facilitating participants to watch the movie about leisure activities in community.			
Tools			
Computer with a projector (beemer) Participants watch a movie available here (Croatian version and english version)			

Activity 3 - What do I want to do in my free time “cafe activities			
Type of activity		Minimum Estimated time	90' min
Protocol of the Activity			
<p>Participants are explained “world cafe activities” (video for instructors https://youtu.be/YrTKD8NpApY)</p> <p>Workshop trainer creates a “special” environment, modeled after a café, small round tables covered with a checkered or white linen tablecloth, colored pens, cut out pictures from magazines representing leisure time activities (including pictures from museums, cinema, theatre, sports, clubs etc), magazines, glue & scissors. There are chairs at each table (optimally) no more than five.</p> <p>Workshop trainer begins with a welcome speech, talking about how we behave in an Café process, explaining that participants have 25 minutes to discuss the statement on the table and during that discussion they will write, colour &/or glue pictur activities they are thinging about, liking etc. Workshop trainer will be remin them 5 minutes before the end to summarise their discusion. Participants are divided into groups and seated at 4 tables. Workshop trainer explains to participants that on every table there is a paper with one of the following statements:1. Activities in open space (gardens, playgorunds, streets of the town etc), Sport activities, Arts & museum, Cinema & theater. The process begins with the first of four 25 minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. One person, who is at the tables explains & facilitates group discussion facilitating participants to write words of activities, with its elaboration if possible, posting different pictures of activities from magazines & newspapers.</p> <p>When the time has passed, workshop trainer rings a bell and participants go to the next table- After all 4 rounds have finished every group will present their work in front of the big group</p>			

Participants are asked to pull out their 1st work and share differences between ideas they have had by themselves, ideas of small group work and how can they be fitted into their own plan for going out.

Tools

- Computer with a projector (beemer)
- Flipchart & paper
- Tables, chairs, bell
- Tea, coffee, soft drinks, glasses
- Colored pens, cut out pictures from magazines representing leisure time activities (including pictures from museums, cinema, theatre, sports, clubs etc), magazines, glue & scissors

Activity 4 - How are you doing with money? - money management skills

Type of activity		Minimum Estimated time	30' min
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Protocol of the Activity

The trainer starts a discussion (assembly) with all trainees, in the 2nd workshop with an activity from the previous workshop - [A COLLAGE OF MY INTERESTS](#). Before the workshop participants are reminded that it is necessary to bring a personal A3 collage with selected pictures of leisure activities that participants find meaningful and prefer when go out (having a coffee in a caffe bar, walking with a friend, going to the restaurant, cinema, shops, church, travelling around, ...). Participants show their collage on the platform or one they brought to other and jointly they explore leisure activities which are shown.

How expensive is that

Workshop continues with joint discussion led by the trainer about awareness of the prices of the things. The participants are asked what they like to spend money on, what would they do with 200 kn if they get: spend it or save it. What would they spend it on? What would they save up for?

The prices of the participation in desired activities will discussed, what is expensive, what is not expensive, what is for free, what is easily available and what is not.

Worksheet 2.2 is copied on the flip chart next to the presentation and all the group puts different things one can buy on the category very expensive, expensive & cheap

* Participants could bring the flyers from different shops such as Lidle, Konzum, SPAr or other which are usually in the surroundings and are used for regular day to day shopping

Tools

- worksheet [Activity HOW EXPENSIVE IS THAT Workshop 2 DETA 3](#)

Activity 5 - Budget and saving			
Type of activity		Minimum Estimated time	90' min
Protocol of the Activity			
Is it free?			
<ul style="list-style-type: none"> - Activity starts with trainer explaining about fact that there are some free and some price things. Each participant get a worksheet 2.3.1 Do not cost anything/I need some money.jpeg and have to write down activities from zheir collageactivity on the sides: Do not cost anything and I need some money. r that, they have to write down the price of each, and finally sum together. Leflets or brochures of prices of different items and activities also may be available in order to help them easily determine the prices. - Alternative activity is the Traffic Light worksheet. Trainer starst with distributing this worksheet and explaining that may be levels in expensiveness of things. Trainer facilitates participants to write down the things they to depending on what they cost (red - really expensive, yellow - somewhat expensive or green-cheep). Trainer facilitates participants to check if there are cheaper things that are at the present put in the red zone and discusses with participants about red zone as something which could be avoided. 			
Where does my money come from			
<ul style="list-style-type: none"> - Each participants have to think about where their money comes from, they are asked to write down the personal budget that is available to them and finally compare with the sum of desired activities/items in the worksheet 2.3.2 Where does my money come from which can be accessed here. 			
Needs & wants			
<ul style="list-style-type: none"> - Each participants gets worksheet 2.3.3 Activity What do i need, what do I want, they get to think in pairs, groups or by themselves about the differences between things they want and things they need 			
My budget skills			
<ul style="list-style-type: none"> - Each participants will get questionnaire Activity 2.3.3 My budget skills and will need to answer yes or no questions. Instructor asks the group or the person who has all YES, or more YES to present their budget skills 			
Tools			
<ul style="list-style-type: none"> - A personal A3 collage - Worksheets: <ul style="list-style-type: none"> o 2.1.3.1 Do not cost anything/I need some money.jpeg o 2.1.3.2 Where the money comes from.png o 2.1.3.3Activity What do i need, what do I want o 2.1.3. 4 My budget skills 			

Activity 6 - Connecting with others in the community			
Type of activity		Minimum Estimated time	10' min
Protocol of the Activity			
<p>Let's watch a movie</p> <p>Participant will watch the movie as an icebreaker for the activities which follows Video is placed on the platform with following text Let's watch a movie</p>			
Tools			
<ul style="list-style-type: none"> - Computer - Youtube 			

Activity 7 - Creating a Relationship Map (social network)			
Type of activity		Minimum Estimated time	60' min
Protocol of the Activity			
<p>Before the activity, participants are asked from their caretakers or the trainer to bring the pictures from the persons who are important to them. Pictures need to be brought to the workshop or uploaded on web portal - pictures will be used for Relationship map activity. Trainer starts the activity with and demand to the participants to take pictures of people important to them, especially people with whom they would like to spend their free time</p> <p>A worksheet Relationship map is distributed to each participant which consists of four circles, in the most inner is a participant. The remaining three circles are divided into sections and each represents a different life areas through which we know people (family, job, neighbors, school, friends, church, leisure activities, social-civics activities, church). The participant are asked to put the people they meet more frequently and are closest to in the first inner circle. In the next outer circle they are required to write down the names of the people they know less well but they are connected in some way. In the last outer circle they are supposed to put people who are their acquaintances, know their name but not very well. The participants are asked whether they want to take part in the desired leisure activities with someone at the Relationship map and circle the name of the person. They are also required to identify the persons they already know and where the relationship can be strengthened. Discussion about their social network and the strategies to support the connections and relationships with people around them (community places where people engage, that are hospitable and welcoming</p>			
Tools			
<ul style="list-style-type: none"> - Relationship map worksheet. Additional materials - 2.3.1 social map_Additional materials_Workshop 2 Resources I have _DETA 3 			

Activity 8 - How are you doing with time? - time management and scheduling skills			
Type of activity		Minimum Estimated time	45' min
Protocol of the Activity			
<p>Trainer of this workshop starts by telling the participants what day in the week today is and what time it is (e.g. monday (17th), morning, 10 am). Participants are asked to describe how their day was until this workshop meeting. After a short group discussion (15 min) the trainer asks the participants to pool out their weekly schedule sample. The trainer should help the participant to organise their activities through the first day of their weekly schedule sample, exploring the activities of the day before the workshop..</p> <p>Participants are asked to say when they want to have their selected/preferred activities (work day/weekend or any specific day). After that they are asked to state their opinion for the best time of the day to participate in that activity (morning, noon, afternoon, evening)</p>			
Tools			
- 2.4.1 Weekly schedule sample			

10.2. Development of Online Activities

Activity 1 – Make my own collage of interests			
Type of activity		Minimum Estimated time	75'
Protocol of the Activity			
<p>Participants are asked to make their own collage of activities they would like to do on the big paper (A1) so this can be continued during 2nd workshop Example how it should look like can be accessed here</p> <p>Activity is focused on trying to make a transfer from session to session and to allow participants to have time to think about their free time</p>			
Tools			
<ul style="list-style-type: none"> - Online platform on which the document 1.6 ONLINE ACTIVITY IET'S MAKE A COLLAGE OF MY INTERESTS Workshop 1 DEVELOPING MY INTERESTS DETA 3 I AM GOING OUT - Glue & paper, photos - Mobile phone to make a picture - Document 1.6 CollageOfLaisureActivities.jpg 			

Activity 2 - Plan of going out using Google maps			
Type of activity		Minimum Estimated time	75'
Protocol of the Activity			
<p>Using idICT online portal http://apps.id-ict.eu/en/training-content/thebestapp/list-of-results/app-google-maps/) Activity is focused on trying to make a plan of using google maps to plan the going out activity Each participant will chose an at least one place which he has selected on the activity 1.5 (his/hers own collage of activities) Participant will use idICT online platform to plan the trip Participant will check the trip details with an professional/parent/family member if needed Participant will make a example of the plan (print screen) and upload it on the platform</p>			
Tools			
<ul style="list-style-type: none"> - Explanation for professionals it the document Online activity - Home work-Planing the trip - DETA 3 - Online platform IDPliving on which the document ONLINE ACTIVITY IET'S MAKE A COLLAGE OF MY INTERESTS Workshop 1 DEVELOPING MY INTERESTS DETA 3 li AM GOIN OUT - Online platform IDPliving for uploading the finished documents 			

Activity 3 - Let's make a budget			
Type of activity		Minimum Estimated time	90'
Protocol of the Activity			
<p>Each participants will use idICT platform to learn how to use Google Keep to make a budget. Green posits will be used to write personal wants with defined summ. Blue posts will be used for personal wants. Purple will be used for defining personal income Task needs to be screenshot and uploaded on the platform</p>			
Tools			
<ul style="list-style-type: none"> - Documents - Let's make a budget 			

Activity 4 - Safety in community			
Type of activity		Minimum Estimated time	45'
Protocol of the Activity			
<p>Activity starts with the trainer asking participants to show the picture of homework 1.7 Plan of going out using Google maps on their mobile phones. The picture of activity should be printed out and the group jointly explores points in the streets which can have safety risks. Those points are marked with different colour (red if it very dangerous, yellow if it is a little bit dangerous and green if it is not)</p> <p>The group discusses about strategies to make it more safe</p>			
Tools			
<ul style="list-style-type: none"> • Printed out homework Plan of going out using Google maps • Computer with a projector (beemer) 			

Activity 5 - Calendars and clock settings for the events			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>Activity is used to develop awareness of the time needed for performance of specific activity</p>			
Tools			
<ul style="list-style-type: none"> - Materials - Kitchen-style timer with a bell - Stopwatch - Task Analysis & Time Estimation Sheets - Each participant will use the online portal to perform the task of developing time organisation skills. 			

Activity 6 - Let's watch and use the presentation to see what we can do			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>This activity is presented on the training platform. Participants will use online presentation which will lead them in developing new ideas how to use their time for activities of leisure. Activity has different roads to follow which are easily followed. If necessary during the</p>			

activity an person may have a supportive person which will facilitate selection of steps and performance of activities.

Tools

- Online portal with online presentation

Activity 7 - Going to the park

Type of activity		Minimum Estimated time	60'
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Protocol of the Activity

This activity is presented on the training platform. Participants will use the [PPT presentation](#) which will guide them through the workshop. Participants will watch the video and perform activities which can ensure raising awareness of possible tasks within activity going to the park. Video is about the park located in the capital of Croatia, Zagreb. This video can be substituted by the video from the park of the partner organisation.

