

CALMD

PROJECT RESULT 3: AN INNOVATIVE SUPPORTIVE TOOLBOX FOR ADULTS WITH DISABILITIES WITH SELF-GUIDED ACTIVITIES FOR INDEPENDENT LIVING

Step-by-step-guidance on independent living skills for adults with mental disabilities



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Introduction

This comprehensive toolbox is meticulously designed to provide a holistic approach to independent living. Through a range of guided activities, our aim is to empower individuals, fostering a sense of autonomy and confidence in their daily lives. The goal is to provide practical and meaningful support, recognizing and accommodating the unique strengths and challenges of individuals with disabilities.

The toolbox is designed to improve the many facets of independent living, encompassing:

- 1. A kit that includes a series of carefully crafted worksheets** tailored to address specific needs of people with intellectual disabilities. The worksheets covers a range of important topics and provides step-by-step guidance with the goal to empower individuals with practical skills and individual knowledge needed for an autonomous living.
- 2. The "Supported Decision-Making Tool Kit,"** available in both digital and printed formats, serves as a comprehensive handbook. It can involve professionals, family members or friends in the decision-making process, fostering collaboration and support.
- 3. A collection of 40 posters** covering diverse subjects such as health, social interactions, and professional life rules. These posters are accessible in both printable and digital formats.

This toolbox could be used in various settings, including schools, rehabilitation centers, daycare programs for people with disabilities or at home, wherever there is a need for learning essential life skills including communication, self-care and daily routines, self-awareness, coping mechanisms to help individuals to recognize and manage their emotions effectively, how to improve relationships, budgeting skills, and help with vocation and carrers including job finding abilities plus others skills and abilites that empower individuals with disabilities in their everyday lives.

Through innovation and compassion, we aspire to create a world where the potential of every person is not just recognized but celebrated.

A. Healthy Living, Hygiene and Services

Activity: Daily Routine Planning

Objective: Create a daily routine that includes time for personal hygiene, meals, exercise, and other activities to promote a healthy lifestyle.

Worksheet: My Visual Schedule

Participant name: _____

Instructions:

1. Start by writing down the days of the week at the top of the worksheet.
2. Think about your daily routine and the activities you need to do throughout the day. Write these activities in the first column under "Activities."
3. In the next column, write down the time of day or duration for each activity.
4. Use the last column to draw or attach pictures that represent each activity. These visual cues will help you remember and follow your schedule.
5. Review and adjust your schedule as needed. You can add or remove activities based on your preferences or specific needs.
6. Keep the visual schedule in a visible place, such as your bedroom or kitchen, where you can easily refer to it throughout the day.

Day	Time	Activity	Notes
Monday	06:00 AM	Wake up and get dressed	
	06:30 AM	Breakfast	
	07:00 AM	Exercise or walk	
	08:00 AM	Personal care (shower, teeth etc)	
	08:30 AM	Go to school/work on foot or bicycle	
	12:00	Lunch break	
	15:00	Return from school work, snack and rest	
	17:00	Household chores	
	18:00	Dinner	
	20:00	30min Meditation / Wind down and relax	
	22:00	Bedtime	

Activity: Personal Hygiene Skills

Objective: Provide hands-on training on essential personal hygiene skills such as washing hands, brushing teeth, and taking a shower using toiletries appropriately.

Worksheet: Personal Hygiene Skills

Participant name: _____

Instructions:

1. Read each step carefully and follow the instructions.
2. Tick the box next to each step as you complete it to track your progress.
3. Take your time and ask for assistance if needed.

Activity Washing Hands

Step 1: Turn on the tap and wet your hands under running water.

Step 2: Apply soap to your hands.

Step 3: Rub your hands together to create a lather. Make sure to wash the front and back of your hands, between your fingers, and under your nails.

Step 4: Continue rubbing your hands together for at least 20 seconds.

Step 5: Rinse your hands thoroughly under running water to remove all the soap.

Step 6: Use a clean towel or paper towel to dry your hands completely.

Activity Brushing Teeth

Step 1: Wet your toothbrush under running water.

Step 2: Apply a pea-sized amount of toothpaste onto the bristles of the toothbrush.

Step 3: Hold the toothbrush with a firm grip and place it against your teeth.

Step 4: Move the toothbrush in a circular motion to brush your teeth gently. Start with the front teeth and continue to the back.

Step 5: Brush the inside surfaces of your teeth using the same circular motion.

Step 6: Don't forget to brush your tongue gently to remove any bacteria.

Step 7: Spit out the toothpaste and rinse your mouth thoroughly with water.

Step 8: Rinse your toothbrush under running water and store it in a clean, dry place.

Activity Taking a Shower

Step 1: Gather necessary items

- Towel
- Washcloth or sponge

- Soap or body wash
- Shampoo
- Conditioner (if needed)
- Shower chair or stool (if necessary)
- Clean clothes to change into

Step 2: Prepare the shower area

- Adjust the water temperature to a comfortable level (neither too hot nor too cold).
- Ensure the shower area is clean and safe.
- Place any required items within reach.

Step 3: Undress

- Remove your clothes one piece at a time.

Step 4: Step into the shower

- Hold onto a grab bar or use support if necessary.
- Take small, steady steps to avoid slipping.

Step 5: Wet your body

- Stand under the water or use a handheld showerhead to wet your body completely.
- Use your hand or a washcloth to wet hard-to-reach areas.

Step 6: Apply soap/body wash

- Take a small amount of soap or body wash on your hands or washcloth.
- Gently rub the soap onto your body, ensuring to cover all areas.
- Use circular motions to clean your arms, legs, chest, back, and other areas.

Step 7: Wash your hair

- Wet your hair thoroughly.
- Apply shampoo to your hair, massaging it gently into your scalp.
- Rinse out the shampoo with water.
- If using conditioner, apply it to your hair and leave it in for a few minutes before rinsing it out.

Step 8: Rinse your body

- Stand under the water or use a handheld showerhead to rinse off the soap or body wash thoroughly.
- Ensure that no soap residue remains on your body.

Step 9: Dry off

- Use a towel to dry your body, starting with your head and face, then moving down to your arms, legs, and torso.
- Pat dry instead of rubbing to prevent skin irritation.
- Use a separate towel for your hair, gently drying it.

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Step 10: Get dressed

- Put on clean clothes.

Remember, practicing good personal hygiene regularly will help keep you healthy and prevent the spread of.

Activity: Personal Hygiene Skills

Objective: Practice in choosing healthy food.

Worksheet: Healthy Eating Choices

Participant name: _____

Instructions:

1. Read each question or statement carefully.
2. Choose the option that represents a healthy choice.
3. Tick the box next to your chosen option.
4. If needed, provide additional explanations or examples to support your choice.

Question 1: *Which snack is a healthier choice?*

- Option A: Potato chips
- Option B: Apple slices

Question 2: *Which drink is a healthier choice?*

- Option A: Soda
- Option B: Water

Question 3: *Which breakfast option is a healthier choice?*

- Option A: Sugary cereal
- Option B: Oatmeal with fruits

Question 4: *Which meal option is a healthier choice?*

- Option A: Cheeseburger and fries
- Option B: Grilled chicken with steamed vegetables

Question 5: *Which snack is a healthier choice?*

- Option A: Candy bar
- Option B: Carrot sticks with hummus

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Question 6: *Which drink is a healthier choice?*

- Option A: Fruit juice
- Option B: Milk

Question 7: *Which dinner option is a healthier choice?*

- Option A: Pizza
- Option B: Baked salmon with brown rice and salad

Question 8: *Which snack is a healthier choice?*

- Option A: Cookies
- Option B: Yogurt with berries

Question 9: *Which drink is a healthier choice?*

- Option A: Energy drink
- Option B: Green tea

Question 10: *Which lunch option is a healthier choice?*

- Option A: Fried chicken with French fries
- Option B: Turkey sandwich on whole wheat bread with a side salad

Remember, making healthy eating choices is essential for your overall well-being and can contribute to a healthier lifestyle.

Activity: Making Informed Food Choices

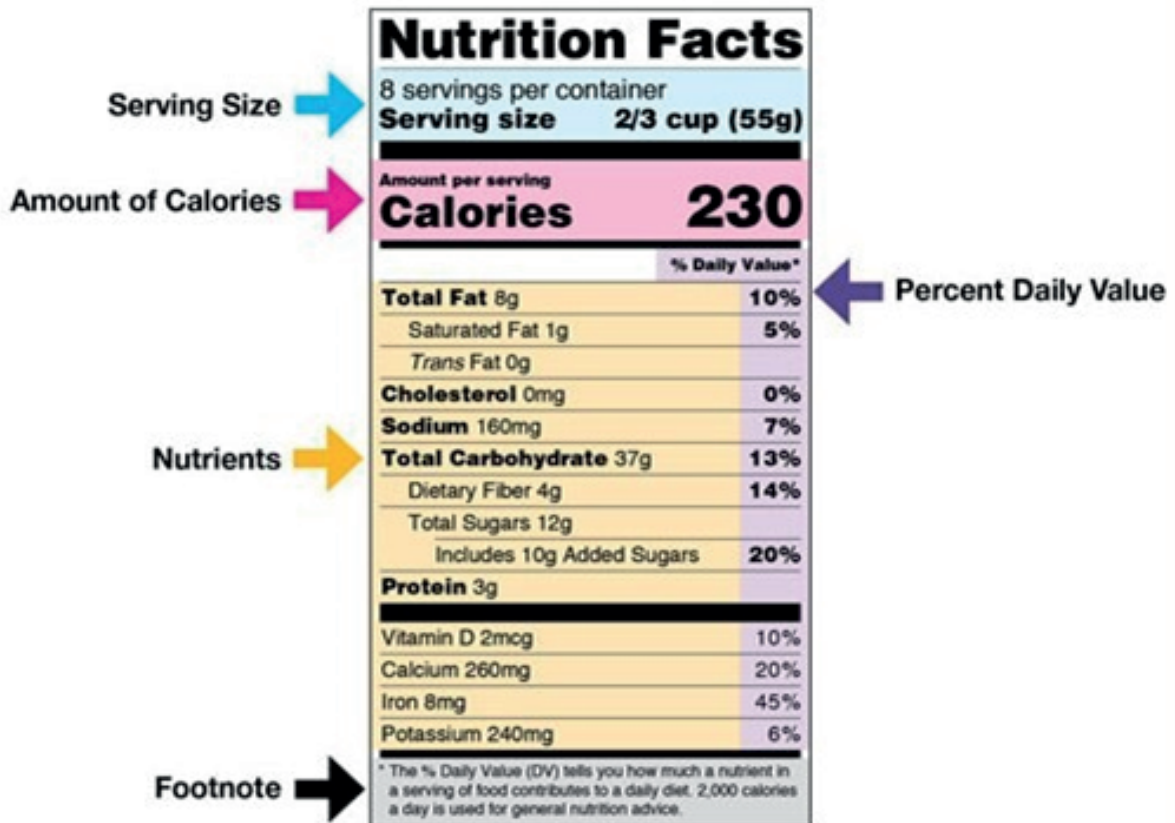
Objective: Read food labels, compare prices, and select healthy food options.

