



Autism Ace

ACTIVITY WORKBOOK



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Introduction to the Autism Ace Activity Workbook

This activity book has been designed to help you as a Youth Worker to provide a variety of methods to support Autistic jobseekers develop their skills.

It contains practical activities to facilitate Job Search Assistance, targeting different aspects of the process, from developing application materials, to practicing problem solving skills.

We have aimed to make this activity book straight forward,, while covering all elements of the job search process. The activities will help autistic jobseekers to identify their strengths and skills and to use them to aid in their Job Search.

Fundamentally the biggest barrier faced by autistic people is that they live in a world not build for them. By providing them with the opportunities to understand the workplace, how to apply for jobs, and how to master interviews you will help reduce the impact of these barriers.

These are not prescriptive exercises, and it is important to tailor them to the group you are working with. Talk to future participants and ask them about their ambitions, worries and interests during the job search. Let the participants guide your work, and engage them throughout all their decisions.

Remember every autistic person is unique, each has their own needs and strengths so it is always important to be flexible to their needs.

A woman with curly hair is looking upwards and to the right with a thoughtful expression. The background is a blurred office or meeting room with several colorful sticky notes (yellow, orange, pink, green) pinned to a wall. The text "CRITICAL THINKING" is overlaid in the center of the image.

CRITICAL THINKING

ACTIVITY SHEET 1

Job Interview Role-Play

Participants engage in role-playing exercises simulating job interviews, both as interviewers and interviewees. The activity aims to develop critical thinking by navigating through different scenarios and considering multiple perspectives.

Learning Objectives

- ✔ **Structured Role-Playing:** Many autistic people thrive in structured and interactive environments where expectations are clear which helps them understand the sequence of actions and expectations during a process so that they can focus on the critical thinking aspects.
- ✔ **Video Modelling:** Autistic people tend to be strong visual learners. We can analyse different interview styles, consider the impact of various responses, and develop critical thinking skills by watching which approaches are most appropriate in different contexts.
- ✔ **Peer Feedback:** By receiving feedback, Autistic people can identify areas for improvement and consider alternative strategies for handling interview scenarios.

Materials needed

Sample Job description

CV and Cover Letter

Material 3

Material 4

ACTIVITY SHEET 1

Job Interview Roleplay

Theory of Methodology

Interviews are stressful and can cause a lot of anxiety inducing events. This activity will attempt to help autistic learners to prepare for interviews and familiarise themselves with the interview process. Guiding autistic candidates through the interview process and giving them practice as both the candidate and as the interviewer, this activity will give a practical way for them to enhance their interview skills. Building in elements of peer review and peer support will also help autistic candidates to develop their teamwork and communication skills. This will be complemented by a strengths based approach that supports the individuals learning style through :

Structured Role-Playing: Many autistic people thrive in structured and interactive environments where expectations are clear which helps them understand the sequence of actions and expectations so that they can focus on the critical thinking aspects.

Video Modelling: Autistic people tend to be strong visual learners. We can analyse different interview styles, consider the impact of various responses, and develop critical thinking skills by watching which approaches are most appropriate in different contexts.

Peer Feedback: By receiving feedback, Autistic people can identify areas for improvement and consider alternative strategies for handling interview scenarios.

ACTIVITY SHEET 1

Job Interview Role Play

Steps

1. Provide guidance material to each participant. Such as a list of common job interview questions.
2. Split each participant into groups of 2
3. Assign each participant a role; interviewer or candidate
4. Specify the expectations of each role
5. Allow the role play to begin
6. Provide a time period for both parties to provide feedback to the other.
7. Switch roles; The individual who was candidate should now be interviewer and vice-versa

Evaluation

- Did the participants feel confident that they understood the task?
- Do the participants understand the role of the interviewer and candidate?
- Did the participants feel they could effectively engage with the task?
- Do the participants feel better prepared to do an interview?
- Do the participants have any further suggestions on how to optimise the activity ?

ACTIVITY SHEET 2

Job scenario sequencing

Brief Description Learners will be sequencing visual stories related to job scenarios. The aim is to enhance critical thinking skills by organising and understanding the steps involved in work-related situations.

Learning Objectives

- ✔ Participants will develop an understanding of how to apply their skills in the workplace.
- ✔ Participants will develop a better understanding of their chosen career.
- ✔ Participants will be introduced to language commonly used to describe workplace tasks.
- ✔ Participants will develop their communication, organisational and critical thinking skills through engaging in the activity.

Materials needed

Presentation application

Smartphone or laptop

Internet connection

Material 4

Material 5

Material 6

Material 7

Material 8

ACTIVITY SHEET 2

Job Sequencing Scenario

Theory of Methodology

The Job Sequencing Scenario will introduce the participants to tasks related to their chosen career path. This will help autistic people to research tasks and how they can apply their skills to complete the task. Through organising a visual story related to a work scenario, they will be able to identify, analyse, and propose solutions to complete the task. Completing these tasks will help the participant connect theory with reality in a workplace, helping to better understand a specific role and reducing anxiety about the workplace. This will be complemented by a strengths based approach that supports the individuals learning style through :

Visual Learning: Visual supports cater to the visual learning strengths often associated with autism. This approach helps individuals process information more effectively.