At the end of the presentation there is again led presentation which will lead participants through the process of planning a trip to the park.

Tools

- Training platform wit the online presentation - [PPT 4.0 Workshop 4 GOING TO THE PARK](#)
- PREZI presentation available [here](#)

Activity 8 - Decision making

Type of activity		Minimum Estimated time	45'
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Protocol of the Activity

Participants follow the activity on the training platform and the activity will lead them in the use of the visual strategy to develop new ideas what to do in the park.

Tools

- Training platform - [PPT presentation](#)
- worksheet [4.4 Activity Going to the park zoo StrategyToDecide](#)

Activity 9 - Prepare a new plan through the use of communication applications and visual support			
Type of activity		Minimum Estimated time	45'
Protocol of the Activity			
Participants follow the activity on the training platform and the activity will lead them in the development of the visual strategy to support their independence in community using Boardmaker.			
Tools			
<ul style="list-style-type: none"> - Training platform - PPT presentation - worksheet 4.4 Activity Going to the park zoo StrategyToDecide 			

Activity 10 - Prepare a new plan through the use of communication applications and visual support - TAXI			
Type of activity		Minimum Estimated time	45'
Protocol of the Activity			
Participants follow the activity on the training platform and the activity will lead them in the development of the visual strategy to support their independence in using taxi.			
Tools			
<ul style="list-style-type: none"> - Training platform - PPT presentation - App UBER available here 			

Activity 11 - Going to the theatre/museum with friends			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>This activity is presented on the training platform. Participants will use online presentation which will lead them in developing new ideas how to develop the activities of leisure in the museum and theater. Activity has different roads to follow which are easily followed. If necessary during the activity an person may have a supportive person which will facilitate selection of steps and performance of activities.</p> <p>Participants can watch the movie which can be accessed here</p>			

Participants can use online presentation which can be accessed [here](#) to develop competencies how to get to museum or to go to the theater.

Tools

- Online portal with online presentation - [5.0 Workshop 5 - Going to the theater museum](#)
- Worksheet - [Activity 5.3.1 - Going to the theater-movies](#)
- Worksheet - [Activity 5.3.2 - Going to the museum](#)



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**DEVELOPMENT OF A TRAINING PROGRAM
FOR BOOSTING AND FACILITATING THE COMMUNITY LIVING
OF PEOPLE WITH INTELLECTUAL DISABILITIES**

MANUAL FOR TRAINNERS

DETA 4 – THE MOST BEAUTFIFUL HOUSE IN THE WORLD



11. INTRODUCTION TO DETA 4 – THE MOST BEAUTIFUL HOUSE IN THE WORLD

This Experiential Training Activity has been designed for enhancing the practical and experiential **training in managing house tasks and having a safe home, to live independently, this is** we intend that the IDP's feel empowered to set and reach their own goals in house care. The design of will be done accordingly to the information included in I.O.1 "Co-Created Methodological Guide" – DETA 4. Managing household chores with a financial balance and prevent domestic accidents is what this DETA is about.

For a Person with Intellectual Disability is important to know how to perform the tasks at home, but is also very important to learn how to plan them, to make decisions and then to developed the different tasks through a routine. It's with the repetition that we learn, improving our performance and achieving a greater degree of autonomy.

We want to train the ability to plan the different tasks at home, such as building a weekly meal plan and then to adjust the shopping list accordingly with the house needs.

Also, to create a plan to develop the different tasks that has to be made to organize and clean the house and how to do it.

And to all that is also important to know how to manage money so they can reach their goals, regarding personal needs and responsibilities relating the house management while preventing, identifying and knowing how to react to safety issues.

The training also involves the identification of questions relating safety issues and how to act and prevent them.

Knowing how to manage money is an important part of living a full and independent life. It is important to know how to use money so you can reach your goals, regarding personal needs and responsibilities relating the house management.

Foremost, they should feel happy and safe living in their own home.

11.1. Objectives

- To explore the level of community participation in leisure activities
- To identify the interests and wishes of the participants
- To develop the strategies that will facilitate and enable the community participation
- To enable safe mobility and getting to desired location
- To improve money management skills
- To support connecting with community members and sense of belonging
- To improve the quality of life and well-being

11.2. Participants

- IDP's
- Families
- Professionals

11.3. Competences

- Communication
- Decision Making
- Planning and Organizing
- Digital Competences

11.4. Training contentes

- House care
 - How to plan the organization of my meals
 - How to plan my grocery's list
 - How to manage a budget relating my needs for house care and responsibilities at home
 - How to organize the plan to develop my tasks of cleaning at home
- Risk situations and Security measures
 - How to identify and react to emergency and risk situations at home
 - How to prevent risk situations at home and to develop a safety plan
- Guidelines for applying ICT tools

11.5. Duration of the workshops

- Duration of the Workshop: 8 hours
- Face to face session: 8 hours (divided into 1st session: 4h30 and 2nd session 3h30)
- Online training: 2 hours

11.6. Transversal training

- **Mentor/Coach.** Gives support to trainees about ideas identified and about the potential development of the ideas, and gives also support during the first experiences when trainees engage in Digital Platforms.

11.7. Methodology

- Active and Participative
- Adapting and using easy to read materials
- Using examples of good practices of IDP who already live by themselves

11.8. Training materials

- **Face to face sessions:** Trainer should take care of making every session an inclusive learning space, safeguarding the use of hands on approach methodologies; materials very visual and practical; practical activities should weight more than the 50% till 80% of the course; persons presenting their life story, acting as model of examples (best practices); use easy to read documents and information; use mentors to support PwIDD and their relatives because they are very important for modelling and can help overcoming ITC barriers.

- **Online Training:** Trainer should share contents supported in **videos**, online sessions and webinars. Mentors or coaches should support trainees during online training sessions if needed.

12. GENERAL CONSIDERATIONS

12.1. Considerations for opening phase

- Welcoming to the participants
 - Its distributed a sheet for identifying the participants, requesting that they signed
 - Each participant receives a name tag so that they will be easily identified during the meeting
 - Its deliver to each participant the documents that support the session
 - Agenda
 - Blank paper to take notes and a pen
 - Evaluation of the session (to identify remarks and suggestions)
 - Ask if any participant has accessibility needs;
 - Accordingly with the accommodations where the session is going to occur, identify where it's the bathroom and other accessibility points if needed;
 - Establishing the group rules for communication and interaction during the session
 - Explaining the use of the communication cards: the green card to talk and to show agree, the yellow card to show that has a question, the red card to show that doesn't agree;
 - Allow everyone to express themselves in their own way;
 - Listen when others are talking;
 - Respect different opinions;
 - Help others if asked and ask for support if you need it.
- **Tools:**
- Briefcase to contain the documents for the participants;
 - Blank paper sheets
 - Pen
 - Registration sheet to identify the participants
 - Evaluation sheet
 - Agenda sheet

12.2. Considerations for presentation of the agenda

- The trainer will present an easy-to-read agenda with the contents to be discussed during the session;
- Each meeting step is reviewed with all participants;
- Ask if there's any question about the plan for the session.

Tools:

- Agenda in easy reading that it's presented in power point in the beginning of the meeting;
- Agenda in easy reading that it's printed in a chart, so that during the session and when on topic is ended, it can be identified with an mark that it's concluded.

- A copy of the agenda it's distributed by each participant, so that this way they can consult them when needed.

12.3. Considerations for break phase

- Reinforce that it's importance to respect the time of the break
- Certify that all the participants have their needs fulfil
- Promote interaction between the groups.
- Estimated time: 15 – 20 minutes.

12.4. Consideration for closing phase

- Resume of the main conclusions that where collected during the development of the activities
- Provide to the participants a contact that they can reach if later on, they want to make any additional remarks or suggestions
- Tool: Template with the contact of support person and a camp for remarks or suggestions that the participants can use at home.

In case participants need to perform an online activity outside of session time:

- Explain the Online Training Sessions related with this DETA, the homework expected and dates for delivering the homework.
- Homework sheet for online training session.
- Provide a sample of the templates use, so that the participants can try to use it at home and this way they can train their use and also to see if there's any suggestions or improvement

13. TRAINING MATERIALS

13.1. Development of face to face sessions

Activity 1 – House Care			
Type of activity		Minimum Estimated time	30'min
Protocol of the Activity			
<p>Present a power point "<u>House Care and Safety</u>" to review about concepts relating what is. The trainer promotes a group discussion to collect information from the participants about these concepts.</p> <p>In this activity, the trainer will ask some questions to the trainees (the trainer can ask all the questions or choose the ones that more relevant for her or him):</p> <ul style="list-style-type: none"> – What tasks is involved in house care? – What are the main difficulties to perform house tasks? 			

- What skills are more important to you to develop?
 - What support do you need to achieve a more independent house care management performance?
- For this there are A3 sheets printed with the topics to be fulfilled by the participants
Use the cards with images in the flipchart, relating house tasks, while they answer the questions, so that during the session the information can be seen
- Make a resume of the main points addressed by the participants

Tools

- Power-point presentation "House Care and Safety" with the support of images that can identify the tasks relating house care
- Flip Chart with A3 sheets to write down the main topics that are identified by the participants and put this on the wall to be visible participants and put this on the wall to be visible "Flipchart – Topics to discuss"
- Cards of images to use in the flipchart "Cards with tasks Home Management"
- Cards of images to use in the flipchart
- Computer, data show

Activity 2 – learning to plan my meals and grocery list

Type of activity		Minimum Estimated time	1h30
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Protocol of the Activity

Learning to use a worksheet to plan weekly meals

- Give the participants a blank template worksheet [Weekly Meal Planner template] and ask them to fulfil with a meals plan for the week
- Give them also a support template with examples of the 5 main groups of foods for consultation

Learning to use a worksheet to plan the grocery list

- Give the participants two blank templates worksheets [Grocery List template 1 or 2] and ask them to choose one of them and to fulfil with the grocery needs that they need to buy, taking in account the meals that they have planned before

Ask them the main difficulties about doing this tasks

Present the power-point "Easy Tips to plan my meals and grocery list"

Ask if there's any questions, doubts or suggestions relating the worksheet plans

Tools

- Worksheet Weekly Meal Planner template (where are identified the days of the week and the period of the meals, such as breakfast, snack, lunch, snack and diner)
- Support Template with the demonstration of the main 5 food groups (dairy, vegetables, fruits, grains, protein)
- Worksheet template for making a shopping list of grocery's relating the meals plan (where are identified the main groups of groceries: dairy, bread/bakery; Canned/Condiments; Meat; Fish; Frozen; Cereal/Cookies; Snacks; drinks; baked goods; fruit, vegetables). 3 templates available to choose and use:
 - o Grocery List template 1 or 2
 - o Meal Planner and Grocery List template
- Power-point "Easy Tips to plan my meals and grocery list"
- Computer and data show
- Pens

Activity 3 – learning to do money management relating home budget and expenses			
Type of activity		Minimum Estimated time	1h15
Protocol of the Activity			
<p>Present a brief PowerPoint "<u>Budget Management and House Hold</u>" with the main topics relating managing the budget for house care</p> <p>Request to each participant to identify in which main groups/division of the house, they spend money</p> <ul style="list-style-type: none"> - There's a flip chart with the icons of the main house expenses "<u>Cards Flipchart expenses</u>" and its ask to each participant to wright their name on the 3 sections where they spend more money - It's made an global analysis of the main results <p>Review of the concept what is a budget</p> <ul style="list-style-type: none"> - Use a flip-chart "<u>Budget Management Questions</u>" (print in A3 size)_with pictures of the main areas of expenses and collect the information from the participants - Ask them to identify if they have a budget and the source - Ask them to identify what they do with the budget - Ask them what are their main difficulties - Wright it down the answers to have an global view of their point of view in the flip chart 			