Worksheet: Making Informed Food Choices

Participant name: _____

Instructions:

1. Read each question or statement carefully.
2. Choose the correct answer or complete the task according to the instructions.
3. Tick the box next to your chosen answer or completed task.
4. If needed, provide additional explanations or examples to support your answers.



(For educational purposes only. These labels do not meet the labeling requirements described in 21 CFR 101.9.)

A. HEALTHY LIVING, HYGIENE AND SERVICES

Read the food label and answer the questions:

Question 1: *What is the serving size for this food?*

- Option A: 8
- Option B: 12

Question 2: *How many calories are in one serving?*

- Option A: 55
- Option B: 230

Question 3: *Compare the prices of the above food items and answer the question. Which food item offers better value for money?*



Chocolate serial bars: 6 X
23.5gr
141gr
Cost per kilo: 13.47€/Kilo
Cost: 3.80€



Crunchy with
honey serial
bars: 6 X 42gr
252gr
Cost per kilo:
17.14€/Kilo
Cost: 4.32€

- Option A: Cookies
- Option B: Yogurt with berries

Question 4: *Read the food label and answer the question. How much saturated fat is in one serving?*

Nutrition Facts		MADE FROM WHEAT FLOUR, IRON, THIAMINE, RIBOFLAVIN, NIACIN, VITAMIN B6, FOLIC ACID, WHEAT SOYBEAN, CONTAINS FRUCTOSE, DIGLYCERIDE, BARLEY FLOUR EXTRACTS
Serving Size 1/6 Sheet (41g / 1.5oz) Servings Per Container 12		
Amount Per Serving		
Calories 160	Calories from Fat 90	
	% Daily Value*	
Total Fat 10g	15%	
Saturated Fat 5g	25%	
Trans Fat 0g		
Cholesterol 0mg	0%	910148001
Sodium 140mg	6%	
Total Carbohydrate 16g	5%	
Dietary Fiber 1g	4%	
Sugars 1g		
Protein 3g		

- Option A: 0g
- Option B: 5g

Question 5: Read the food Label A and Label B and answer the question. Which food item has less sodium (salt)?

Nutrition Facts	
4 servings per container	
Serving size 1 1/2 cup (208g)	
Amount per serving	
Calories	240
% Daily Value*	
Total Fat 4g	8%
Saturated Fat 1.5g	3%
Trans Fat 0g	
Cholesterol 5mg	1%
Sodium 430mg	19%
Total Carbohydrate 46g	17%
Dietary Fiber 7g	25%
Total Sugars 4g	
Includes 2g Added Sugars	4%
Protein 11g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 6mg	35%
Potassium 240mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

LABEL A

Nutrition Facts	
8 servings per container	
Serving size 2/3 cup (55g)	
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	

LABEL B

- Label A
- Label B

Task 1: Visit a grocery store or supermarket with a family member/friend/caregiver/support person. Compare the prices of at least three food items and select the one with the best value for money. Write down the names of the food items and their prices.

Task 2: Choose a food item from your pantry or refrigerator. Read its food label and write down the serving size, calorie content, and amount of saturated fat.

Serving size: _____

Calorie content: _____

Amount of saturated fat: _____

Remember, understanding food labels, comparing prices, and selecting healthy options can support your overall well-being and help you make informed choices for a balanced diet.

Activity: Physical Activity Log

Objective: Keep your physical activity recorded.

Worksheet: Physical Activity Log

Participant name: _____

Instructions:

1. Fill in the table below to track your daily physical activities.
2. Record the type of activity, duration, and any additional notes.
3. Aim to engage in at least 30 minutes of moderate-intensity physical activity each day.

Date	Duration	Type of Activity	Notes

Activity: Hydration Tracker

Objective: Monitor your hydration.

Worksheet: Hydration Tracker

Participant name: _____

Instructions:

1. Use the table below to track your daily water intake.
2. Aim to drink at least 8 cups (64 ounces) of water per day.
3. Record the number of cups of water consumed throughout the day.

Time	Cups of water consumed	Time	Cups of water consumed

Activity: Stress Management Techniques

Objective: Record the effectiveness of your stress management techniques.

Worksheet: Stress Management Techniques

Participant name: _____

Instructions:

1. Read each stress management technique listed below.
2. Practice each technique and rate its effectiveness on a scale of 1 to 5, with 1 being least effective and 5 being most effective.
3. Note any additional comments or observations.

Technique	Effectiveness (1 = Not effective at all / 2 = Not Effective / 3 = Somehow effective / 4 = Effective / 5 = Very Effective)	Comments
Deep breathing exercises	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Listening to music	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Going for a walk	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Journaling	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Engaging in a hobby or activity	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Talk to friends and family	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
You can also record other techniques you use.		

Activity: Weekly Goal Setting

Objective: Goal setting is a valuable tool for personal growth and maintaining a healthy lifestyle. Use this worksheet to empower yourself and make positive changes.

Worksheet: Weekly Goal Setting

Participant name: _____

Instructions:

1. Write down three health-related goals you would like to achieve this week.
2. Break down each goal into smaller, achievable steps.
3. Tick the boxes as you complete each step toward your goals.

Goal 1

Step 1:

Step 2:

Step 3:

Step 4:

Add steps if necessary.

Goal Achieved!

Goal 2

Step 1:

Step 2:

Step 3:

Step 4:

Add steps if necessary.

Goal Achieved!

You can add as many goals as you wish!

Activity: My Daily Reflection

Objective: Self-reflection is a valuable tool for personal growth and maintaining a healthy lifestyle. Use this worksheet to empower yourself and make positive changes.

Worksheet: My Daily Reflection

Participant name: _____

Instructions:

1. Reflect on your daily activities and choices.
2. Answer the following questions honestly.
3. Use this worksheet as a tool for self-awareness and growth.

Date: _____

Question 1: *How well did I stick to my healthy eating plan today?*

- Very well
- Somewhat well
- Not well

Question 2: *Did I engage in any physical activity or exercise today?*

- Yes
- No

Question 3: *How well did I manage stress today?*

- Very well
- Somewhat well
- Not well

Question 4: *Did I prioritize self-care today (e.g., relaxation, hobbies)?*

- Yes
- No

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Question 5: *How well did I follow my sleep routine last night?*

- Very well
- Somewhat well
- Not well

Question 6: *What could I have done differently to improve my health and well-being today? Write your answer here:*

Question 7: *What are three positive choices I made today that contributed to a healthier lifestyle?*

A)

B)

C)

B. Mental Health

Activity: Conflict Resolution

Worksheet: Conflict Resolution

Participant name: _____

Instructions:

1. Think of a recent conflict or disagreement you had with someone.
2. Fill in the table below to practice resolving conflicts in a healthy manner.
3. Reflect on each step and write down your responses.

Conflict Situation: *Describe the conflict situation briefly*

Steps to Resolve the Conflict

1 - Describe the Problem:

- What was the issue or disagreement?
- How did it make you feel?

2 - Active Listening:

- How did you listen to the other person's perspective?
- What did you understand from their point of view?

3 - Express Your Feelings:

- How did you express your feelings about the situation?
- Did you use "I" statements to communicate your emotions?

4 - Find a Solution:

- How did you work together to find a solution?
- Did you suggest any compromises or alternatives?

5 - Reach an Agreement:

- Did you reach an agreement or understanding?
- How did you ensure both parties were satisfied?

Activity: Recognizing Emotions

Worksheet: Recognizing Emotions

Participant name: _____**Instructions:**

1. Think at each emotion listed below.
2. Identify situations or events that might make you feel that way.
3. Write down your responses in the table.

Emotion	Situations or Events that Might Make Me Feel This Way
Happiness	
Sadness	
Anger	
Excitement	
Anxiety	
Contentment	
Frustration	
Love	
Jealousy	
Pride	

Activity: Building Empathy

Worksheet: Building Empathy

Participant name: _____

Instructions:

1. Think about different situations and perspectives.
2. Answer the questions below to practice empathy-building skills.

Situation: *Describe a situation where someone might need empathy*

Questions:

- How do you think the person in that situation might be feeling?
- How would you feel if you were in their shoes?
- What are some things you could say or do to show empathy and support?

Worksheet: Identifying Emotions

Objective: Identifying Emotions. Recognizing your emotions and learning to manage them is one of the most important skills you can have. In fact, people who are good at noticing how they feel and can calm themselves down or adjust their behavior are more likely to do well in life, have healthy relationships and manage difficulties and setbacks.

Instructions:

1. Look at each picture below and identify the emotion being expressed.
2. Write the emotion word under each picture.
3. Write a sentence describing a time when you have felt this emotion.

PICTURE 1



Emotion:

Example sentence:

I felt sad when my pet dog passed away.

When did you feel sad?

PICTURE 2



Emotion:

Example sentence:

I felt happy and satisfied when I got flowers on my birthday.

When did you feel happy?

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PICTURE 3



Emotion:

Example sentence:

I felt angry and disgusted when someone took my bike without asking.

When did you feel angry?