Structured Learning: The structured nature of visual storytelling provides a clear framework for understanding and organising information, aiding in logical thinking and task analysis.

Predictability and Routine: Many autistic people find comfort in routine and predictability. This activity introduces routine through the structured sequencing of events, creating a familiar and supportive learning environment.

ACTIVITY SHEET 2

Job Sequencing Scenario

Steps

1. Provide the participants with a list of tasks
2. Ask Participants which tasks they wish to start with
3. Provide assistance to participants in identifying tasks where relevant
4. Assist participants to sequence tasks in a logical order
5. If the participant is comfortable provide them with an opportunity to explain their sequence to you
6. Invite the participants to present their sequence to the rest of the group. Remind participants this is optional and they have no obligation to present if they are uncomfortable doing so.

Evaluation

- Did each participant have an opportunity to engage in the activity?
- Do the participants feel that they understood the tasks involved?
- What issues did the participants identify in the activity? How can we address these?
- Does the facilitator feel they have a better understanding of the participants career interests?
- Do the participants understand the relationship between their skills and how they are used to complete tasks at work?

ACTIVITY SHEET 3

Job Role Sorting

The "Job Role Sorting" activity is designed to help autistic job seekers understand various job roles, responsibilities, and the skills required for different positions. By categorising different job roles, participants will gain a clearer understanding of which roles align with their interests and strengths. This activity encourages critical thinking, organisation, and self-awareness.

Learning Objectives

- ✔ Identify and understand various job roles and their responsibilities.
- ✔ Develop organisational and categorisation skills.
- ✔ Recognise personal interests and strengths in relation to job roles.
- ✔ Enhance self-awareness, decision-making and critical thinking skills.

Materials needed

Job role cards

Flip chart or whiteboard

Large envelopes

Pens

Sticky notes

Markers

ACTIVITY SHEET 3

Job Role Sorting

Theory of Methodology

The activity involves participants in a hands-on sorting exercise to categorise job roles into predefined categories. By categorising and discussing various job roles, participants will better understand which roles align with their interests and strengths. Facilitators guide the participants through the process, encouraging discussion, reflection, and re-categorisation to deepen understanding and self-awareness.

The activity is interactive and reflective, promoting critical thinking organisational skills, and self-awareness.

ACTIVITY SHEET 3

Job Role Sorting

Steps

1. Explain the purpose and importance of the activity.
2. Distribute job role cards and sorting trays/envelopes.
3. Describe the categories and types of jobs within each.
4. Participants sort the job role cards into appropriate categories.
5. Participants write down and discuss which job roles interest them and why.
6. Participants re-sort job roles based on different criteria (e.g., skills required, indoor vs. outdoor).
7. Discuss re-categorisation, summarise key takeaways, and encourage ongoing exploration.

Evaluation

- Observe participant engagement and participation.
- Assess the accuracy and reasoning behind job role sorting.
- Review participants' reflections and written assessments.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 4

Analysis of Job Advertisements

The "Analysis of Job Advertisements" activity aims to help youth autistic workers understand and interpret the structure and content of job advertisements. Participants will learn to identify key elements such as job titles, responsibilities, required skills, and qualifications. This activity is designed to improve their ability to evaluate job suitability and enhance their job application skills.

Learning Objectives

- ✓ Identify and understand the key components of job advertisements.
- ✓ Develop skills in evaluating job suitability based on personal strengths and interests.
- ✓ Enhance critical thinking and reading skills.
- ✓ Improve confidence in navigating and interpreting job market information.

Materials needed

Printed job advertisements from various roles and industries

Highlighters in different colors

Markers

Pens

Flip chart or whiteboard

Sticky notes

Timer or clock

Sample resumes and cover letters

ACTIVITY SHEET 4

Analysis of Job Advertisements

Theory of Methodology

Participants will work individually and in groups to analyse real job advertisements. The facilitator will start by explaining the key components of job ads, including job titles, responsibilities, skills, and qualifications. Each participant will receive several job advertisements to highlight and categorise the critical information. Different colors of highlighters can be used to differentiate between job titles, responsibilities, skills, and qualifications. After the initial highlighting activity, participants will engage in group discussions to share their findings and discuss what these elements reveal about the job and its suitability for different individuals.

Participants will then reflect on which jobs interest them the most and why, considering their strengths and interests. This reflection will be written down and shared in a follow-up discussion. To reinforce the learning objectives, sample resumes and cover letters will be provided, and participants will be encouraged to link their newfound understanding of job advertisements to creating effective job application documents. The facilitator will summarise key takeaways and provide additional resources for further exploration.

ACTIVITY SHEET 4

Analysis of Job Advertisements

Steps

1. Explain the purpose and importance of analysing job advertisements.
2. Distribute printed job advertisements and materials to participants.
3. Review the key components of a job advertisement (title, responsibilities, skills, qualifications).
4. Participants highlight key elements in the job ads using different colors for each component.
5. Discuss the highlighted elements and what they reveal about the job.
6. Participants write down which jobs interest them and why, considering their strengths and interests.
7. Summarise the key takeaways and encourage participants to apply these skills in their job search.