- **Learning to plan the management of personal budget relating home care**
 - Give to each participant an Budget worksheet template and a calculator and give them the same amount of budget
 - Give them a template *“Training Budget Planning”* with some examples of products and the respective prices: services (ex: water, light, gas, phone, internet, cable tv), grocery’s for household, personal goods (ex: clothes, CD’s), renting, insurances
 - Ask them to fulfil an template for managing the house budget *“Training Budget Planning”*, takin in account the money that they have, so that it can be evaluated the degree of responsibility in the decision making

Show them 2 templates *Monthly Budget Template* (here they wright down the amount that they have to spend and the value of the real expense) *and Monthly House Payments Plan* (here they wright down the amount to pay, the limit date to pay the bill and to signal when they do it) for budget management and give them a copy to take home, so that they can try it out

Ask if there’s any questions, doubts or suggestions relating the worksheet budget plan

Resume the main learning points

Tools

- Power-point *“Budget Management and House Hold”* with the main topics relating managing the budget for house care
- Flip-chart with cards with the main areas of expenses for fulfil *“Budget Management Questions” / “Cards Flipchart expenses”*
- *“Budget Management Questions” in A3 Flip Chart*
- Budget template with some examples of products and the respective prices *“Training Budget Planning”*,
- Two templates of budget expenses to choose
 - *Monthly Budget Template*
 - *Monthly House Payments Plan*
- Computer, data show
- Pens

Activity 4 – Learning to plan the house cleaning

Type of activity		Minimum Estimated time	1h15
Protocol of the Activity			
Learning to use a worksheet to plan the house cleaning <ul style="list-style-type: none"> - Present an A3 blank template spreadsheet <i>“How often do you clean?”</i>, divided into Day, Week, Month and Year - Each participant is given different <i>“Cards with cleaning activities”</i>, with house cleaning activities 			

- At their own turn they will place the cards in the column they believe to be the right one
 - Engage in a free discussion about their thoughts on the frequency of the tasks
- Present an example of a house cleaning planning, PowerPoint *How often should you clean*
 Ask if there's any questions, doubts or suggestions and resume the main learning point

Tools

- A3 *How often do you clean-blank template?*, divided into Day, Week, Month and Year
- *Cards How often do you clean?* with house cleaning activities (make bed, do laundry, clean dirty dishes, and vacuum, change bedding, etc.)
- *How often should you clean template with examples*
- Computer, datashow
- Scissors, glue

Activity 5 – Learning how to clean each house area

Type of activity		Minimum Estimated time	45'min
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Protocol of the Activity

Each participant says what they believe to be the actions needed to clean and tidy up each house area, which should be written in a flipchart sheet corresponded to the different house area

Engage in a free discussion about their thoughts of the tasks

Compare the results with the document *Tidy up checklist*

Ask if there's any questions, doubts or suggestions

Resume the main learning points

Tools

- Flipchart
- Pens
- *Tidy up checklist*
- Computer, datashow

Activity 6 – Setting up cleaning baskets			
Type of activity		Minimum Estimated time	30' min
Protocol of the Activity			
<p>The participants will be divided into small groups Each group will be responsible for a house area/basket Using the PowerPoint "<u>Setting up cleaning baskets</u>", each small group should, with the available items (cleaning products), will set up the corresponded basket Place the corresponded sheets (house area/basket) Engage in a free discussion about their thoughts of the tasks Ask if there's any questions, doubts or suggestions Resume the main learning points</p>			
Tools			
<ul style="list-style-type: none"> - Printed and laminated powerpoint sheets - Cleaning products (place the available items on the table, make sure that there is enough products for all the baskets) - Baskets - Computer, datashow 			

13.2. Development of Online Activities

Activity 1 - My meals and grocery's for the week			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <ul style="list-style-type: none"> - Download the power point "<u>Easy tips to plan meals and grocery list</u>" from Activity 2 and read it; - Download the template "<u>Meal Planner Grocery List</u>" from Activity 2 and print it; - Fulfil your meals plan for the week - Fulfil the grocery list taking in account what you are going to need to buy accordingly with you meals plan - Them if you want you can download the template of "<u>Grocery List</u>" (you have two options to choose), from Activity 2 - Wright the items that you identified previously that its needed to buy on the Grocery List - Go to the supermarket and use your list of grocery's shopping 			

<ul style="list-style-type: none"> - Take pictures of your meals plan, grocery list and download them in the platform - Tell us how it went along with the tasks
Tools
<ul style="list-style-type: none"> - Power point <i>“Easy tips to plan meals and grocery list”</i> - Template <i>“Meal Planner Grocery List”</i> - Template of <i>“Grocery List”</i> (two options to choose) - Computer, printer, A4 blank sheets

Activity 2 - Using an app to do your grocery list			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>Title of the APP: BRING!</p> <p>Link: https://getbring.com/#!/app (click on the link to see the demonstration)</p> <p>Bring! Features:</p> <ul style="list-style-type: none"> - Shared shopping list - Beautiful list themes and purchase items - Push notifications for your shopping trip - Add your own items - Add quantities and descriptions - It's totally free! <p>The Bring! allows you to create a shopping list in seconds. The Bring! tells you quickly which items still need to be added to the shopping cart. Enjoy the comfort of having your hands free and your list on your Android Wear while shopping at the grocery store.</p> <p>Installation:</p> <ul style="list-style-type: none"> • You will need a Android phone or tablet • You can find BRING! In Google Play • If you need, ask relatives, friends or professionals to help you to install • Link to do the download and installation of the APP on computer (click on the link) https://play.google.com/store/apps/details?id=ch.publisheria.bring <p>Installation on Phone or tablet:</p> <ul style="list-style-type: none"> • Open Google Drive on you Phone or tablet • Wright BRING! and press search • Select the APP with the image bellow • Press Install • Press Accept 			

<ul style="list-style-type: none"> • Wait till the download for the installation is in progress • Once the installation is finished, you can press Open to start the APP • Try to start using it to make your grocery's shopping list for home
<p>Tools</p> <ul style="list-style-type: none"> - Computer, phone or tablet - Internet access - PowerPoint presentation "Using an APP to do grocery list", that explains the main features of the APP, the links and how to do the installation - - Youtube IDPLiving – tutorial video APP Bring https://www.youtube.com/watch?v=Hq6yNMcWnNQ

Activity 3 – Using an APP to manage my budget			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
Protocol of the Activity			
<p>Download the template "<u>Monthly budget template</u>" from Activity 3 and print it; Full fill with information that you have available, relating your incomes and expenses that you will have that month Take a picture of you budget template and download it in the platform</p> <p>Download the template "<u>Monthly house payments plan</u>" from Activity 3 and print it; Full fill with the following information to the different fields of expenses: What amount do you have to pay; Limit date to do the payment Check when it's done Take a picture of your template and download it in the platform</p>			
Tools			
<ul style="list-style-type: none"> - Template "<u>Monthly budget</u>" - Template "<u>Monthly house payments plan</u>" - Computer, printer, A4 blank sheets 			

Activity 4 –Using an APP to manage my bugdet			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
Protocol of the Activity			
<p>Title of the APP: Monefy - Expense Manager Link: http://www.monefy.me/ (click on the link to see more about the APP and explanations)</p> <p>Features:</p> <ul style="list-style-type: none"> • Intuitive interface and easy to move. • View the distribution of your expenses in a nice and informative chart or a detailed transaction list • Manage categories if the patterns do not work for you • Choose the periodicity of the report • Select currency • Use the budget mode • Back up and export data in one click <p>How to organize your expenses easily? We know it's easy. You just need to add every expense you have ... nothing more than that!</p> <p>Installation:</p> <ul style="list-style-type: none"> • You will need an Android phone or tablet • You can find Monefy – Expense Manager In Google Play • If you need, ask relatives, friends or professionals to help you to install • Link to do the download and installation of the APP on computer (click on the link) https://play.google.com/store/apps/details?id=com.monefy.app.lite <p>Installation on Phone or tablet:</p> <ul style="list-style-type: none"> • Open Google Drive on your Phone or tablet • Wright Monefy – Expense Manager and press search • Select the APP with this image • Press Install • Press Accept • Wait till the download for the installation is in progress • Once the installation is finished, you can press Open to start the APP • Try to start using it to make and managing your budget 			
Tools			
<ul style="list-style-type: none"> - Computer, phone or tablet - Internet access 			

- PowerPoint presentation “Using an APP to Budget”, that explains the main features of the APP, the links and how to do the installation
- Youtube IDPLiving – tutorial video APP Monefy
<https://www.youtube.com/watch?v=5JD-gzedctM>

Activity 5 - My shiny house			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
Protocol of the Activity			
<p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <ul style="list-style-type: none"> - Download the template “Tidy up checklist” from activity 5 - Complete in the template when you are going to clean the different areas - Take pictures or video of the area before you clean them - Take pictures or video of the area after you clean them, to compare results - Log in and download the photographs or videos that have been taken 			
Tools			
<ul style="list-style-type: none"> • Template “Tidy up checklist” from activity 5 • Computer, printer, A4 blank sheets 			

Activity 6 - Learning how to use different cleaning supplies			
Type of activity		Minimum Estimated time	the time needed to perform the game
Protocol of the Activity			
<p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <ul style="list-style-type: none"> - You are going to play a game to identify the cleaning supplies use in household tasks - You will have to match the cleaning supplies with the house areas (practical approach - game) - Identify which cleaning supplies are needed for the different cleaning activities. - Click in START and go to the game link 			
Tools			
<ul style="list-style-type: none"> - Educa play Link– IDPLiving House Cleaning https://www.educaplay.com/en/learningresources/3890488/html5/how_to_clean.htm#! - Computer, internet 			

Activity 7 – It's laundry day!			
Type of activity		Minimum Estimated time	the time needed to perform the games
Protocol of the Activity			
<p>You are going to play a game to identify to learn the tags that exist in clothes and that are important to recognize before you wash them</p> <p>Click in START and go to the game link</p> <p>You can download the document <u>"7 Laundry Rules"</u> to help you to do real laundry!</p> <p>You are going to play a game to so that you can learn the name of the different items.</p> <p>Click so you can learn the name of the different items.</p> <p>Pay attention to the words that appear on the screen so you can correctly identify the item.</p> <p>Click in START and go to the game link</p>			
Tools			
<ul style="list-style-type: none"> - Document "7 Laundry Rules" - Educa play Link– IDPLiving Tag it <ul style="list-style-type: none"> o https://www.educaplay.com/en/learningresources/3868095/html5/ainda_nao_sei.htm#! - Educa play Link– IDPLiving Laundry Game <ul style="list-style-type: none"> o https://www.educaplay.com/en/learningresources/3868034/html5/doing_the_laundry.htm#! - Computer, internet 			

Activity 8 - Using an app to help you doing the laundry, knowing the symbols and taking better care of your clothes			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
Protocol of the Activity			
<p>Title of the APP: Laundry Pro - care symbols</p> <p>Features:</p> <p>This is a reference book of laundry symbols (also known as "care symbols") - pictogram on your clothes which represents a method of washing, drying, dry-cleaning and ironing clothing. They indicate how a particular item should best be cleaned.</p> <p>Cleaner, fresher clothes means longer-wearing apparel.</p>			