PICTURE 4



Emotion:

Second Emotion:

Example sentence:

I felt scared and surprised when my friend fell and broke his leg at my birthday party.

When did you feel scared?

Worksheet: How do you feel today?

Choose the emoji that best describes how you feel right now.

Checking In

Right now, I am feeling...



happy



angry



jealous



scared



awesome



silly



frustrated



surprised



shy



disappointed



confused



impatient



nervous



proud



grumpy



excited



curious



sleepy



sad



sick



embarrassed



worried



hurt



confident

Worksheet: What is a trigger in mental health?

Objective: To help individuals understand the role of triggers in the management of emotions.

Triggers are specific stimuli or events that can cause emotional or psychological distress for individuals with mental health conditions. Coping strategies are techniques or actions that individuals use to manage and mitigate the impact of these triggers. Here are some examples of triggers and coping strategies commonly associated with mental health:

Examples of Triggers:

- 1. Social situations:** Large gatherings, parties, or meeting new people can be triggers for individuals with social anxiety.
- 2. Traumatic memories:** Certain smells, sounds, or visuals may trigger distressing memories for someone with post-traumatic stress disorder (PTSD).
- 3. Conflict or criticism:** For individuals with depression or low self-esteem, receiving criticism or experiencing conflicts with others can be triggering.
- 4. Financial stress:** Financial struggles can be a trigger for anxiety and depression, especially for those with economic difficulties.
- 5. Academic or work pressure:** High levels of academic or work-related stress can be triggering for anxiety disorders.
- 6. Isolation or loneliness:** Feeling isolated or lonely can be a trigger for individuals with depression or other mood disorders.
- 7. Health issues:** For those with health-related anxiety, symptoms or medical concerns may trigger increased anxiety.

Examples of Coping Strategies:

- 1. Breathing exercises:** Deep breathing or mindfulness exercises can help reduce anxiety and promote relaxation.
- 2. Journaling:** Writing down thoughts and emotions can be a therapeutic way to process triggers and feelings.
- 3. Seeking support:** Talking to a trusted friend, family member, or therapist about triggers can provide emotional support.
- 4. Setting boundaries:** Establishing boundaries in relationships and daily life can help reduce triggers associated with stress or conflicts.
- 5. Distraction techniques:** Engaging in activities like hobbies, exercise, or mindfulness, reading, watching movies, can help redirect focus away from triggers.
- 6. Positive affirmations:** Practicing self-affirmations can improve self-esteem and resilience against triggering situations.
- 7. Medication and therapy:** Professional help, including therapy and, if necessary, medication, can be essential in managing triggers and mental health conditions.
- 8. Building a support network:** Joining support groups or participating in community activities can create a sense of belonging and reduce isolation triggers.

It's important to note that coping strategies can vary from person to person, and what works for one individual may not be as effective for another.

Furthermore, triggers and coping strategies can be interconnected, and managing triggers effectively often involves combining multiple coping techniques.

For individuals facing mental health challenges, professional guidance from mental health experts is highly recommended to help the person identify triggers and develop an effective personal plan with coping strategies.

Worksheet: Remember useful coping strategies you used in the past

The concept that coping strategies used in the past can predict future success is related to the theory of coping styles and their impact on resilience.

Coping strategies are the ways individuals deal with stress, adversity, and challenges in their lives. People develop these strategies based on past experiences, personal traits, and the strategies they observed or were taught while growing up.

Resilience refers to an individual's ability to bounce back and adapt positively in the face of adversity or stress.

Certain coping strategies have been linked to greater resilience, which, in turn, can contribute to future success in handling challenges.

Objective: Discuss healthy ways of dealing with adverse life events and remember coping strategy people used, the discussion should discourage unhealthy coping strategies as substance use, eating or not eating at all, etc.

Instructions:

1. Think of a situation that made you feel anxious or stressed. Give an example.
2. Write down three coping strategies you already used in the past and that you can still use in that situation to help you feel better.

Situation1:

Coping Strategy 1: _____ Example: Taking deep breaths to calm down.

Coping Strategy 2: _____ Example: Talking to a friend or family member.

Coping Strategy 3: _____ Example: Engaging in a calming activity like watching TV, drawing, listening to music, self-care activities etc.

Feel free to customize these worksheets or create your own based on the specific needs and abilities of the individuals you're working with.



Worksheet: Anger questionnaire

Questionnaire:

1. *It's okay to feel angry?*

2. *If you feel overwhelmed by anger, should you remove yourself from the situation or you should stay and continue to be exposed to the event that made you angry?*

3. *Should you listen to the person that you're involved in a conflict?*

4. *Do you share your feelings of anger with someone?*

5. *Do you believe that physical activity can help release pent-up energy and tension?*

6. *What do you think about being aggressive or violent in order to express your anger. This includes yelling, hitting, or damaging property. Is that, OK?*

7. *Do you know what suppressing anger is?*

8. *If you're feeling very angry, you look to engage in direct confrontations?*

9. *When angry do you use alcohol or drugs to cope with anger?*

10. *Do you hold grudges or you work towards forgiveness and letting go of grudges.*

Remember, it's natural to feel angry at times, but it's essential to manage it in a way that respects both yourself and others. Finding constructive ways to express and cope with anger can lead to healthier relationships and improved overall well-being.

Worksheet: What is anger?

Objective: To explain what is anger and provide coping strategies.

Explaining requires using simple language, visual aids, and clear examples. It's essential to communicate in a way that is easy to understand and relatable. Understand that explaining emotions can take time for individuals with intellectual disabilities. Be patient and willing to repeat information or answer questions.

- **Choose the Right Time and Place:** Ensure you have a quiet and comfortable environment to have the conversation. Make sure there are minimal distractions to help the individual focus on what you're saying.
- **Use Simple Language:** Use straightforward and easy-to-understand words and sentences. Avoid jargon or complex language that might be confusing.
- **Define Anger:** Start by defining what anger is in simple terms. For example, you can say, "Anger is a strong feeling we sometimes have when something upsets us."
- **Use Visuals:** Visual aids can be helpful. You can use pictures or drawings to represent emotions like happiness, sadness, and anger. Show a picture of a person with an angry face to illustrate what it looks like when someone is angry.
- **Identify Triggers:** Explain that certain things can make people feel angry, like when someone taking a personal object without asking or when things don't go as they expected.
- **Discuss Physical Reactions:** Mention that when people are angry, their bodies might feel tense, their hearts may beat faster, or they may feel hot.
- **Talk About Expressing Anger:** Explain that it's normal to feel angry sometimes, but it's essential to express it in a safe and appropriate way. Mention that shouting, hitting, or breaking things are not good ways to express anger.
- **Provide Coping Strategies:** Offer simple coping strategies for managing anger. For example, you can suggest taking deep breaths, counting to ten, or walking away from the situation to cool down.

ACTIVITY Role-Play:

Engage in role-playing to demonstrate different ways of expressing anger and how to use coping strategies. Act out scenarios where someone might feel angry and show how to handle it appropriately and when to use coping strategies.

Encourage Communication: Let the person know that it's okay to talk about their feelings, including anger. Encourage open communication and provide a safe space for them to express themselves. Reinforce Positive Behavior: When the individual uses appropriate coping strategies to handle anger, praise their efforts and reinforce positive behavior.

Remember that everyone is unique, and individuals with intellectual disabilities may have varying levels of understanding and communication abilities. Tailor your approach to meet their needs, and be responsive to their cues and feedback. Keep the conversation supportive and compassionate, and continue to provide guidance and reinforcement as needed.

Worksheet: Anger DO and DON'T

Anger is a feeling and feeling just are! Anger is ok to feel it but violence and abuse is not!

Explaining requires using simple language, visual aids, and clear examples. It's essential to communicate in a way that is easy to understand and relatable. Understand that explaining emotions can take time for individuals with intellectual disabilities. Be patient and willing to repeat information or answer questions.

Points to discuss in a group support or after the questionnaire was filled out.

DO:

1. **Recognize your anger:** Acknowledge and validate your feelings of anger. It's okay to feel angry; it's a normal human emotion.
2. **Take deep breaths:** Practice deep breathing to help calm your body and mind. Inhale deeply through your nose, hold for a few seconds, and then exhale slowly through your mouth.
3. **Give yourself space:** If you feel overwhelmed by anger, take some time and space to cool down. Remove yourself from the situation if possible and find a quiet place to collect your thoughts.
4. **Identify the trigger:** Try to identify what caused your anger. Understanding the trigger can help you address the root cause of your emotions.
5. **Use "I" statements:** When expressing your feelings, use "I" statements to communicate your emotions without placing blame on others. For example, say, "I feel angry when this happens," rather than, "You make me angry."
6. **Practice active listening:** If you're involved in a conflict, actively listen to the other person's perspective and try to understand their feelings and concerns.
7. **Seek support:** Talk to a friend, family member, or therapist about your feelings. Sharing your emotions with someone you trust can be helpful and provide a different perspective.
8. **Engage in physical activity:** Physical activity can help release pent-up energy and tension. Consider going for a walk, jogging, or engaging in a workout.

DON'TS:

1. **Don't blame others:** Avoid blaming others for your feelings of anger. Take responsibility for your emotions and responses.
2. **Don't be aggressive. Avoid aggressive behavior:** Refrain from using aggressive or violent behavior to express your anger. This includes yelling, hitting, or damaging property.
3. **Don't suppress your anger:** Suppressing anger can lead to negative consequences. Instead, find healthy ways to express and cope with your emotions.
4. **Don't confront the other person right away.** Avoid confrontations if you're feeling very angry, until you have calmed down and can communicate more effectively.
5. **Don't use alcohol or drugs:** Using substances to cope with anger can lead to more significant problems and impair judgment.
6. **Do not keep grudges.** Holding onto anger for an extended period can be harmful to your emotional well-being. Work towards forgiveness and letting go of grudges.
7. **Don't ignore patterns of anger:** If you notice recurring patterns of intense anger or difficulty managing your emotions, consider seeking professional help or counseling.

C. Interpersonal Relationships (Family, Work and Friends)

C. INTERPERSONAL RELATIONSHIPS (FAMILY, WORK AND FRIENDS)

Objective: Building positive interpersonal relationships requires effective communication, empathy, and conflict resolution skills.

Use these worksheets as tools to strengthen your relationships with family, friends, and colleagues.

Worksheet: My Support System

Participant name: _____

Instructions:

1. Identify and list the important people in your support system.
2. Write down their names and their roles in your life.
3. Reflect on how each person supports and contributes to your well-being.

Person's Name	Role	Support Provided

Worksheet: Effective Communication

Participant name: _____

Instructions:

1. Read the following scenarios.
2. Write down how you would communicate effectively in each situation.
3. Consider using clear and respectful communication techniques.

Scenario	Your response
Scenario 1: Your friend is late for a planned outing.	
Scenario 2: Your coworker is not following through with their responsibilities.	
Scenario 3: You want to express appreciation to your family member for their support.	
Scenario 4: You and a friend have different opinions on a topic.	

Worksheet: Social support

Objective: To help individuals identify sources of social support and learn how to reach out for help when needed.

Social support is important for people with disabilities because it can help individuals with disabilities overcome the challenges they may face. Below are a few reasons why social support is particularly important for people with disabilities.

In order to help the person with ID make a list with them, for every type of support-name at least one person or an organization for each one with the contact names and phone numbers.

To do that, explain what every type of support is and who might provide it.

1. Emotional support: *Living with a disability can be emotionally challenging, and social support can provide individuals with a sense of belonging, validation, and understanding. Having friends, family, or a support group who empathize with one's experiences and offer encouragement can help individuals with disabilities feel more empowered to cope with their challenges.* **Who provides you emotional support?**

2. Practical support: Disabilities may limit one's ability to perform daily activities such as shopping, cooking, or cleaning. Social support from family or friends can help individuals with disabilities overcome these challenges by providing practical assistance, such as helping with household chores, transportation, or errands. **Who provides you practical support?**

3. Informational support: People with disabilities may need help understanding and navigating the complex medical, legal, or financial systems related to their disability. Social support can help individuals access the resources and information they need to manage their disability effectively. **Who provides you informational support?**

4. Advocacy: Individuals with disabilities often face discrimination, stigma, and other forms of social injustice. Social support can help individuals with disabilities advocate for their rights and challenge discrimination by providing a platform for their voices to be heard and by creating a sense of community that can raise awareness and promote change. **Who provides you advocacy support?**

C. INTERPERSONAL RELATIONSHIPS (FAMILY, WORK AND FRIENDS)

5. What other type of social support you think you need?

6. Who do you think might provide that type of support?

Worksheet: First impression in relationships

1) Respond choosing between TRUE OR FALSE.

	True	False
Do you believe the first impression is just about you- how you look, talk and present yourself to others?		
When you meet someone, is the first impressions you have about that person accurate?		
Do you believe the first impressions you make is especially important?		
If you meet someone for the first time and that person is angry, do you think that person is a bad person?		
If you meet someone for the first time and that person is very good looking, has expensive clothes and smiles at you, do you think that person is a good person?		
If you meet someone for the first time and that person is aloof, withdrawn, not talking with you, do you believe that person is uninteresting or unfriendly?		

2) Discuss with the person the importance of first impression using the text below and the answers he provided step

1. First impressions serve as a filter for people.

Have you ever had the impression that something is off in a social setting despite your best efforts to appear assured and engaging? First impressions are crucial because when you meet someone for the first time, they leave a lasting impression on you. And if you do begin a relationship, they will decide whether you have a smooth or bumpy beginning. Initial feelings are subjective.

C. INTERPERSONAL RELATIONSHIPS (FAMILY, WORK AND FRIENDS)

3) Emphasize the role of both persons at a first meeting.

A first impression involves more than just you. It represents the culmination of a two-person exchange. It is easy to start changing your actions to present a more favorable image of yourself after you have a clear grasp of these elements, how they function, and how they relate to one another.

4) Discuss the errors and mistakes people can make when they met someone for the first time.

The first mistake is that people frequently fail to distinguish between a truly awful personality and a bad circumstance.

- A. A man who is angry when you first meet him may not always be angry; he could be upset because he just received unpleasant news. You might perceive his reaction as a personality issue.
- B. Another mistake is thinking that an impression produces the "halo effect." When we meet someone who is good looking and has nice clothes, we think in positive ways about them. Even when a man or a woman's behavior doesn't suggest these other attributes, we instantly think that they are creative, clever, and confident when we first meet her. We prefer to believe he/she is good in all other respects because we observed him/her in a generally positive light.
- C. On the other hand, if a man appears distant, we also assume that he is dull and weak in social skills. We cannot imagine easily that he might be sad because he lost a relative or he is having a headache for example.

The biggest secret is this: good first impressions are all about making others feel good.

Worksheet: The Social Gifts

Participant name: _____

An interaction between two people is formed by the interplay of 4 main points of focus. Remember an interaction you had with someone and try to fill out the form below.

1. *How did you feel about yourself*

2. *How did you feel about other/others*

3. *How other/others felt about you*

4. *How other/others felt about themselves*

- When we feel good about ourselves, people may tell by the way we carry ourselves. How can you tell when you're feeling confident in yourself?
- Even when you believe your acts are undetectable, if you don't like the group, you are with, that will be clear from your behavior. When you don't like the company or the person in front of you, how do you respond?
- A positive first impression enhances the other person's opinion of you. Do you ever consider what people may be thinking about you? What do you suppose they are thinking?
- The fourth area of emphasis is social generosity/gifts. What are some ways you can help people feel good about themselves?

The other person is more likely to feel good about himself and you when you are able to temporarily set aside your worries and concerns regarding yourself at least at initial meetings and concentrate on their worries.

Worksheet: TO SPEAK or NOT TO SPEAK

When to speak your mind

Speaking your mind can be a valuable and necessary aspect of communication, but it's essential to **consider the context and timing.**

This activity is more suitable for a group of people but it can be used one to one also. Begin the discussion asking a person or the group, when they consider is an appropriate time to speak your mind? Give them the opportunity to express their opinions. After every participant shared their answer, continue the discussion using the prompts below.

Explain the words and expression they might not understand. Clarify the meaning of the questions.

Here are some situations when it's generally appropriate to speak your mind:

WHEN TO SPEAK?

- 1. When asked for your opinion:** If someone explicitly asks for your thoughts or feedback on a topic, it's a good time to express your views honestly and respectfully.
- 2. When discussing important matters:** In discussions that have significant consequences or impact, such as decision-making processes, sharing your thoughts can contribute to a well-rounded perspective.
- 3. When you have relevant expertise:** If you possess knowledge or experience relevant to the subject at hand, speaking your mind can provide valuable insights and solutions.
- 4. When addressing concerns or conflicts:** If there's a problem or misunderstanding that needs resolution, expressing your thoughts calmly and constructively can be beneficial.
- 5. When advocating for yourself or others:** In situations where your rights, well-being, or the rights of others are at stake, speaking up is essential to protect those interests.
- 6. When promoting positive change:** Addressing issues that need improvement or advocating for positive changes in society can be done effectively by voicing your thoughts and concerns.
- 7. When maintaining personal boundaries:** If someone crosses your boundaries or violates your values, expressing your discomfort or setting boundaries is crucial.

Indeed, there are situations when it's not appropriate to speak your mind, as doing so could be harmful, disrespectful, or counterproductive. Here are some instances where it's best to exercise caution:

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- 1. When it may cause harm:** If expressing your thoughts could lead to physical, emotional, or psychological harm to yourself or others, it's best to refrain from speaking your mind impulsively.
- 2. During heated arguments:** In the heat of an argument, emotions can escalate, and saying things without thinking may worsen the situation or hurt others.
- 3. In sensitive or private matters:** Avoid sharing someone else's sensitive information or private issues without their consent, as this can breach their trust and privacy.
- 4. When you lack knowledge or understanding:** Speaking on a topic you don't have enough knowledge about can lead to misinformation and confusion.
- 5. When it's irrelevant or inappropriate:** In some social settings or professional environments, sharing personal opinions on unrelated or inappropriate topics might be considered impolite or unprofessional.
- 6. During someone else's moment of vulnerability:** If someone is sharing their struggles or vulnerabilities, it's not the time to interject with your own opinions, judgments, or comparisons.
- 7. If it goes against ethical or moral principles:** If expressing your thoughts involves promoting discrimination, hate speech, or unethical behavior, it's crucial to refrain from doing so.
- 8. When you're feeling overwhelmed or emotional:** In moments of extreme emotions, you might say things you don't mean or regret later. Taking time to calm down and collect your thoughts can help avoid this.
- 9. In formal or high-stakes situations:** In formal settings like job interviews, public speaking events, or presentations, it's important to be mindful of how you present your thoughts to make a positive impression.
- 10. When others are not receptive:** If you notice that someone is not open to hearing different perspectives, forcing your opinion may lead to unnecessary conflict.

Remember, exercising the right to speak your mind comes with the responsibility to do so thoughtfully and with consideration for others. Taking the time to reflect on the appropriateness and potential impact of your words can lead to more productive and respectful communication.

Worksheet: How to communicate your thoughts to others

Instructions:

- 1. Tone and delivery:** Express your thoughts respectfully and considerately to foster open and productive communication. Avoid being aggressive, confrontational, or disrespectful.
- 2. Timing:** Choose an appropriate moment to share your thoughts. Sometimes, emotions may run high, and it's better to wait for a calmer moment to have a more productive conversation.
- 3. Respect others' perspectives:** Everyone may not agree with your views, and that's okay. Be open to listening to others' opinions and engaging in healthy discussions.
- 4. Impact and consequences:** Consider how your words might affect others or the situation at hand. Be aware of any potential repercussions of speaking your mind.
- 5. Listening:** Communication is a two-way street. Listen actively to others' viewpoints and be open to revising your opinions if presented with compelling arguments.

In summary, speaking your mind is important for personal growth, building healthy relationships, and contributing to positive change. However, do so with respect, empathy, and thoughtful consideration of the context and its potential effects on others.