Installation:

- You will need a Android phone or tablet
- You can find Laundry Pro – care symbols, In Google Play
- If you need, ask relatives, friends or professionals to help you to install
- Link to do the download and installation of the APP on computer (click on the link)
<https://play.google.com/store/apps/details?id=net.kloobi.laundry>

Installation on Phone or tablet:

- Open Google Drive on you Phone or tablet
- Wright Laundry Pro – care symbols, Task Schedule and press search
- Select the APP with this image
- Press Install
- Press Accept
- Wait till the download for the installation is in progress
- Once the installation is finished, you can press Open to start the APP
- Try to start using it to better doing your laundry and taking care of your clothes

Tools

- Android Phone, Tablet or Computer
- PowerPoint presentation *“Knowing Laundry Symbols”*, that explains the main features of the APP, the links and how to do the installation

Activity 9 – Danger alert

Type of activity		Minimum Estimated time	n.a.
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Protocol of the Activity

Download the power point “Home Safety”, where you learn some main safety prevention tips, like:

- Prevention of fires
- How to plan an escape
- Eletrical safety
- Hazardous materials
- Slip and falls

You have available 3 videos relating safety issues, that you can download to see it:

- 10 tips relating fire safety
- Indoor electric safety
- Preventing falls at home

You are going to answer some questions related to Fire Safety

<ul style="list-style-type: none"> - Click on the START to go the link - You are going to answer some questions related to Fire Safety - Click on the START to go the link <p>The objective is to learn to apply in real context the learning done in the previous activity's</p> <ul style="list-style-type: none"> - Organize with some friends a simulation of a situation of fire. Act on it and ask someone to film you dealing with the situation. - Report difficulties and the feedback about practising the exercise - Send the video, downloading it in the platform
Tools
<ul style="list-style-type: none"> - Power point "Home Safety" - 10 tips relating fire safety - Indoor electric safety - Preventing falls at home - Educa play Link– IDPLiving Fire Safety - Educa play Link– IDPLiving Indoor Electric Safety - Computer, internet

Activity 10 - safety first			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>The objective is to learn to create an emergency contact list in paper and in the mobile phone, to easily react and call for help, regarding the situation.</p> <ul style="list-style-type: none"> - Identify the main community resources relating emergency situations - Identify the people that can act as support persons in a situation of emergency - Download the template for contact list and fulfil with the information that you identified earlier - Take a picture of your contact list and the place you put it and download it in the platform <p>The objective is to learn to create a first aids kit for home use.</p> <ul style="list-style-type: none"> - Download the document with a list of supplies that you will need to create your first aids kit for home use. - Take your list and go to the pharmacy or supermarket to buy them. - At home put the first aid kit in a place of easy access in case of need. - Photograph your first aids kit and download the photo in the platform. 			
Tools			
<ul style="list-style-type: none"> - Video with instructions on how to program/access an emergency contact list on your mobile phone; 			

- Template of an emergency contact list and indications where to put it.
- Computer, printer, A4 blank sheets, internet
- template with the list of supplies for a first aids kit,
- video with demonstration on how to prepare a first aids kit

Activity 11 - Using an app to help you act in sos emergency situation

Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
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Protocol of the Activity

Title of the APP: **SOS Emergency**

Watch these videos (click in each link bellow)

1. How to use SOSmate - <https://www.youtube.com/watch?v=Mb8MsFpLtRs>
2. Manage Contacts - <https://www.youtube.com/watch?v=92OWnxUDs8A>
- 3 Activate Panic - <https://www.youtube.com/watch?v=1y3Z7GCccR4>
4. Photo mail - https://www.youtube.com/watch?v=KE4t_TEh2DQ

Features:

- In case of an emergency it can send an emergency sms to your contacts.
- This Emergency app will keep you informed your current location. You can view, share with others.
- This Emergency app will also provide you the current country emergency numbers - Police, Fire, and Ambulance.
- This Emergency app comes with whistle voice. Please use it to get attention.
- This Emergency app allows you to activate distress through your phone notification Bar action button, phone Power button, and SOS button.
- This Emergency app can also send emergency message to your emergency email contacts.

This Emergency app comes with default Police siren voice, which can very helpful in notifying passerby and you get their attentions.

- This Emergency app should* work even when you are travelling overseas (Internet, SMS credit required. Please test all app operations).
- This Emergency app comes with "Photo mail" feature that can capture a photo and quickly sent an email to your pre-filled email addresses.

Installation:

- You will need a Android phone or tablet
- You can find SOS Emergency, In Google Play
- If you need, ask relatives, friends or professionals to help you to install

<ul style="list-style-type: none"> - Link to do the download and installation of the APP on computer (click on the link) https://play.google.com/store/apps/details?id=com.sosmate <p>Installation on Phone or tablet:</p> <ul style="list-style-type: none"> • Open Google Drive on you Phone or tablet • Wright SOS Emergency and press search • Select the APP with this image • Press Install • Press Accept • Wait till the download for the installation is in progress • Once the installation is finished, you can press Open to start the APP
Tools
<ul style="list-style-type: none"> - Android Phone, Tablet or Computer - PowerPoint presentation “SOS Emergency on Phone”, that explains the main features of the APP, the links and how to do the installation

Activity 12 - using an app to help you create a first aids kis and guidelines in how to act in basics			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
Protocol of the Activity			
<p>Title of the APP: Primeiros Socorros_Cruz Vermelha Portuguesa</p> <ul style="list-style-type: none"> – Simple tutorials with step by step instructions can guide you through daily cenarios of first aid needs. – Totaly integrated with emergency numbers (p.e. 911, 999 ou 112) so you can call for help through the app at any time, even abroad. – Videos and animations make learning fun. – You have safety tips for everything, since harsh winter to hurricane, earthquake and tornados that will help you to be ready for these emergencies. – Pre-charged contents allows you to have imediate access to all safety informations at any time, even without mobile internet or Wi-Fi. <p>Intereactive questionnaires allows you to win badges that you can share with your friends, but also share your saving lives knowledge.</p> <p>Installation:</p> <ul style="list-style-type: none"> – You will need a Android phone or tablet – You can find First Aid Kit Basic Guide, In Google Play – If you need, ask relatives, friends or professionals to help you to install 			

<ul style="list-style-type: none"> - Link to do the download and installation of the APP on computer (click on the link) - https://play.google.com/store/apps/details?id=com.cube.gdpc.fa <p>Installation on Phone or tablet:</p> <ul style="list-style-type: none"> - Open Google Drive on your Phone or tablet - Write Primeiros Socorros – Cruz Vermelha Portuguesa - Press Install - Press Accept - Wait till the download for the installation is in progress - Once the installation is finished, you can press Open to start the APP - Try to start using it in a simulation with your family and friends
Tools
<ul style="list-style-type: none"> - Computer, phone, tablet - internet

Activity 13 - recycle today, take care of the planet			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one month
Protocol of the Activity			
<p>Download the PowerPoint “Recycling”</p> <p>Here are the main tips in how to do your recycling at home:</p> <p>Identification of recycling bins: Glass, Plastic, Organic, Metal, Paper, Batteries;</p> <p>How to prepare the item’s before putting them in the recycling bins</p> <p>Now that you know the main tips recycling,</p> <p>Take a picture of how you do it at home</p> <p>Download the picture in the platform</p>			
Tools			
<ul style="list-style-type: none"> - Computer, internet access - Photographic camera - PowerPoint “recycling” 			

Activity 14 - Using an app to play a game about recycling			
Type of activity		Minimum Estimated time	the time needed to play the game
Protocol of the Activity			
<p>Title of the APP: Recycle Game</p> <ul style="list-style-type: none"> – Nowadays, we try to recycle, but most of us are not accustomed to it. – Recycling was not something we were educated in. – We need to make recycling a habit for future generations. – In our future, our world could become a less polluted and more energy efficient place, if only all of us could include recycling in their day-to-day lives. – This game, for mobile devices, has been made for the purpose to conscientize people on how and why we should recycle, while keeping the experience fun. <p>Installation:</p> <ul style="list-style-type: none"> – You will need a Android phone – You can find RECYCLE GAME In Google Play – If you need, ask relatives, friends or professionals to help you to install – Link to do the download and installation of the APP on computer (click on the link) <p>https://play.google.com/store/apps/details?id=com.cancangames.recycle</p> <p>Installation on Phone or tablet:</p> <ul style="list-style-type: none"> – Open Google Drive on you Phone or tablet – Wright RECYCLE GAME and press search – Select the APP with this image – Press Install – Press Accept – Wait till the download for the installation is in progress – Once the installation is finished, you can press Open to start the APP – Try to start to play the game and see if you already know how to recycle 			
Tools			
<ul style="list-style-type: none"> – Android Phone, Tablet or Computer, internet access – PowerPoint presentation “Game to learn recycling” 			

13.3. Development of Outdoor Activities

Activity 1 – let’s go the market			
Type of activity		Minimum Estimated time	N.A.
Protocol of the Activity			
<p>Invite some friend to plan a lunch; The objective is to train the plan of a meal and to do the grocery shopping related with this. After choosing what you are going to cook, use the template of grocery plan; Identify the item’s that it’s needed to buy and wright them in the grocery list; Go to a supermarket and buy the items on your grocery list Return home and enjoy you meal together</p>			
Tools			
<ul style="list-style-type: none"> - Computer, printer, sheets A4, internet access - PowerPoint “Outdoor Activity 1_Lets go to the market” - Templates for Grocery List from Activity 2 - APP from ONLINE SESSION 1_Activity 2 on phone or tablet: BRING! 			

Activity 2 – let’s put the house to shine			
Type of activity		Minimum Estimated time	N.A.
Protocol of the Activity			
<p>The training group organizes a visit to a house of an IDP that leaves independently. They discuss the example of this person and his/her difficulties and strategies. The objective is to train and practice the performance of the tasks related with house care and cleaning. In group, each participant divides the tasks of cleaning, taking in account the tasks that they have more difficulty and that they want to learn more.</p>			
Tools			
<ul style="list-style-type: none"> - Computer, printer, sheets A4, internet access - template “Dividing House Cleaning Tasks” - Template “Tidy up checklist” from activity 5 - Baskets with cleaning products from Activity 6 - APP from ONLINE SESSION 3 – Activity 2: Clean My House – Chore To Do List, Task Schedule 			



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**DEVELOPMENT OF A TRAINING PROGRAM
FOR BOOSTING AND FACILITATING THE COMMUNITY LIVING
OF PEOPLE WITH INTELLECTUAL DISABILITIES**

MANUAL FOR TRAINNERS

DETA 5 – I WANT TO FEEL FINE



14. INTRODUCTION TO DETA 5 – I WANT TO FEEL FINE

This Experiential Training Activity has been designed for enhancing the practical and experiential **training in Healthy Life Styles of Persons with Intellectual Disabilities that want, or that are already, living independently**. The design of will be done according to the information included in I.O.1 “Co-Created Methodological Guide”.

Achieving the full vital development of the person is based on establishing a series of guidelines in which daily habits are balanced with a series of habits that guarantee a **healthy lifestyle**. Knowing the possibilities and limitations, and encouraging interest in active life, personal autonomy and personal health are part of the basic ingredients to build a healthy life. Like any person, the disabled person will have better health and will be able to prevent certain diseases if she maintains a **good diet**. Sometimes we must pay special attention, as there may be additional problems, such as constipation due to poor physical mobility, etc.