Objective: Communication skill activities are a great way to improve various aspects of communication, including speaking, listening, nonverbal cues, and overall interpersonal effectiveness. Here's a fun and interactive communication skill activity that can be adapted for different age groups and settings:

Activity: Role-Playing Scenarios

Objective: To enhance communication skills through role-playing various social scenarios.

Materials Needed: Scenario cards or slips (written on index cards or small pieces of paper)

Instructions: Prepare the scenarios. Write down different social situations or communication challenges on separate cards or slips. Tailor the scenarios to the age group and goals of the participants.

C. INTERPERSONAL RELATIONSHIPS (FAMILY, WORK AND FRIENDS)

Examples of scenarios include:

- Asking for help in a store.
- Introducing yourself to a new person.
- Resolving a disagreement with a friend.
- Giving compliments to someone.
- Responding to a difficult question.
- Giving a short speech or presentation.

Form groups: Divide the participants into small groups of two or more, depending on the number of participants.

Role-playing: Distribute the scenario cards to each group. Instruct them to role-play the given scenarios. One person plays the "actor" while the others act as observers.

Encourage constructive feedback: After each role-play, have the observers provide feedback to the actor. Ask questions like:

- "What did you think the actor did well?"
- "How could the actor improve their communication in this scenario?"
- "Were there any nonverbal cues that were particularly effective?"

This feedback helps participants reflect on their communication skills and identify areas for improvement.

Switch roles: Allow each participant to take turns being the actor in different scenarios. This gives everyone an opportunity to practice and receive feedback.

Group discussion: After all the role-plays are completed, gather the participants for a group discussion. Ask them to share their insights and what they've learned from the activity.

D. Financial Education

Worksheet: Budgeting Basics

Objective: To understand the concept of budgeting and practice creating a personal budget.

Instructions:

1. Provide a budgeting template with categories for income and expenses.
2. Guide individuals to list their sources of income and different types of expenses.
3. Assist them in calculating their monthly income and allocating it to various expense categories.
4. Encourage individuals to review and adjust their budget regularly to meet their financial goals.

Income:

- Write down all the sources of income you receive regularly.
- Include wages, benefits, allowances, or any other sources.

Source of Income	Amount

Expenses:

- List your monthly expenses under different categories.
- Estimate the amount you typically spend on each category.
- Adjust the categories as needed to suit your situation.

Category 1: Housing

Expense	Amount
Rent/Mortgage	
Utilities (electricity, water, etc.)	
Home Maintenance	
Other	

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Category 2: Transportation

Expense	Amount
Vehicle Loan/Lease	
Fuel	
Insurance	
Maintenance	
Public Transportation	

Category 3: Food

Expense	Amount
Groceries	
Dining Out	
Snacks	

Category 4: Personal Care

Expense	Amount
Toiletries	
Haircuts	
Beauty/Wellness	

Category 5: Debt Payments

Expense	Amount
Credit Cards	
Loans	
Other Debts	

Category 6: Entertainment

Expense	Amount
Movies/Concerts	
Hobbies/Activities	
Subscriptions	

Category 7: Miscellaneous

Expense	Amount
Gifts/Donations	
Insurance	
Other	

Total:

- Calculate the total income and total expenses.
- Subtract the total expenses from the total income to determine your savings or deficit.

	Amount
Total income	
Total expenses	
Savings/Deficit	

Review and Adjust:

- Reflect on your budget and consider any adjustments or changes you may need to make.
- Look for areas where you can reduce expenses or increase income to meet your financial goals.

Worksheet: Needs vs. Wants

Objective: To differentiate between essential needs and discretionary wants.

Instructions:

1. Present a checklist of different items or activities.
2. Ask individuals to categorize each item as a need or want.
3. Discuss the importance of prioritizing needs over wants when managing finances.

Read each item listed below and determine if it is a need or a want. Place a checkmark (✓) in the appropriate column to indicate your choice.

Item	Needs	Wants
Food		
Shelter		
Clothing		
Water		
Cellphone		
Internet Access		
Transportation		
Entertainment (e.g., movies)		
Vacation		
Gym Membership		
Eating Out		
Designer Clothes		
Cable TV		
Video Games		
Latest Electronic Gadgets		

After completing the checklist, reflect on your choices.

- Were there any items that you were unsure about? Discuss why.
- Did you find it challenging to differentiate between needs and wants?
- How can understanding your needs vs. wants help you make better financial decisions?

Remember to provide enough space for individuals to place checkmarks (✓) in the appropriate columns. Adjust the design and layout of the worksheet to make it clear and easily readable for the individuals you are working with.

Worksheet: Saving Strategies - Saving Goals Tracker

Objective: To develop saving habits and set realistic saving goals.

Instructions:

Goal Description:

- Write down a description of the savings goal you want to achieve.
- Goal: _____

Target Amount:

- Determine the amount of money you need to save to achieve your goal.
- Target Amount: \$ _____

Timeline:

- Set a realistic timeline for achieving your savings goal.
- Timeline: _____

Monthly Savings:

- Calculate the amount of money you need to save each month to reach your target amount by the desired timeline.
- Monthly Savings: \$ _____

Progress Tracker:

- Use the table below to track your progress each month.
- Record the amount you have saved each month and calculate the remaining balance.

Month	Amount Saved	Remaining Balance
Month 1		
Month 2		
Month 3		
...		
Final month		

Celebrate Milestones:

- Identify milestones along the way to your savings goal.
- Determine a small reward or celebration for each milestone achieved.

Milestone 1: _____

Reward/Celebration: _____

Milestone 2: _____

Reward/Celebration: _____

Reflection:

- Reflect on your progress and any challenges you face.
- Consider adjusting your savings strategy if necessary.

Reflection: _____

Remember to provide enough space for individuals to write their responses and track their progress in the table. Adjust the worksheet design and layout as necessary to make it visually appealing and easy to understand for the individuals you are working with.

Worksheet: Credit Vocabulary Matching

Instructions:

1. Create a vocabulary matching worksheet with credit-related terms and their definitions.
2. Ask individuals to match the terms with their corresponding definitions.
3. Discuss the importance of responsible credit use and the potential consequences of mismanaging credit.

Match the credit-related terms on the left with their corresponding definitions on the right by drawing a line between them.

Credit-Related Term	Definition
Credit Score	A measure of an individual's creditworthiness
Interest Rate	The cost of borrowing money expressed as a percentage
Collateral	Property or assets pledged to secure a loan
Credit Limit	The maximum amount of credit available to a borrower
Credit Report	A detailed record of an individual's credit history
Minimum Payment	The smallest amount required to pay on a credit account each month
Annual Percentage Rate (APR)	The annual cost of borrowing, including interest and fees
Co-Signer	A person who agrees to be responsible for a loan if the primary borrower fails to repay
Debt	Money owed to a creditor or lender
Grace Period	A period of time during which no interest is charged on a credit account

Worksheet: Price Comparison Chart

Objective: To develop skills in comparing prices and making informed purchasing decisions.

Instructions:

1. Provide a price comparison chart worksheet.
2. Encourage individuals to research and compare prices for different products or services.
3. Assist them in recording the prices, features, and any additional information for comparison.
4. Discuss the benefits of finding the best value for their money.

Identify the item or product you want to compare prices for:

- Item/Product: _____

List the stores or websites where you can find the item:

- _____
- _____
- _____

Compare the prices for the item at each store/website and record them in the table below:

Store/Website	Price (\$)

Consider any additional factors that may affect your purchasing decision, such as shipping costs, warranties, or customer reviews.

- Additional Factors: _____

Evaluate the options and make an informed decision based on the price and other factors.

- Decision: _____

Reflection:

- Reflect on your price comparison experience.
- Consider how comparing prices can help you make better purchasing decisions.
- Reflection: _____

Worksheet: Saving Tracker and Reward Chart

Objective: To reinforce saving habits and provide incentives for achieving savings goals. To encourage children to develop saving habits and track their progress towards savings goals.

Instructions:

1. Provide a savings tracker and reward chart worksheet.
2. Help individuals set specific saving goals and track their progress.
3. Encourage them to choose rewards or incentives for reaching milestones.
4. Discuss the importance of perseverance and delayed gratification.

Set a savings goal:

- Write down the savings goal you want to achieve.
- Savings Goal: _____

Target Amount:

- Determine the amount of money you need to save to reach your goal.
- Target Amount: \$_____

Savings Tracker:

- Use the table below to track your savings progress each time you add money to your savings.

Date	Amount Saved (\$)	Total Savings (\$)

Reward Milestones:

- Identify milestones along the way to your savings goal.
- Determine a small reward or celebration for each milestone achieved.
- Milestone 1: _____
- Reward/Celebration: _____
- Milestone 2: _____
- Reward/Celebration: _____

Reflect and Reward:

- Reflect on your progress and celebrate your milestones.
- Consider the rewards you will give yourself when you achieve each milestone.
- Reflection: _____
- Rewards: _____

Worksheet: SMART Goals

Objective: To guide individuals in setting specific, measurable, achievable, relevant, and time-bound (SMART) financial goals. To guide adults with mental disabilities in setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.

Instructions:

1. Provide a SMART goals worksheet.
2. Assist individuals in identifying financial goals that align with their values and aspirations.
3. Help them break down their goals into specific actions and establish a timeline for achievement.
4. Discuss the importance of regular review and adjustment of goals.

Choose a goal:

- Think of a goal you want to achieve.
Goal: _____
- Make your goal specific and clear by answering the following questions:
Who is involved? _____
What do you want to achieve? _____
Where will it happen? _____
Why is it important to you? _____
Specific Goal: _____

Measurable:

- Determine how you will measure your progress and success:
How will you know when you have achieved your goal? _____
How much or how many? _____
Measurable Goal: _____

Achievable:

- Consider if your goal is realistic and attainable:
What steps can you take to achieve your goal? _____
Is it something you have control over? _____
Achievable Goal: _____

Relevant:

- Think about why your goal is important and relevant to you:
How does this goal align with your interests and values? _____
How will achieving this goal make a positive impact on your life? _____
Relevant Goal: _____

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Time-bound:

- Set a deadline or timeframe for achieving your goal:
When do you want to achieve your goal by? _____
Time-bound Goal: _____

Reflection:

- Reflect on your SMART goal and think about how you can work towards it.
Reflection: _____

Worksheet: Scam Awareness Quiz

Objective: To enhance adults with mental disabilities awareness of common financial scams and frauds.