The **physical exercise** is essential, to the extent of the possibilities of each person, since the lack of it can cause problems such as obesity, muscle weakness, osteoporosis, constipation, etc. Disabled people have to make a special effort to exercise or increase their mobility, depending on the degrees of motor disability they have and resorting to therapies if necessary.

People with who have their mobility compromised have **specific healthcare requirements** that are important to know in order to avoid complications. The **degree of assistance will depend on the commitment of the mobility of each person**. Some of the most frequent care for people with disabilities are, for instance, cutaneous and digestive care.

Having a healthy lifestyle also has benefits in terms of **emotional wellbeing**. With a physique in good condition, they can face the world with desire and full of positivity. A healthy body can bring them security, emotional stability, joy and confidence. This is going to depend basically on the food and the physical activities that they give to their body and their brain. With a good diet and sports, they could be happier, because the body will start producing endorphins, substances produced by our body, naturally, to reduce pain and / or produce a sense of well-being.

This emotional wellbeing is quite related with other contents included in this training program like, having satisfying sexual relationships, or relationships in which laughter and fun moments abound, and exclusive moments for intimacy, in which to take advantage of a relaxed walk, for instance. The way they **manage emotions and feelings** are also of paramount importance.

With the development of this DETA, we intend that the **participants acquire and/or improve some knowledges and skills that allow them to feel empowered to set and reach their own goals in the field of healthy lifestyles, when they face independent living issues**, including the **number and quality of supports they need** to develop such activities.

For a Person with Intellectual Disability is important to know how to perform the tasks related with healthy lifestyles (food identification and preparation, physical activities, self-care, manage emotions and feelings, etc.), and it is also very important to learn how to plan them, to make decisions and then to developed the different tasks through a routine that will allow them to increase autonomy and independence.

14.1. Objectives

- To take healthy decisions

14.2. Participants

- IDP's
- Families
- Professionals

14.3. Competences

- Communication
- Decision making
- Planning and Organizing
- Digital Competences.

14.4. Training contentes

- What is a healthy life style.
- Healthy Food identification and preparation.
- Sports Activities. How to keep yourself fit?
- Emotional Wellbeing: managing emotions.
- Making a doctor appointment, visit a health center facility and learn to tell the doctor what happens to me, take medication, etc.
- Guidelines to use ICT tools.)

14.5. Duration of the workshops

- Duration of the Workshop: 10 hours
- Face to face session: 6 hours
- Online training: 4 hours

14.6. Transversal training

- **Mentor/Coach.** Gives support to trainees about ideas identified and about the potential development of the ideas, and gives also support during the first experiences when trainees engage in Digital Platforms.

14.7. Methodology

- Active and participative

14.8. Training materials

- **Face to face sessions:** Trainer should take care of making every session an inclusive learning space, safeguarding the use of hands on approach methodologies; materials very visual and practical; practical activities should weight more than the 50% till 80% of the course; persons presenting their life story, acting as model of examples (best practices); use easy to read documents and information; use mentors to support PwIDD and their relatives because they are very important for modelling and can help overcoming ITC barriers.

- **Online Training:** Trainer should share contents supported in **videos**, online sessions and webinars. Mentors or coaches should support trainees during online training sessions if needed.

15. GENERAL CONSIDERATIONS

15.1. Considerations for opening phase

- Welcoming to the participants
- Its distributed a sheet for identifying the participants, requesting that they signed
- Each participant receives a name tag so that they will be easily identified during the meeting
- Its deliver to each participant the documents that support the session
- Agenda
- Blank paper to take notes and a pen
- Evaluation of the session (to identify remarks and suggestions)
- Ask if any participant has accessibility needs;
- Accordingly with the accommodations where the session is going to occur, identify where it's the bathroom and other accessibility points if needed;
- Establishing the group rules for communication and interaction during the session
- Explaining the use of the communication cards: the green card to talk and to show agree, the yellow card to show that has a question, the red card to show that doesn't agree;
- Allow everyone to express themselves in their own way;
- Listen when others are talking;
- Respect different opinions;
- Help others if asked and ask for support if you need it.
- **Tools:**
- Briefcase to contain the documents for the participants;
- Blank paper sheets
- Pen
- Registration sheet to identify the participants
- Evaluation sheet
- Agenda sheet

15.2. Considerations for presentation of the agenda

- The trainer will present an easy-to-read agenda with the contents to be discussed during the session;
- Each meeting step is reviewed with all participants;
- Ask if there's any question about the plan for the session.

Tools:

- Agenda in easy reading that it's presented in power point in the beginning of the meeting;
- Agenda in easy reading that its printed in a chart, so that during the session and when on topic is ended, it can be identified with an mark that its concluded.
- A copy of the agenda it's distributed by each participant, so that this way they can consult them when needed.

15.3. Considerations for break phase

- Reinforce that it's importance to respect the time of the break
- Certify that all the participants have their needs fulfil
- Promote interaction between the groups.
- Estimated time: 15 – 20 minutes.

15.4. Consideration for closing phase

- Resume of the main conclusions that where collected during the development of the activities
- Provide to the participants a contact that they can reach if later on, they want to make any additional remarks or suggestions
- Tool: Template with the contact of support person and a camp for remarks or suggestions that the participants can use at home.

In case participants need to perform an online activity outside of session time:

- Explain the Online Training Sessions related with this DETA, the homework expected and dates for delivering the homework.
- Homework sheet for online training session.
- Provide a sample of the templates use, so that the participants can try to use it at home and this way they can train their use and also to see if there's any suggestions or improvement

16. TRAINING MATERIALS

16.1. Development of face to face sessions

Activity 1 - Healthy Lifestyles.			
Type of activity		Minimum Estimated time	30'
Protocol of the Activity			
<p>Each trainer will introduce Healthy Lifestyles (HL) concepts and types, giving clear examples on each type of concepts. To do so, the trainer will start with a group discussion or brainstorming. In this activity, the trainer will ask the trainees (the trainer can ask all the questions or choose the ones that more relevant for her or him):</p> <ul style="list-style-type: none"> – Why it is important to have a healthy lifestyle (HL)? – What are the main problems they face to have a HL? – Why it is important to have a HL when you want to live independently? – What do you need to have a HL when you are living independently? <p>Conclusions will be taken to the board and the trainer will relate the conclusions with the HL concepts and ways to achieve it.</p>			

The trainer will show a video or images (pre-selected existing one or one developed exclusively for the course, not too long, 3-5 minutes) where the main concepts (diet, physical activity, emotional wellbeing, etc.) of HL are shown.

- Then the trainer starts a discussion (assembly) with all trainees, asking what the participants think about the video or the images and what are the main thoughts on the video. The trainer takes the core ideas to the board. To make this activity more dynamic the trainer can prepare some questions about the video or images to boost trainees' participation, trainer can use questions of MA1.

Tools

- PPT 2_Healthy Lifestyles Habits.
- PPT developed by the trainer including video/s or images of what is healthy. This can be done selecting some images from the rest of the PPTs presentations (PPT 3 to PPT 8).

Activity 2 - Let's talk about Healthy Food.

Type of activity		Minimum Estimated time	45'
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Protocol of the Activity

To start talking about healthy food or diets, the trainer could start showing images of what are healthy foods or which ones are not.

Then the trainer starts a discussion (assembly) with all trainees, asking what the main thoughts on the video or images. The objective is to identify what kind of diets have the trainees and what kind of food they include, we can also talk about the pleasure of eating having in mind that we can have pleasure by eating what we like but we should think in having a balanced diet. The trainer takes the core ideas to the board. To make this activity more dynamic the trainer can prepare some questions about the video or images to boost trainees' participation.

To start talking about healthy food or diets, the trainer could start proposing a game about this issue, about what are healthy foods or which ones are not.

- Game example:
- <http://www.healthyds.eu/index.php?r=site/shoppingGame&unit=1>

This game has been taken from the HEALTHY DS Project (Erasmus+ 2015-2017), in the website you can see 3 more games in each of the units. The training materials in this project have been developed in different languages, but they are quite intuitive, so language is not important.

Game example:

<http://apps.id-ict.eu/en/training-content/thebestapp/list-of-results/app-educational-kids-games/>

This game has been included in the IDICT Project (Erasmus+ 2015-2017). It belongs to an App called Educational Kids Games. Within this App there is a game about making a pizza, we can use to propose trainees to make a “healthy” pizza. The training materials in this project have been developed in different languages, but they are quite intuitive, so language is not important.

The trainer, introduces the trainees the **App Cook Book** by showing them the App Video Guidelines or by navigating through the App and trying to choose healthy, or not, recipes. Then the trainer starts a discussion (assembly) with all trainees, asking what the main thoughts the games. The objective is to identify what kind of diets have the trainees and what kind of food they include, we can also talk about the pleasure of eating having in mind that we can have pleasure by eating what we like but we should think in having a balanced diet. The trainer takes the core ideas to the board. To make this activity more dynamic the trainer can prepare some questions about the games to boost trainees’ participation.

After the chosen activity, the trainer introduces the trainees the main concepts about, for example, the food pyramid, the balanced diets, benefits and barriers for an independent living, etc.

Tools

- PPT 3. Healthy Eating and Wellbeing.
- PPT 3.1. Food that is healthy and that is not.
- Video Guidelines. Cook Book.
- Cook Book App.

Activity 3 - Let's cook together.			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>By using Cook Book App, trainees can choose and prepare a lot of different dishes, including healthy ones. All recipes are easy to cook and with step-by-step photos and videos. By using this app, trainees could:</p> <ul style="list-style-type: none"> • find new ideas and choose what to cook • cook by yourself or with your friends and relatives • discover new kinds of food • learn new things about food • improve your practical competencies • improve your self-esteem • make a shopping list • check the calories of the food that you prepare <p>The trainer explains how to use Cook Book (basic functionalities) by showing them the App Video Guidelines or by navigating through the App.</p> <p>The trainer proposes to choose one healthy recipe and, if possible, the trainees cook the recipe together and eat the dish together also.</p> <p>The objective is to show trainees that can have access to an App (ICT Tool) to facilitate them healthy food identification and preparation from a healthy lifestyle point of view, to be done for themselves or with the participation of their supports. In this training session we will show them the basics about how to use it.</p>			
Tools			
<ul style="list-style-type: none"> - Video Guidelines - Cook Book. - Cook Book App. 			

Activity 4 - Keeping myself fit			
Type of activity		Minimum Estimated time	30'
Protocol of the Activity			
<p>Each trainer will introduce Healthy Lifestyles (HL) concepts and the importance of physical activity to be healthy, in order to avoid problems like, for example, sedentary lifestyle when you are living independently, and to increase the perception of physical wellbeing with high impact on emotional wellbeing.</p> <p>To do so, the trainer will start with a group discussion or brainstorming. In this activity, the trainer will ask the trainees (the trainer can ask all the questions or choose the ones that more relevant for her or him):</p> <ul style="list-style-type: none"> - Why is it important the physical activity to feel better? - What are the main physical activities that you perform nowadays in a daily or weekly basis? Do you belong to a sports club? - Why is it important to be fit when you want to live independently? - What do you need to perform physical activities when you are living independently? <p>Conclusions will be taken to the board and the trainer will relate the conclusions with the HL concepts and ways to achieve it.</p> <p>The trainer will show a video or images (a pre-selected existing one or one developed exclusively for the course, not too long, 3-5 minutes) where the main benefits of physical activity are shown.</p> <p>Then the trainer starts a discussion (assembly) with all trainees, asking what the participants think about the video and what the main thoughts on the video are. The trainer takes the core ideas to the board. To make this activity more dynamic the trainer can prepare some questions about the video to boost trainees' participation</p>			
Tools			
<ul style="list-style-type: none"> - PPT 3_Healthy Eating and Wellbeing. - PPT 5_Physical Exercise and Health. - Video 1_Training in the Park. 			