Instructions:

1. Create a quiz worksheet with questions related to financial scams.
2. Individuals can answer the questions to test their knowledge.
3. Discuss the correct answers and provide additional information on identifying and avoiding scams.

Read each question and select the correct answer by circling the corresponding letter.

Question 1: *What is a scam?*

- a. A funny joke
- b. A way to make money quickly
- c. An attempt to trick or deceive people for personal gain

Question 2: *Which of the following is an example of a scam?*

- a. Selling homemade crafts
- b. Winning a legitimate prize in a contest
- c. Receiving an email claiming you've won a large sum of money from a lottery you didn't enter

Question 3: *True or False: It is safe to share personal information, such as your address or password, with strangers online.*

- a. True.
- b. False.

Question 4: *What should you do if you receive a suspicious phone call or message asking for personal information or money?*

- a. Ignore it and do nothing
- b. Provide the requested information or money
- c. Hang up or delete the message, and tell a trusted adult about it

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Question 5: *What can you do to protect yourself from scams?*

- a. Avoid opening emails from unknown senders
- b. Share your personal information with anyone who asks for it
- c. Respond to messages asking for money or personal information

Question 6: *True or False: Legitimate companies or organizations will never ask you to pay a fee or provide personal information in advance to claim a prize or reward.*

- a. True.
- b. False.

Question 7: *What is phishing?*

- a. Catching fish in a pond
- b. An attempt to obtain sensitive information, such as passwords or credit card details, by disguising as a trustworthy entity
- c. A game played with a frisbee

Question 8: *True or False: You should click on links or download attachments in emails or messages from unknown sources.*

- a. True.
- b. False.

Question 9: *What should you do if you suspect you have been scammed?*

- a. Keep it to yourself and forget about it
- b. Report it to a trusted adult or your parents
- c. Try to solve the issue on your own

Question 10: *True or False: Scams only happen to older people and not to children.*

- a. True.
- b. False.

Worksheet: Money Matters Matching

Objective: To reinforce financial concepts and their definitions.

Instructions:

1. Match each financial term on the left with its correct definition on the right by drawing a line to connect them.

Financial Term	Definition
Budget	A plan for how you will spend your money
Savings	Money set aside for future use
Income	Money you earn or receive
Expense	Money spent on goods or services
Debt	Money owed to someone or an organization
Interest	The cost of borrowing money or the reward for saving money
ATM	A machine that allows you to withdraw money
Credit Card	A card that lets you borrow money to make purchases
Entrepreneur	A person who starts and manages a business
Investment	Using money with the expectation of making a profit

E. Vocational counselling

Vocational Counselling Worksheet for Individuals with Moderate Intellectual Disability

Personal Information:

- Name:
- Age:
- Contact Information:
- Type of Mental Disability:

Interests and Abilities:

- What activities or hobbies do you enjoy the most?
- What tasks or activities make you feel confident and capable?
- Are there any specific interests or skills you would like to incorporate into your work?

Accommodations and Support:

- What accommodations or support do you need in a work environment?
- Are there any specific challenges you face that need to be addressed in the workplace?

Values and Goals:

- What is most important to you in a job or career?
- What are your short-term and long-term career goals?
- How do you envision your career contributing to your overall well-being and happiness?

Work Environment:

- What type of work environment do you feel comfortable in? (e.g., quiet, supportive, structured)
- Are there any specific work conditions or settings that may be challenging for you?

Skills and Training:

- What skills and abilities do you currently possess that could be valuable in a job?
- Are there any training or skill development opportunities you would like to explore?

Career Exploration:

- List three potential careers or job roles that interest you the most.
- Career/Job Role:
- Reasons for interest:
- How can your skills and abilities contribute to this career?
- What accommodations or support might be needed for success?

Overcoming Barriers:

- What potential barriers do you anticipate in finding and maintaining employment?
- How can you overcome these barriers or seek assistance?

Support Network:

- Who are the people in your support network who can help you in your career journey? (e.g., family, friends, counselors, vocational support specialists)

Next Steps:

- Based on your interests, abilities, and career goals, what are the next steps you need to take to pursue a career?
- How can your support network assist you in achieving your goals?

Additional Notes:

- Any other relevant information or thoughts you'd like to include

Vocational Counselling Worksheet for Individuals with Severe Mental Disabilities

Personal Information:

- Name:
- Age:
- Contact Information:
- Type and severity of disability:

Understanding Personal Circumstances:

- What are the specific challenges and limitations posed by the disability?
- What are the individual's abilities, talents, and strengths?

Interests and Passions:

- What activities, hobbies, or interests does the person enjoy or feel passionate about?
- How can these interests be incorporated into potential vocational opportunities?

Identifying Accommodations and Support:

- What accommodations and support are necessary for the individual to access vocational opportunities?
- Are there specific assistive technologies or adaptive tools that can enhance their capabilities?

Assessing Vocational Options:

- Explore a range of vocational options that align with the person's abilities and interests.
- Consider both traditional employment and alternative options such as work-from-home or self-employment, depending on the individual's situation.

Investigating Inclusive Employers:

- Identify employers or workplaces known for their inclusivity and commitment to hiring individuals with disabilities.
- Research local disability-friendly businesses or organizations that offer supportive environments.

Skill Development and Training:

- Determine if there are any skills that can be developed or improved to enhance employability.
- Look into vocational training programs or workshops that cater to individuals with disabilities.

Support Network:

- Discuss the individual's support network, including family, friends, caregivers, and community resources.
- Determine how the support network can assist the person in their vocational journey.

Goal Setting:

- Establish short-term and long-term vocational goals that are achievable and aligned with the individual's abilities.
- Break down larger goals into smaller, manageable steps.

Overcoming Obstacles:

- Identify potential barriers to employment and strategies to overcome them.
- Discuss how to handle any potential discrimination or misconceptions about disabilities in the workplace.

Individualized Plan:

- Develop a personalized vocational plan that outlines the steps, resources, and timeline for achieving the person's career goals.
- Ensure the plan is flexible and adaptable to accommodate any changes or challenges that may arise.

Emotional Support:

- Address any emotional or psychological concerns related to finding employment with a severe mental disability.
- Encourage self-advocacy and resilience.

Follow-Up and Evaluation:

- Schedule follow-up sessions to review progress and make adjustments to the vocational plan if needed.
- Celebrate achievements and successes along the way.

Remember, every individual is unique, and vocational counseling should be tailored to meet the specific needs and aspirations of the person with a severe disability. Collaborating with other professionals, such as occupational therapists and vocational rehabilitation counselors, can also be beneficial in providing comprehensive support.

Vocational Counselling with moderate mental disability

Step 1: Assessment

- Conduct a comprehensive assessment of the individual's abilities, strengths, and areas of interest.
- Identify any specific challenges related to specific mental disability that may impact vocational choices.
- Involve the individual, family members, and support professionals in the assessment process.

Step 2: Setting Goals

- Collaboratively establish realistic short-term and long-term vocational goals with the individual.
- Ensure that the goals are attainable and aligned with the person's capabilities and aspirations.
- Break down larger goals into smaller, achievable steps.

Step 3: Skill Development

- Identify the skills required for potential vocational opportunities based on the individual's interests and goals.
- Create a plan for skill development and training, emphasizing practical, hands-on learning.
- Utilize a variety of teaching methods, including visual aids, role-playing, and real-life simulations.

Step 4: Exploring Vocational Options

- Research various vocational options that match the individual's interests and abilities.
- Consider both traditional employment and alternative options, such as supported employment or micro-enterprises.
- Explore job-shadowing or internship opportunities to gain firsthand experience.

Step 5: Accommodations and Support

- Identify and implement appropriate workplace accommodations to support the individual's needs.
- Collaborate with potential employers to create inclusive and supportive work environments.
- Utilize assistive technologies and adaptive tools to enhance job performance.

Step 6: Job Preparation

- Assist the individual in creating a professional resume and developing effective communication skills.
- Provide guidance on appropriate workplace behaviour and social interactions.
- Conduct mock interviews to build confidence and prepare for job interviews.

Step 7: Job Placement and Support

- Facilitate job placement by connecting with employers who are open to hiring individuals with disabilities.
- Provide ongoing support, coaching, and mentoring to the individual in their new job role.
- Collaborate with the employer to ensure a smooth transition and successful integration into the workplace.

Step 8: Regular Evaluation

- Schedule regular evaluations to assess progress towards vocational goals.
- Modify the vocational plan as needed based on the individual's performance and preferences.
- Celebrate achievements and acknowledge efforts throughout the process.

Step 9: Personal and Social Development

- Encourage the individual to participate in social activities to develop friendships and a support network.
- Support personal growth and self-advocacy skills to enhance independence and self-confidence.

Step 10: Continual Support and Advocacy

- Continue to provide ongoing support, even after successful job placement.
- Advocate for the individual's rights and inclusion in the workplace and community.

Vocational Counselling Worksheet for Individuals with middle mental and sensory disability

Personal Information:

- Name:
- Age:
- Contact Information:
- Type of disability (if known):

Understanding specific disability and individual abilities:

- Describe the individual's mental disability-related strengths and challenges.
- How does the disability impact their communication, social interactions, and sensory processing?

Interests and Passions:

- Identify the individual's special interests and passions.
- How can these interests be incorporated into potential vocational opportunities?

Previous Work or Volunteer Experiences (if applicable):

- List any previous work experiences, internships, or volunteer activities.
- What types of tasks or environments were most enjoyable for the individual?

Assessing Work-Related Skills:

- Identify the individual's work-related skills and abilities (e.g., attention to detail, problem-solving, technical skills).
- How can these skills be utilized in different job roles?

Sensory Considerations:

- Describe any sensory sensitivities or preferences that should be considered in a work environment.
- How can the workplace be adapted to accommodate sensory needs?

Communication and Social Skills:

- Evaluate the individual's communication and social skills in a work context.
- Develop strategies to enhance these skills if needed.

Vocational Exploration:

- Research various vocational options that align with the individual's abilities and interests.
- Consider both traditional employment and alternative options, such as freelancing or remote work.

Vocational Training Programs and Education

- List vocational training programs or workshops that cater to individuals with this specific disability
- Evaluate the potential benefits of each program for the individual's vocational goals.

Supported Employment and Workplace Accommodations:

- Discuss the benefits of supported employment.
- Identify workplace accommodations that can support the individual's success on the job.

Goal Setting:

- Establish short-term and long-term vocational goals with the individual.
- Break down larger goals into smaller, achievable steps.

Support Network:

- Identify the individuals or organizations that can provide support throughout the vocational journey (e.g., family, support professionals, vocational counselors).

Personal Growth and Well-being:

- Discuss ways to support the person's overall well-being and self-esteem.
- How can personal growth activities complement vocational goals?

Ongoing Evaluation and Follow-up:

- Set dates for regular evaluations and follow-up sessions to track progress.
- Discuss how to address any challenges or make adjustments to the vocational plan.

Acknowledgment and Celebration:

- Emphasize the individual's achievements and progress in the vocational journey.
- Celebrate milestones and successes along the way.

Vocational Counselling INTERVENTIONS Worksheet for Individuals with severe mental disability

Life History Review:

- Engage the individual in a life history review to reminisce about past employment, hobbies, and achievements.
- Use old photos, documents, or memorabilia to trigger memories of their working life.

Strengths and Interests Assessment:

- Conduct an assessment to identify the person's current strengths, skills, and interests.
- Ask about their favorite activities and hobbies to explore potential vocational possibilities.

Collage Creation:

- Provide magazines, newspapers, and art supplies for the individual to create a vocational-focused collage.
- Encourage them to include images and words related to their interests and career aspirations.

Role-Playing:

- Use role-playing scenarios related to different job roles to explore the person's feelings and preferences.
- This can help identify potential vocational options that resonate with the individual.

Job Skill Demonstration:

- Allow the individual to demonstrate any past job-related skills they may still have, such as organizing, sorting, or counting.
- Praise and acknowledge their abilities during the demonstration.

Group Discussions:

- Conduct group discussions about different vocational fields or activities.
- Encourage the individual to share their thoughts and ideas in a supportive environment.

Art Therapy:

- Provide art materials for the individual to express themselves through painting, drawing, or crafting.
- This can serve as a creative outlet and help reveal hidden interests or talents.

Skill-Based Games:

- Play games that involve skills relevant to job tasks, such as matching, sorting, or problem-solving.
- These games can help identify preserved cognitive abilities and stimulate the mind.

Adaptive Technology Demonstrations:

- Showcase adaptive technologies that can assist in vocational tasks, such as voice-activated devices or digital organizers.
- Demonstrate how these tools can support independence and productivity.

Career Exploration Videos:

- Show videos featuring different careers and work environments to initiate conversations about potential job interests. Allow the individual to express their thoughts and preferences after watching the videos.

Vocational Visit or Simulation:

- Arrange a visit to a vocational training center or simulated work environment to provide a hands-on experience. This can help the individual understand the demands of different jobs and assess their comfort level.

Worksheet: Interest and Skills Inventory

Self-Exploration:

Activity: "Discovering My Interests and Skills"

Objective: To help adults with mental disabilities identify their interests and skills to explore potential career paths.

Instructions:

- Provide an inventory worksheet with different interest areas and skills.
- Encourage adults to check the boxes next to the interests and skills that resonate with them.
- Discuss their responses and help them explore career options aligned with their interests and skills.

Worksheet: Interest and Skills Inventory

Objective: To help individuals identify their interests and skills for exploring potential career paths.

Interests:

- Think about the activities, subjects, or topics that you enjoy or find interesting. Check the boxes next to the interests that resonate with you.
 - Art and Design
 - Technology and Computers
 - Sports and Athletics
 - Helping Others
 - Science and Research
 - Music and Performing Arts
 - Writing and Communication
 - Nature and Outdoors
 - Cooking and Food
 - Business and Entrepreneurship
 - Other: _____

Skills:

- Consider the abilities or talents you possess. Check the boxes next to the skills that you have or would like to develop.
 - Problem Solving
 - Creativity
 - Communication
 - Leadership
 - Organization
 - Teamwork
 - Attention to Detail
 - Time Management
 - Technical Skills (e.g., computer proficiency, coding)
 - Other: _____

Reflection:

- Look at the interests and skills you have identified.
- Think about how they can be applied in different careers or areas of work.
- Consider any connections between your interests and skills.
- Reflection: _____

Potential Career Paths:

- Based on your interests and skills, brainstorm potential career paths that align with them.
- Write down three career paths that stand out to you.
- Career Path 1: _____
- Career Path 2: _____
- Career Path 3: _____

Further Exploration:

- Conduct research or seek guidance to learn more about the career paths you have identified.
- Consider talking to professionals in those fields or exploring educational opportunities to gain more knowledge and skills.

Worksheet: Career Fact Sheet

Career Exploration:

Activity: "Career Research Project"

Objective: To introduce adults with mental disabilities to different careers and encourage independent research.

Instructions:

- Assign each adult a specific career to research.
- Provide a career fact sheet worksheet with sections for job description, required education/training, skills, and salary.
- Ask adults to fill out the worksheet based on their research.
- Have them share their findings with the group, fostering discussion and sharing of career information.

Worksheet: Career Fact Sheet

Objective: To introduce individuals to different careers and encourage independent research.

Career Name:

- Write down the name of the career you are researching.
- Career Name: _____

Job Description:

- Describe what individuals in this career do and the tasks they perform.
- Job Description: _____

Required Education/Training:

- Identify the level of education or specific training required to pursue this career.
- Required Education/Training: _____

Skills:

- List the skills that are important for success in this career.
- Skills: _____

Salary:

- Research and estimate the typical salary range for individuals in this career.
- Salary Range: _____

Reflection:

- Reflect on the career information you have gathered.
- What interests you about this career?
- Do you possess any of the skills required for this career?
- How does the salary range influence your perception of the career?
- Reflection: _____

Remember to provide enough space for individuals to write their responses. Encourage them to conduct independent research to gather accurate information about the career they are exploring. Adjust the worksheet design and layout to make it visually appealing and easy to understand for the individuals you are working with.

Worksheet: Resume Template

Resume Building:

Activity: "Designing My Resume"

Objective: To introduce adults with mental disabilities to the concept of a resume and assist them in creating their own.

Instructions:

- Provide a resume template worksheet with sections for personal information, education, skills, and experiences.
- Guide adults in filling out the template based on their relevant information and experiences.
- Discuss the importance of tailoring resumes to specific job opportunities and provide tips on presentation and formatting.

Worksheet: Resume Template

Objective: To introduce adults with mental disabilities to the concept of a resume and assist them in creating their own.

Personal Information:

- Fill in the following sections with your personal information.
- Full Name:
- Contact Information (Address, Phone Number, Email):

Summary:

- Write a brief summary highlighting your key strengths and accomplishments.
- Summary: _____

Education:

- List your educational background, including schools attended and any certifications or degrees obtained.
- School Name and Location:
- Years Attended:
- Degree or Certification (if applicable):

Work Experience:

- List your previous work experiences, starting with the most recent.
- Include the job title, company/organization name, and dates of employment.
- Job Title:
- Company/Organization Name:
- Dates of Employment:

Skills:

- Identify and list your relevant skills and abilities.
- Skill 1:
- Skill 2:
- Skill 3:

Additional Information:

- Add any additional information that may be relevant to your resume, such as volunteer experience, extracurricular activities, or special achievements.
- Additional Information: _____

References:

- List individuals who can provide a reference for you, such as teachers, employers, or mentors.
- Include their names, contact information, and their relationship to you.
- Reference 1:
 - Name:
 - Contact Information:
 - Relationship:
- Reference 2:
 - Name:
 - Contact Information:

Review and Edit:

- Take the time to review your resume for any errors or areas of improvement.
- Make sure all the information is accurate and well-presented.

Worksheet: Job Application Skills

Job Application Skills:

Activity: "Job Application Practice"

Objective: To familiarize adults with mental disabilities with the process of filling out job application forms.

Instructions:

- Provide each adult with a Job Application Form worksheet.
- Guide adults through each section of the form, explaining the information required and how to complete it accurately.
- Encourage adults to practice filling out the form independently or with assistance, using fictional scenarios.
- Review their completed forms, offering feedback and suggestions for improvement.

Worksheet: Job Application Form

Fill out the job application form by providing the requested information.

Personal Information:

- Full Name:
- Address:
- Phone Number:
- Email Address:

Position Applied For:

- Job Title:
- Department/Division:

Availability:

- Days and Hours Available to Work:
- Start Date:

Education:

- Highest Level of Education Completed:
- School Name:
- Years Attended:

Work Experience:

- Company/Organization Name:
- Job Title:
- Dates of Employment:
- Job Responsibilities:

Skills and Qualifications:

- List relevant skills and qualifications that make you a suitable candidate for the position.

References:

- List individuals who can provide a reference for you, such as teachers, mentors, or previous employers.
- Include their names, contact information, and their relationship to you.
- Reference 1:
 - Name:
 - Contact Information:
 - Relationship:
- Reference 2:
 - Name:
 - Contact Information:
 - Relationship:

Signature:

- Sign and date the application form to acknowledge that the information provided is true and accurate.

F. Internet Security

1. Personal Information Protection Game:

Create a game where participants match personal information cards (e.g., name, address, phone number) with appropriate actions to protect them (e.g., not sharing with strangers, using privacy settings). Use visuals and simplified language to ensure comprehension. Reinforce safe practices and provide positive feedback throughout the game.