Activity 5 - Basic things that I can do to be fit when I live independently			
Type of activity		Minimum Estimated time	30'
Protocol of the Activity			
<p>To start talking about physical activities in healthy terms, the trainer could start showing a video about this issue.</p> <p>Then the trainer starts a discussion (assembly) with all trainees, asking what the main thoughts on the video or images. The objective is to identify what kind of physical activity have the trainees. The trainer takes the core ideas to the board. To make this activity more dynamic the trainer can prepare some questions about the video or images to boost trainees' participation.</p> <p>After the discussion, we propose the trainees to do some of the exercises together in the classroom while we see some of the videos.</p> <p>After the activity, the trainer introduces the trainees the main concepts about, for example, benefits of physical activity, etc.</p> <p>During this session we introduce the App for facilitating physical activity Training in 7 minutes. For doing so, the trainer navigates through the App to show the basic functionalities or uses the Video Guidelines to show the App to the trainees.</p>			
Tools			
<ul style="list-style-type: none"> - Video Guidelines of the App Training in 7 minutes. - Yoga Videos: videos 1 to 13. - Mindfulness Videos: video 1 and 2. 			

Activity 6 - Self-Care			
Type of activity		Minimum Estimated time	60'

Protocol of the Activity
<p>Each trainer will introduce Self-Care concepts related to health controls, how to act when you feel sick, emergencies and medication. All these issues are important to prevent, avoid or face health problems (injuries, etc.) and to gain autonomy when facing independent life, even when we have supports.</p> <p>To do so, the trainer will start with a group discussion or brainstorming. In this activity, the trainer will ask the trainees (the trainer can ask all the questions or choose the ones that more relevant for her or him):</p> <ul style="list-style-type: none"> • Why is it important to keep track of your medical status? • What are the main measures (weight, blood pressure, etc.) that you monitor to know how is your physical status developing? Do you monitor them in daily, weekly or monthly basis? • Do you know how to act when you feel sick? Is it easy to you to go to the doctor and to explain him or her what is happening to you? • Do you think that are enough autonomous when dealing with your medication or do you need help from your supports? <p>After the group discussion, the trainer introduces the main concepts related to medical o medication issues.</p> <p>Another important issue to be developed through the course is related to training to prevent injuries when we are living independently, i.e., postural hygiene. The trainer shows a video to trainees about the basic positions and movements we need to do in order to avoid physical injuries.</p> <p>The trainer explains how to use the Apps Ideal Weight Calculator and Medisafe. Both Apps can be explained (basic functionalities) by showing them the App Video Guidelines or by navigating through the Apps.</p>

Tools
<ul style="list-style-type: none"> - PPT 6_Medical Follow up and Medication. - Video 4_Emergencies. - Video 2_Postural Hygiene - App_Ideal Weight Calculator - App_MediSafe

Activity 7 - Personal Image			
Type of activity		Minimum Estimated time	45'
Protocol of the Activity			
<p>Each trainer will introduce Personal Image concepts and the importance of keeping a good image related to our health habits and routines. It can be done by showing a video.</p> <p>To do so, the trainer will start with a group discussion or brainstorming. In this activity, the trainer will ask the trainees (the trainer can ask all the questions or choose the ones that more relevant for her or him):</p> <ul style="list-style-type: none"> • Which are your habits when you wake up in the morning? Do you need supports to perform them? • Do you like to have a good image? Which are the things that you like most in order to have a good image? Which are the things that you don't like to perform in order to have a good image? <p>After the group discussion, the trainer introduces the main concepts related to medical or medication issues.</p>			
Tools			
<ul style="list-style-type: none"> - PPT 4_Personal Image. - Video 3_Healthy Habits and Personal Image 			

Activity 8 - Dealing with my feelings and emotions.			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>Each trainer will introduce the importance of Emotional Wellbeing to trainees. The way they manage emotions and feelings are of paramount importance in order to have a healthy life. This Activity is based in helping and facilitating the trainees the identification of their emotions and feelings, and how to act once they have identified how they feel or how emotional they are. We focus on how to act when we have emotions or feelings that produce stress or anxiety.</p> <p>To do so we propose the trainees to be in pairs and to work on the exercises that are proposed in PPT 8_Emootional Wellbeing (Links and How a person feels). Once they finish the exercises, they show one of the results to rest of the groups.</p> <p>We also propose the trainees to assess themselves on their Anxiety level (PPT 8.1_Emootional Wellbeing_Anxiety Level) and work on how to act when they feel anxious (PPT 8.2_Emootional Wellbeing_Ideas to Relax).</p>			
Tools			

- PPT 8_Emootional Wellbeing.
- PPT 8.1_Emootional Wellbeing_Anxiety Level.
- PPT 8.2_Emootional Wellbeing_Ideas to Relax.

16.2. Development of Online Activities

Activity 1 - Let's prepare a healthy menu.			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>By using the App proposed in the F2F training session, trainees will perform the next tasks (it is suggested that this can be done at home with relatives or in the centre with professionals or in a supported house if available).</p> <ul style="list-style-type: none"> - Identify healthy recipes that they really like. - Prepare a 3 days plan for healthy menus. - Go to the supermarket to buy the ingredients to cook of the recipes identified. - Cook the recipe - Share and enjoy the meal. - Make some pictures and videos while they are doing the tasks an uploaded them in the training platform. 			
Tools			
<ul style="list-style-type: none"> - Access to the App, training materials available in the training platform. - PPT 1_Online Activity 1. 			

Activity 2 - Managing my Ideal Weight			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Things to be done online:</p> <ul style="list-style-type: none"> - Trainees must read and download, (if they want), the training materials (PPT, Word document, complementary readings, practical activities, etc.) <p>By using the App proposed, Ideal Weight Calculator, each trainee, alone or with the help of his or her supports, will perform the next tasks (it is suggested that this can be done at home with relatives or in the centre with professionals or in a supported house if available).</p> <ul style="list-style-type: none"> - Download the App in its own device. 			

<ul style="list-style-type: none"> - See the Video App_Ideal Weight Calculator. - Perform the basic functionalities of the App and start controlling his or her weight during 1 week. - Make some screenshots of the results obtained and uploaded them in the training platform.
Tools
<ul style="list-style-type: none"> - PPT 2_Online Activity 2. - Video Guidelines App_Ideal Weight Calculator.

Activity 3 - Training 7 minutes each day			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>By using the App proposed, Training in 7 minutes, each trainee, alone or with the help of his or her supports, will perform the next tasks (it is suggested that this can be done at home with relatives or in the centre with professionals or in a supported house if available).</p> <ul style="list-style-type: none"> - Download the App in its own device. - See the Video App_Training in 7 minutes. - Select a basic routine of exercises to perform during one week and start controlling the results and indicators of the App. - Make some screenshots of the results obtained and uploaded them in the training platform. 			
Tools			
<ul style="list-style-type: none"> - PPT 3_Online Activity 3. - Video Guidelines App_Training in 7 minutes. 			

Activity 4 - Mind the Pills			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>By using the App proposed, Medisafe, each trainee, alone or with the help of his or her supports, will perform the next tasks (it is suggested that this can be done at home with relatives or in the centre with professionals or in a supported house if available).</p> <ul style="list-style-type: none"> - Download the App in its own device. - See the Video App_Medisafe. - Register at least one of the medications he or she are currently taking, if you are not taking medications currently, he or she will register the last one he or she 			

<p>took. Bear in mind that should not only register the medication but also the periodicity with which he or she takes the medication.</p> <ul style="list-style-type: none"> - Register the family or primary care doctor who normally sees he or she. - Make some screenshots of the results obtained and uploaded them in the training platform.
Tools
<ul style="list-style-type: none"> - PPT 4_Online Activity 4. - Video App_Ideal Weight Calculator.

16.3. Development of Outdoor Activities

Activity 1 – Let’s go to a restaurant.			
Type of activity		Minimum Estimated time	the time needed to perform the tasks during one week
Protocol of the Activity			
<p>The trainees, will choose a restaurant to go with their friends, relatives or professionals. By using internet, and before going to the restaurant, they will go to the restaurant website and will check the kind of food they have, the recipes, the prices of the menus, etc.</p> <p>Once they have chosen the restaurant, they will plan to go to have lunch or dinner. Once they are at the restaurant, they have to choose a balanced menu in healthy terms. Therefore, the trainees will have to perform the next tasks:</p> <ul style="list-style-type: none"> - Identify a restaurant and make a little research about recipes, prices, etc. - Plan de lunch or the dinner with friends, relatives, professional... - Ask the waiter for the menu and choose the best healthy option, balancing what they want to eat, the prices and how the healthy that menu is. - Share and enjoy the meal. - Make some pictures and videos while they are doing the tasks an uploaded them in the training platform, including the dishes they will order for. 			
Tools			
<ul style="list-style-type: none"> - Access to the App, training materials available in the training platform. - PPT 1_Outdoor Activity 1. 			

Activity 2 - Let's go outside			
Type of activity		Minimum Estimated time	the time needed
Protocol of the Activity			
<p>Each trainee, individually or in groups, should do the next:</p> <ul style="list-style-type: none"> - Look for a place in the Community close to home or to the occupational centre, i.e., a park or a training facility in the community, where they can practice some kind of sport, like yoga, mindfulness, etc. - Each trainee, individually or in groups, prepares a sport routine by watching the videos of physical exercises. - Each trainee, individually or in groups, goes to the selected place and practices the routine. - Each trainee, individually or in groups, makes some pictures while doing physical exercise and uploads them to the training platform. 			
Tools			
<ul style="list-style-type: none"> - PPT 2_Outdoor Activity 2 - PPT 5_Physical Exercise and Health. - Video 1_Training in the Park. - Yoga Videos: videos 1 to 13 - Mindfulness Videos: video 1 and 2. 			

Activity 3 - Visit to a Health Centre			
Type of activity		Minimum Estimated time	the time needed
Protocol of the Activity			
<ul style="list-style-type: none"> - The training group organizes a visit to a Health Centre. The objective is to understand and see directly of this services work in general terms. - After the activity each trainee should have completed slides 7 (important telephone numbers) and 11 (medication intake) of the PPT 6_Medical Follow Up and Medication. - Once these pages are completed by each trainee, they upload them to the training platform. 			
Tools			
<ul style="list-style-type: none"> - PPT 3_Outdoor Activity 3 - PPT 6_Medical Follow Up and Medication. - Video 4 Emergencies. 			

Activity 4 - Let's prevent injuries			
Type of activity		Minimum Estimated time	the time needed
Protocol of the Activity			
<ul style="list-style-type: none"> - The training group looks for a place in the Community close to the occupational centre, i.e., a park or a training facility in the community, where they can practice the right movements related with postural hygiene, as shown in Video 2. - They do all the right movements together with their supports. - They make some pictures while doing physical exercise and uploads them to the training platform. 			
Tools			
<ul style="list-style-type: none"> - PPT 4_Outdoor Activity 4 - Video 2_Postural Hygiene 			



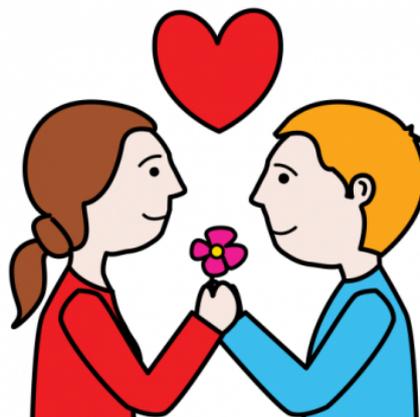
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**DEVELOPMENT OF A TRAINING PROGRAM
FOR BOOSTING AND FACILITATING THE COMMUNITY LIVING
OF PEOPLE WITH INTELLECTUAL DISABILITIES**

MANUAL FOR TRAINNERS

DETA 6 – SAFE AND HEALTHY SEXUALITY



17. INTRODUCTION TO DETA 6 – SAFE AND HEALTHY SEXUALITY

Sexuality is an integral part of the personality of every human being. Deny sexuality hinders the integral development of people. Sexuality is a universal right. All people regardless of their limitations have this right. And therefore, it is clear recognition of the person as sexual beings, with various ways of living sexuality, with the right to decide for themselves and be active agents.