2. Safe Online Behaviour Skits:

Divide participants into small groups and assign each group a specific scenario related to social networking and internet security. Have them create skits demonstrating safe online behaviour, such as recognizing and reporting cyberbullying or protecting personal information. Allow participants to showcase their skits and discuss the importance of their actions.

3. Social Media Privacy Shields:

Using cardboard or other materials, help participants create privacy shields. These can be decorated and personalized. Explain that privacy shields are used to cover the screen while entering passwords or personal information, protecting them from prying eyes. Emphasize the importance of privacy and reinforce the use of shields in online interactions.

4. Emoticon Online Safety Match:

Create a matching game using cards featuring different emoticons and corresponding safe online behaviours. Participants must match the correct emoticon with the appropriate action, such as reporting cyberbullying or ignoring suspicious messages. Encourage discussions about emotions and appropriate responses in different online situations.

5. Online Safety Role-Playing:

Engage participants in role-playing activities where they assume different roles (e.g., user, friend, stranger) in online scenarios. Guide them through interactions and encourage decision-making regarding safe internet practices. Provide positive feedback and discuss the outcomes of each scenario to reinforce learning.

6. Digital Communication Rules:

Discuss and establish a set of digital communication rules with participants. Create visual cue cards or posters that outline important rules for online interactions, such as using polite language, not sharing personal information, and reporting any uncomfortable or inappropriate messages. Role-play different scenarios to reinforce the rules in practical situations.

7. Personal Information Sorting Game:

Prepare cards with different types of personal information, such as name, address, date of birth, and phone number. Ask participants to sort the cards into two categories: "Information to Share" and "Information to Keep Private." Discuss the reasons for keeping certain information private and the potential risks of sharing too much online.

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8. Privacy Settings Exploration:

Choose a social media platform and guide participants through the process of exploring its privacy settings. Demonstrate how to adjust settings related to profile visibility, data sharing, and friend requests. Encourage participants to make choices that align with their comfort level and discuss the impact of privacy settings on online safety.

9. Internet Safety Rules:

Create a worksheet with a list of internet safety rules, such as "Don't share personal information online" or "Use strong passwords." Participants can circle or checkmark the rules they already know and understand. Discuss each rule and provide simple explanations or examples to reinforce understanding.

10. Password Strength Workshop:

Engage participants in a hands-on activity to create strong passwords. Provide a list of common password requirements (e.g., uppercase letters, numbers, symbols) and have participants create passwords that meet those criteria. Discuss the importance of unique passwords and the significance of not sharing them with others.

Worksheet: Cyberbullying Awareness Worksheet

Instructions: Read the following scenarios carefully and answer the questions below.

Scenario 1: Sara received a hurtful message on social media calling her names and making fun of her appearance. She feels upset and embarrassed.

Is this an example of cyberbullying?

- Yes.
 No.

How do you think Sarah might feel after receiving this message? (Write a few words)

What can Sarah do to deal with this situation? (Write at least two suggestions)

Scenario 2: Marco sees a post on his friend's social media profile where others are making mean comments about another person. Marco wants to join in the conversation

Is it okay for Marco to participate in the mean comments?

- Yes.
 No.

What can Marco do instead of joining in the negative conversation? (Write at least two alternatives)

Scenario 3: Emilia notices that her classmate, Giovanni, is being cyberbullied by someone from their school. She wants to help him but doesn't know what to do.

How can Emilia support Giovanni in this situation? (Write at least two suggestions)

Why is it important to take action and not ignore cyberbullying incidents? (Write a few sentences)

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What are some ways individuals can promote a positive online environment and prevent cyberbullying? (Write at least three suggestions)

Additional Questions:

Define cyberbullying in your own words. (Write a sentence or two)

How would you describe the impact of cyberbullying on the person being targeted? (Write a few sentences)

Conclusion:

Cyberbullying can have severe consequences on individuals' mental and emotional well-being. It is crucial to understand what cyberbullying is and take action to prevent and address it. By completing this worksheet, you have gained awareness about cyberbullying and learned strategies to support those affected. Remember, kindness and respect are important in our online interactions.

Worksheet: Safe Online Communication

Instructions: Read the following examples of online interactions and draw a smiley face next to examples of safe communication and a sad face next to examples of unsafe communication.

Example 1:

Positive Interaction: Maria comments on her friend's post, saying, "Congratulations! You did an amazing job!"

Example 2:

Negative Interaction: Marco insults a stranger in an online game chat, using offensive language and making derogatory remarks.

Example 3:

Positive Interaction: Sara shares an inspiring quote on her social media profile to uplift her friends' spirits.

Example 4:

Negative Interaction: Giacomo spreads rumours about a classmate in a group chat, causing harm and embarrassment.

Example 5:

Positive Interaction: Alessia asks her friend if she's feeling okay after noticing a sad post, offering support and a listening ear.

Example 6:

Negative Interaction: Alessio copies and shares private messages without consent, violating someone's trust and privacy.

Example 7:

Positive Interaction: Lisa shares a helpful article on online safety tips with her social media followers to raise awareness.

Example 8:

Negative Interaction: Dario cyberbullies a peer, repeatedly sending hurtful messages and making mean comments.

Example 9:

Positive Interaction: Daniele respectfully disagrees with a post, sharing his different perspective without resorting to personal attacks.

Example 10:

Negative Interaction: Emma engages in online harassment by repeatedly sending threatening messages to someone.

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Reflective Questions:

Which examples did you mark with a smiley face? (List the numbers)

Which examples did you mark with a sad face? (List the numbers)

What are some characteristics of safe online communication? (Write a few points)

How can unsafe online communication impact individuals and their well-being? (Write a few sentences)

What steps can you take to promote safe online communication in your own interactions? (Write at least two suggestions)

Conclusion:

Safe online communication plays a crucial role in fostering positive digital interactions and creating a respectful online community. By categorizing examples of online interactions as safe or unsafe, you have gained awareness of the impact of communication choices. Remember to choose kindness, respect, and empathy in your online interactions, ensuring a safer and more positive online environment for everyone.

Worksheet: Safe Online Communication #2

Instructions: Read the following examples of online interactions and draw a smiley face next to examples of safe communication and a sad face next to examples of unsafe communication.

Example 1:

Tommaso posts a comment on a friend's photo, saying, "You look great! I love your outfit!"

Example 2:

Simona sends a direct message to a classmate, asking for help with an assignment.

Example 3:

Michele replies to a post with a rude and offensive comment, insulting the person who made the post.

Example 4:

Emilia tags her friends in a funny meme that she thinks they will enjoy.

Example 5:

Giovanni posts a mean comment on someone's picture, making fun of their appearance.

Example 6:

Sara shares a helpful article about mental health with her social media friends.

Example 7:

Alessio engages in a friendly debate in the comments section of a news article, sharing different perspectives respectfully.

Example 8:

Luciana receives an inappropriate message from a stranger, asking for personal information.

Example 9:

Davide leaves a supportive and encouraging comment on a friend's post about their achievements.

Example 10:

Rachele shares a private conversation without permission, publicly embarrassing her friend.

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Reflective Questions:

Which examples did you mark with a smiley face? (List the numbers)

Which examples did you mark with a sad face? (List the numbers)

What are some characteristics of safe online communication? (Write a few points)

How can unsafe online communication impact individuals and their well-being? (Write a few sentences)

What steps can you take to promote safe online communication in your own interactions? (Write at least two suggestions)

Conclusion:

Safe online communication is essential for maintaining positive and respectful digital interactions. By categorizing examples of online interactions as safe or unsafe, you have gained awareness of what constitutes appropriate communication online. Remember to always be mindful of your words and treat others with kindness and respect in the digital world.

Worksheet: Internet Safety Rules

Instructions: Read the following internet safety rules carefully. Circle or checkmark the rules you already know and understand. Discuss each rule with your instructor or group members and provide simple explanations or examples to reinforce your understanding.

Internet Safety Rules:

- Don't share personal information online.
- Use strong and unique passwords.
- Think before you click on links or download files.
- Be cautious when sharing photos or videos online.
- Keep your antivirus and software up to date.
- Be mindful of what you post online; it can have long-term consequences.
- Report and block any suspicious or inappropriate content or users.
- Be respectful and kind to others in your online interactions.
- Verify the credibility of information before sharing it.
- Set privacy settings to control who can see your online content.

Explanations or Examples:

- Don't share personal information online: This includes your full name, address, phone number, school name, or any other private details that could be used to identify or locate you.
- Use strong and unique passwords: Create passwords that are difficult for others to guess. Avoid using common words or personal information. Combine uppercase and lowercase letters, numbers, and symbols to make your passwords stronger.
- Think before you click on links or download files: Some links or files may contain viruses or lead to malicious websites. Always verify the source and be cautious when clicking or downloading.
- Be cautious when sharing photos or videos online: Remember that once something is posted online, it can be difficult to remove or control who sees it. Think about the potential consequences before sharing personal or sensitive content.
- Keep your antivirus and software up to date: Regularly update your antivirus program and other software to protect against the latest threats and vulnerabilities.
- Be mindful of what you post online; it can have long-term consequences: The internet has a long memory, and content posted online can have lasting effects on your reputation and future opportunities. Think twice before posting something that may be harmful or inappropriate.
- Report and block any suspicious or inappropriate content or users: If you come across content or users that make you uncomfortable or violate the platform's rules, report them to the appropriate authorities or platform administrators.
- Be respectful and kind to others in your online interactions: Treat others with respect and kindness, just as you would in face-to-face interactions. Avoid engaging in cyberbullying or spreading hate online.

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- Verify the credibility of information before sharing it: Check the source of information and ensure it is accurate and reliable before sharing it with others. Misinformation can harm others and create unnecessary panic.
- Set privacy settings to control who can see your online content: Adjust your privacy settings on social media platforms and other online services to limit who can access your personal information and posts.
- Discuss each rule with your instructor or group members to reinforce understanding and address any questions or concerns you may have.

Conclusion:

Understanding and following internet safety rules is crucial for protecting your privacy, security, and well-being online. By reviewing and discussing these rules, you have gained awareness of important practices to implement while navigating the digital world. Remember to apply these rules in your online activities to ensure a safer and more enjoyable online experience.



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