The visibility and recognition of the sexual rights of persons with disabilities are fundamental aspects to end discrimination and the denial of the society of these universal rights. It is necessary to break down barriers, stereotypes and false myths that reflect a wrong vision about the capability of the people to decide of their own bodies, its orientation and sexual and reproductive life, their health.

Persons with disabilities have the right to form on sexuality and affectivity, learning to know your own body, identify certain values such as the respect of affection, intimacy, contraceptive methods, identify sexually transmitted diseases, and many other issues.

17.1. Objectives

- How can I enjoy my sexuality safety?
- To learn to know the own body and enjoy it
- To identify values as the respect of affection, intimacy...
- To acquire self-protection strategies and mechanism to have a safe and healthy sexual life.
- To know how to empower free making decisions while respecting your partner.

17.2. Participants

- IDP's
- Families
- Professionals

17.3. Competences

- Communication
- Decision making
- Planning and Organizing
- Digital Competences.

17.4. Training contentes

- Identifying the emotions
- Talking about sexuality
- Learning to identify the sexual doubts.
- Learning to know the body.
- Felling the body.
- Learning to recognize the body.
- Learning to how show affection.
- Having a couple relationship based on respect.
- Guidelines for applying ICT tools
- Using APP to know more about sexuality.
- Interactive website about healthy and safe sexuality.

17.5. Duration of the workshops

- Duration of the Workshop: 8 hours
- Face to face session: 6 hours
- Online training: 2 hours

17.6. Transversal training

- **Mentor/Coach.** Gives support to trainees about ideas identified and about the potential development of the ideas, and gives also support during the first experiences when trainees engage in Digital Platforms.

17.7. Methodology

- Active and participative

17.8. Training materials

- **Face to face sessions:** Trainer should take care of making every session an inclusive learning space, safeguarding the use of hands on approach methodologies; materials very visual and practical; practical activities should weight more than the 50% till 80% of the course; persons presenting their life story, acting as model of examples (best practices); use easy to read documents and information; use mentors to support PwIDD and their relatives because they are very important for modelling and can help overcoming ITC barriers.
- **Online Training:** Trainer should share contents supported in **videos**, online sessions and webinars. Mentors or coaches should support trainees during online training sessions if needed.

18. GENERAL CONSIDERATIONS

18.1. Considerations for opening phase

- Welcoming to the participants
- Its distributed a sheet for identifying the participants, requesting that they signed
- Each participant receives a name tag so that they will be easily identified during the meeting
- Its deliver to each participant the documents that support the session
- Agenda
- Blank paper to take notes and a pen
- Evaluation of the session (to identify remarks and suggestions)
- Ask if any participant has accessibility needs;
- Accordingly with the accommodations where the session is going to occur, identify where it's the bathroom and other accessibility points if needed;
- Establishing the group rules for communication and interaction during the session
- Explaining the use of the communication cards: the green card to talk and to show agree, the yellow card to show that has a question, the red card to show that doesn't agree;
- Allow everyone to express themselves in their own way;
- Listen when others are talking;
- Respect different opinions;
- Help others if asked and ask for support if you need it.
- **Tools:**
- Briefcase to contain the documents for the participants;
- Blank paper sheets
- Pen
- Registration sheet to identify the participants
- Evaluation sheet
- Agenda sheet

18.2. Considerations for presentation of the agenda

- The trainer will present an easy-to-read agenda with the contents to be discussed during the session;
- Each meeting step is reviewed with all participants;
- Ask if there's any question about the plan for the session.

Tools:

- Agenda in easy reading that it's presented in power point in the beginning of the meeting;
- Agenda in easy reading that its printed in a chart, so that during the session and when on topic is ended, it can be identified with an mark that its concluded.
- A copy of the agenda it's distributed by each participant, so that this way they can consult them when needed.

18.3. Considerations for break phase

- Reinforce that it's importance to respect the time of the break
- Certify that all the participants have their needs fulfil
- Promote interaction between the groups.
- Estimated time: 15 – 20 minutes.

18.4. Consideration for closing phase

- Resume of the main conclusions that where collected during the development of the activities
- Provide to the participants a contact that they can reach if later on, they want to make any additional remarks or suggestions
- Tool: Template with the contact of support person and a camp for remarks or suggestions that the participants can use at home.
-

In case participants need to perform an online activity outside of session time:

- Explain the Online Training Sessions related with this DETA, the homework expected and dates for delivering the homework.
- Homework sheet for online training session.
- Provide a sample of the templates use, so that the participants can try to use it at home and this way they can train their use and also to see if there's any suggestions or improvement

19. TRAINING MATERIALS

19.1. Development of face to face sessions

Activity 1 - Identifying our emotions			
Type of activity		Minimum Estimated time	10'
Protocol of the Activity			
Give to each participant a sheet with faces of different emotions. Participants have to choose those face that feel identified: Joy, sadness, fear, surprise, anger. Each participant will share the emotion with the rest of the group.			
Tools			
- Emotional diary sheet			

Activity 2 – Talking about sexuality			
Type of activity		Minimum Estimated time	30'
Protocol of the Activity			
<p>Collect information from the participants about this concept (sexuality).</p> <ul style="list-style-type: none"> - Participants will write all those ideas and words come to mind about this term in the sheet - The group will talk about these ideas and words. <p>View the video: What's sexuality and what is it not? Presentation about the key ideas. For example:</p> <ul style="list-style-type: none"> - Sexuality is not just sex. - Sexual election is a right. - Sexuality is an important part of health. - Sexuality is also an attitude. <p>Importance of equality among all people</p>			
Tools			
<ul style="list-style-type: none"> - Talking about sexuality (sheet) - Video - Power point presentation about the main ideas. 			

Activity 3 - Thinking of our doubts			
Type of activity		Minimum Estimated time	20'
Protocol of the Activity			
<p>Develop the dynamic "<i>The wish box</i>".</p> <ul style="list-style-type: none"> - Each participant will introduce an anonymous desire about something that they want to learn or get related to sexuality. - After the trainer will read every wish. 			
Tools			
<ul style="list-style-type: none"> - Paper - Pens - Wish box - Thinking of our doubts (sheet) 			

Activity 4 - Learning to know our body			
Type of activity		Minimum Estimated time	40'
Protocol of the Activity			
<p>Explanation of the male and female sexual system with the support of images and video. Develop the dynamic <i>"From Habana comes a ship loaded with..."</i>.</p> <ul style="list-style-type: none"> - The group will form a circle with the chairs. - First, the trainer will be at the center of the circle and he will say the following sentence: "From Habana comes a ship loaded with....(At this point, the trainer shall appoint a body part or sexual qualities) . - The people who do have that part will have to change seats. 			
Tools			
<ul style="list-style-type: none"> • Power point presentation with main learning points, images and videos. • Learning to know our body (sheet). 			

Activity 5 - Feeling your body			
Type of activity		Minimum Estimated time	15'
Protocol of the Activity			
<p>Exercise of making contact with our own body (exercise relaxation, massage...), with music.</p> <ul style="list-style-type: none"> - Give participants specific instructions for the development of their actions. <p>Dialogue about their feelings during the development of the activity.</p> <ul style="list-style-type: none"> - Promote dialog through questions such as: How did you feel? Have you discovered any part of your body? 			
Tools			
<ul style="list-style-type: none"> - Relax music. - Feeling your body instructions (Bodyscan). 			

Activity 6 - Identifying our emotions			
Type of activity		Minimum Estimated time	10'
Protocol of the Activity			
Participants have to choose those face that feel identified: Joy, sadness, fear, surprise, and anger. Each participant will share the emotion with the rest of the group.			
Tools			
- Emotional diary sheet.			

Activity 7 - Look and Smile			
Type of activity		Minimum Estimated time	10'
Protocol of the Activity			
Give the participants some instructions. Participants should carry out each of them. Each participant will share the emotion with the rest of the group.			
Tools			
- Emotional diary sheet. - Look and smile (sheet)			

Activity 8 – Learning to recognize your body			
Type of activity		Minimum Estimated time	20'
Protocol of the Activity			
Distribute to each participant a card with body parts and red and green cards. Each person will read and look their cards and the rest of the group will show a red card if the body part does not belong to the sexuality or green card if the body part belongs to sexuality. Group discussion to defend the position with arguments. At the end of the dynamic, the trainer should transmit the following key idea: The entire body is sexual.			
Tools			

- Body parts cards (sheets).
- Red and green cards.
- Power point presentation with the learning contents.

Activity 9 - Learning how to show affection			
Type of activity		Minimum Estimated time	20'
Protocol of the Activity			
<p>Collect information from the participants about this concept (sexuality).</p> <ul style="list-style-type: none"> - Promote the discussion through these questions: What is the affection? How can we express it? <p>Develop dynamic: Expression of affection.</p> <ul style="list-style-type: none"> - Three people in the group will assume a role: friend, partner, or unknown. - Present different practical situations related to the expression of affection. For example: to whom of the three people... give a kiss on the mouth, on the cheek, holding hands, with whom you'd go to a dark corner... - Each person will give the opinion. 			
Tools			
<ul style="list-style-type: none"> - Power point presentation with the learning contents. - Ways to show affection (sheet). 			

Activity 10 - The couple relationships			
Type of activity		Minimum Estimated time	30'
Protocol of the Activity			
<p>Talk about the myths of couple relationships.</p> <ul style="list-style-type: none"> - Use the list of myths of couple relationships. - The room will be divided into two parts. - The Trainer will read a myth. - Each person will decide whether it is true or false. To do this, they will be placed on the corresponding side. - Each group will defend its position by way of debate. <p>Decalogue of a healthy partner relationship.</p>			

<ul style="list-style-type: none"> - Read the Decalogue of a healthy partner relationship. In the Decalogue are incorporated the following concepts. Feelings (love), desire, pleasure, contraceptive methods, sexually transmitted diseases. - Each person will give the opinion about the Decalogue contests.
Tools
<ul style="list-style-type: none"> - List of myths of couple relationships (sheets) - Decalogue of a healthy couple relationship.

Activity 11 - ICT Tools			
Type of activity		Minimum Estimated time	15'
Protocol of the Activity			
<p>Show to the participants the use of APP "My sex doctor"</p> <p>View a video tutorial about the use of APP.</p> <p>Show to the participants the use of website "Stay Teen".</p>			
Tools			
<ul style="list-style-type: none"> - Video - Tablet or smartphones. - PPT Online activity 1: APP To know more about sexuality (My Sex doctor) - PPT Online activity 2: Interactive website about safe and healthy sexual life (Stay Teen). 			

Activity 12 - Identifying our emotions			
Type of activity		Minimum Estimated time	10'
Protocol of the Activity			
<p>Participants have to choose those face that feel identified: Joy, sadness, fear, surprise, anger.</p> <p>Each participant will share the emotion with the rest of the group.</p>			
Tools			
<ul style="list-style-type: none"> - Emotional diary sheet. 			

19.2. Development of Online Activities

Activity 1 - My sex Doctor": An APP to know more about sexuality.			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>Each participant will download the APP in the smartphone or tablet.</p> <p>Each participant will devote a few minutes to freely exploring the APP.</p> <p>Then, each participant will select a topic in the APP, and he/she will read the specific information about the selected topic.</p> <p>Once the information has been read, the participant will have to record a video explaining the information he/she has read in his/her own words.</p> <p>Finally, the participant will have to upload the video to the platform.</p> <p>Important:For the development of this activity, the training will give support to the participant whenever he/she needs it.</p>			

Activity 2 - "Stay Teen": A interactive website to know more about safe and healthy sexual life.			
Type of activity		Minimum Estimated time	60'
Protocol of the Activity			
<p>Each participant will enter in the webpage.</p> <p>Each participant will devote a few minutes to freely exploring the website.</p> <p>Each participant will enter in the "Video" area and visualize the videos more interesting for him/her.</p> <p>Then, the participant will enter in the "Game" area. He/she will select a game and he/she enjoy it.</p> <p>Finally, the participant will have to record a video explaining his/her experience in the website, answering the following questions: What video have you seen? What game have you selected? Did you enjoy them?</p> <p>Finally, the participant will have to upload the video to the platform.</p> <p>Important:</p> <p>For the development of this activity, the training will give support to the participant whenever he/she needs it.</p>			

20. EVALUATION OF SATISFACTION

20.1. SATISFACTION OF IDP (TEMPLATE)

IDP Questionnaire Reference:

Please answer the next questions by choosing from the 3 options we give you.

Please mark with an **X** your chosen option.

	 Yes-Good	 No-Bad	 Don't know
Training materials.			
1. The training materials were adjusted to my abilities and easier to understand.			
2. The training materials where very diverse and reflected different fields of daily life.			
3. The training materials (documents, videos, apps...) can be useful to me in my daily life.			
Training methodology.			
4. I understood the structure of the course and the existence of the different themes.			
5. I liked the face to face sessions.			
6. I liked the online sessions.			
7. I liked the practical activities.			
8. I enjoyed learning together with other people (friends, co-workers, etc.).			
9. I liked that my supports (relatives, professionals) where with me in the course.			
10. The training sessions were well organized.			
11. The duration of the course has been good.			
Trainers			
12. Trainers have been friendly and supportive.			
13. The trainers have always helped me with the necessary explanations.			
14. The trainers have look for my opinion to improve the training materials.			
Training facilites.			
15. The training space has been comfortable.			
16. The training space was adapted to the sessions.			
E-training platform (training contents)			
17. The training platform is organized and easy to navigate and use (ex: font size, listen the screen text)			
18. The training platform screens have a nice and clear design (colors, images, icons, etc.).			
19. The training platform is suitable for me (it is easy to move through it, covers my interests, etc.)			

	 Yes-Good	 No-Bad	 Don't know
E-training platform (work space)			
20. It has been easy to get into the work space.			
21. It has been easy to move around the work space.			
22. It has been easy for me to upload examples of my practical work.			
23. The chat/forum has been easy and useful to use, to connect with others.			
24. It was easy to contact my trainer through the platform when I needed help.			

	 YES-GOOD	 NO-BAD	 DON'T KNOW
Global satisfaction			
25. I will continue to use the training materials (for example, templates and apps) in my daily life.			
26. I would like to continue to participate in the forum to connect with other people and trade experiences.			
27. I will recommend this course to my friends or co-workers.			
28. The course has helped me to improve my quality of life and to be more independent in my daily life.			
29. I think it would be important in the future to do the course or some modules again.			
30. In general, I liked the course and it's a good tool to enhance my abilities.			

 her additional comments that you want to make.

20.2. SATISFACTION OF FAMILIES / PROFESSIONALS (TEMPLATE)

Family or Professional Questionnaire Reference:
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Please answer the next questions by choosing from the 3 options we give you.
Please mark with an X your chosen option.

	 Yes-Good	 No-Bad	 Don't know
Training materials.			
1. The training materials were adjusted to the abilities of IDP's, easier to understand and facilitate learning.			
2. The training materials were very diverse and reflected different fields of daily life.			
3. The training materials (documents, videos, apps...) can be useful in the daily life of IDP's.			
4. The training materials were adapted to my needs as support for IPD's.			
Training methodology.			
5. I understood the structure of the course and the existence of the different themes.			
6. I liked the dynamic of the face to face sessions.			
7. The online sessions help the learning process.			
8. The practical activities help the learning process.			
9. I enjoyed learning together with other IDP's, relatives and professionals			
10. The way the course has been developed has been clear and organized			
11. The way the course was done has made it easier for everyone to participate.			
12. The structure of the course has made it easier for me to support the IDP.			
13. The duration of the course has been good.			
Trainers			
14. Trainers have been friendly, accessible and supportive to the different participants (IDP, families, professionals)			
15. The trainers have always helped us when we needed them.			
16. The trainers have looked for my opinion to improve the training materials.			

	 Yes-Good	 No-Bad	 Don't know
Training facilities.			
17. The training space has been comfortable.			
18. The training space was adapted to the sessions.			
E-training platform			
19. The training platform is organized and easy to navigate and use (ex: font size, listen the screen text)			
20. The training platform screens have a nice and clear design (colors, images, icons, etc.).			
21. It is easy to get to the training materials of the platform			
22. It is easy to access the different spaces			
23. The chat/forum has been easy and useful to use, to connect with others.			
24. It was easy to contact the trainer through the platform when I needed advice or help.			

	 YES-GOOD	 NO-BAD	 DON'T KNOW
Global satisfaction			
25. I will continue to use the training materials (for example, templates and apps) as a tool to help to improve the abilities of IDP			
26. I would like to continue to participate in the forum to connect with other people and trade experiences.			
27. I will recommend this course to other relatives or co-workers.			
28. The course helps to improve the IDP's quality of life and their autonomy in daily life.			
29. I think it would be important in the future to do the course or some modules again.			
30. In general, I liked the course and it's a good tool to enhance the IDP abilities and independence.			

	.Other additional comments that you want to make.
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20.3. COMPETENCES ACQUISITION – IDP’S (TEMPLATE)

IDP Questionnaire Reference:

Think on the several themes of the course and please let us know if you think that you’ve acquired more competences after taking the course, by using the training materials and E-training platform.

Please answer the next questions by choosing from the 3 options we give you.

Please mark with an **X** your chosen option.

	 Yes-Good	 No-Bad	 Don't know
Quality of life			
1. I recognize what it's important for me			
2. I know what I want and what to have to do, to achieve it			
3. I know that I have the empowerment to take my own decisions			
4. I know where to find support to improve my Independence in daily life routines			
Shared life			
5. Now I'm aware of the tasks, responsibilities to share a house			
6. I know how to apply rules in sharing a house with friends			
7. I know how to act when conflicts happen between housemates			
8. It's easier for me to manage my emotion when relating with others			
Going out			
9. I know how to plan my leisure time			
10. I know how to use more resources of the community			
House Management			
11. I know how to plan my meals and shopping list			
12. I know how to plan and organize my house cleaning tasks			
13. I know how to manage my home budget and keep control of my expenses			
14. I know how to act in emergency situations			

	 Yes-Good	 No-Bad	 Don't know
Healthy life			
15. I know how to implement an exercise routine to improve my health			
16. I know to monitor my health going to the doctor			
17. I know how to organize the schedule of my medication			
18. I know how to implement daily healthy life habits			
Affectivity and Sexuality			
19. I know how to express my feelings and how to recognize and respect other persons feelings			
20. I know how to have a safe sexual life with my partner			
21. I know how to recognize dangerous behaviours from others and how to protect myself			

	 YES-GOOD	 NO-BAD	 DON'T KNOW
Global Acquisitions with the Course			
22. I know how to use training materials to help me to achieve more independence in my daily life			
23. I know better how to organize myself in daily life routines			
24. I can be more included in my community, by doing my tasks more independently			
25. I now have more knowledge in how to use the computer, tablet or phone, to use the internet and other digital resources			
26. I know how to use the APPS, that help me to perform some daily routines and tasks			

ther additional comments that you want to make.

20.4. COMPETENCES ACQUISITION – FAMILIES/PROFESSIONALS (TEMPLATE)

Families or Professionals Questionnaire Reference:

Think on the several themes of the course and please let us know if you think that you've improved your skills after taking the course, by using the training materials and E-training platform, to help to support and enhance the IDP's abilities.

Please answer the next questions by choosing from the 3 options we give you. Please mark with an **X** your chosen option.

	 Yes-Good	 No-Bad	 Don't know
Quality of life			
1. I Know how to support them to identify what's important to them			
2. I Know how to support them to identify objectives and what they have to do, to achieve it			
3. I know how to support them to have the empowerment to take their own decisions			
4. I Know how to support them where to find support to improve their Independence in daily life routines			
Shared life			
5. I Know how to support them to be aware of the tasks, responsibilities to share a house			
6. I Know how to support them to apply rules in sharing a house with friends or relatives			
7. I Know how to support them in how to act when conflicts happen			
8. I Know how to support them to manage their emotions when relating with others			
Going out			
9. I Know how to support them to plan their leisure time			
10. I Know how to support them to use more resources of the community			
House Management			
11. I Know how to support them to plan their meals and shopping list			
12. I Know how to support them to plan and organize their house cleaning tasks			
13. I Know how to help them to manage the home budget and keep control of the expenses			
14. I Know how to support them to act in emergency situations			

	 Yes-Good	 No-Bad	 Don't know
Healthy life			
15. I Know how to support them to implement an exercise routine to improve their health			
16. I Know how to support them to monitor their health			
17. I Know how to support them to organize the schedule of their medication			
18. I Know how to support them to implement daily healthy life habits			
Affectivity and Sexuality			
19. I Know how to support them to express their feelings and how to recognize and respect other persons feelings			
20. I Know how to support them to have a safe sexual life			
21. I Know how to support them to recognize dangerous behaviours from others and how to protect themselves			

	 YES-GOOD	 NO-BAD	 DON'T KNOW
Global Acquisitions with the Course			
22. I know how to use training materials to help me to support IDP's to achieve more independence in daily life			
23. I know better how to support IDP's in how to organize their daily life routines			
24. I can support IDP's to be more included in the community			
25. I now have more knowledge in how to use the computer, tablet or phone, to use the internet and other digital resources to promote IDP's abilities			
26. I know how to use the APPS, that help me to support the performance of IDP's in some daily routines and tasks			

 her additional comments that you want to make.

20.5. TRAINERS REPORT (TEMPLATE)

TRAINERS ASSESSMENT

CONCLUSIONS QUALITATIVE REPORT

ENTITY THAT HOLDS THE VALIDATION COURSES		
DATES OF VALIDATION COURSES		
TRAINERS IDENTIFICATION		
NUMBER OF PARTICIPANTS		
IDP'S	FAMILIES	PROFESSIONALS

1. TRAINING CONTENTS

2. TRAINING METHODOLOGY

3. TRAINERS

4. TRAINING FACILITIES

5. E-TRAINING PLATFORM (TRAINING CONTENTS)

6. E-TRAINING PLATFORM (WORK SPACE)

7. GLOBAL SATISFACTION

8. TRAINEES ACQUISITION OF COMPETENCES

IDP's

FAMILIES

PROFESSIONALS