Evaluation

- Observe participant engagement and participation during the activity.
- Assess the accuracy and completeness of the highlighted job advertisements.
- Review participants' reflections and written assessments.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 5

The Vision Board

The main objective of this activity is to unleash the creativity of autistic individuals while helping them set goals for the future with a vision board. Participants will express who they are and what they hope for, motivating them to think deeply about their aspirations and what's necessary to achieve their dreams.

Learning Objectives

- ✓ Enhance creativity and self-expression
- ✓ Develop goal-setting skills
- ✓ Encourage deep reflection on personal aspirations

Materials needed

Poster boards

Cork boards

Magazines

Newspapers

Printed images

Scissors

Glue

Markers

ACTIVITY SHEET 5

The Vision Board

Theory of Methodology

The methodology of this activity integrates several educational theories and approaches tailored to the learning needs of autistic individuals. Visual support plays a critical role in making abstract concepts more concrete and understandable. By using visual elements such as images and drawings, participants can better conceptualize their goals and aspirations. This visual approach helps bridge the gap between imagination and real-life planning.

Critical thinking is fostered as participants are encouraged to analyse their personal desires and future plans, requiring them to engage in deep reflection and decision-making. The activity promotes individual learning by allowing each participant to work independently, fostering a sense of autonomy and personal responsibility. Task-based learning is incorporated through the hands-on creation of the vision board, which engages participants in a specific, goal-oriented task that requires planning, creativity, and execution.

ACTIVITY SHEET 5

The Vision Board

Steps

1. Introduce the concept of a vision board and explain its purpose.
2. Provide materials and allow participants to select images and words that represent their goals and aspirations.
3. Participants cut out and arrange their selected images and words on their boards.
4. Encourage participants to decorate their boards creatively.
5. Allow time for each participant to present their vision board to the group, explaining their choices.

Evaluation

- Observe the creativity and effort put into the vision boards.
- Assess the ability of participants to articulate their goals and aspirations during presentations.
- Collect feedback from participants on how the activity helped them in thinking about their future.

ACTIVITY SHEET 6

Industry Investigation Game Show

The the Industry Investigation Game Show is designed to equip autistic young people with relevant information about different careers. The activity involves participants answering questions related to various workplace scenarios, professions, and industries. This fun and competitive game builds career knowledge in an enjoyable way.

Learning Objectives

- ✔ Increase knowledge about various professions and industries
- ✔ Develop critical thinking and quick decision-making skills
- ✔ Encourage teamwork and competitive spirit

Materials needed

Question cards

Buzzers

Bells

Scoreboard

Markers

Small prizes

ACTIVITY SHEET 6

Industry Investigation Game Show

Theory of Methodology

The Industry Investigation Game Show employs a game-based learning approach that transforms the learning process into an engaging and enjoyable experience. This method leverages the excitement and motivation generated by competition to facilitate learning. Participants are likely to retain information and develop critical thinking skills when they are actively involved in a dynamic and interactive activity.

Differentiated instruction is also a key component, as it allows the facilitator to tailor questions to suit various levels of understanding and interest. This ensures that all participants, regardless of their initial knowledge or skill level, can benefit from the activity and feel included in the learning process.

ACTIVITY SHEET 6

Industry Investigation Game Show

Steps

1. Divide participants into teams and explain the rules of the game show.
2. Present questions to the teams in turns, allowing them to discuss and buzz in with answers.
3. Keep score of correct answers and provide immediate feedback and explanations.
4. Include a lightning round with quicker questions to increase excitement.
5. Announce the winning team and distribute prizes.

Evaluation

- Track the number of correct answers to assess knowledge gained.
- Observe teamwork and communication during the game.
- Gather participant feedback on the enjoyment and educational value of the activity.

ACTIVITY SHEET 7

Mind Mapping

The aim of this activity is to introduce autistic young people to Mind Mapping. This will help them organise their thoughts and brainstorm ideas. This way, they will be able to improve their memory and focus, by connecting related ideas, and identifying patterns. There will be a presentation of different methods, through which they can visually represent their ideas, either on paper, or by using online platforms. They will be incentivised to create their own mind maps in groups. Through the open discussion and presentation of the mind maps, participants will also develop their creative and critical thinking skills.

Learning Objectives

- ✓ Clarify complex ideas and relationships, through visual representation
- ✓ Improve focus and memory, through visual organisation of thoughts and ideas
- ✓ Encourage creative thinking and problem solving skills
- ✓ Provide a structured and systematic approach of critical thinking
- ✓ Equip participants with digital skills

Materials needed

Paper

Markers

Pencils

Stickers

Laptop/Computer

ACTIVITY SHEET 7

Mind Mapping

Theory of Methodology

To tailor this activity to the needs and preferences of autistic job seekers, as well as to optimise the learning outcomes, a defined methodology shall be followed, which consists of three main parts:

- 1. Group Learning:** Through the engagement of participants in a group learning activity, they will be free and incentivised to exchange ideas, and make productive dialogues. Furthermore, they will develop critical thinking, and different methods and ways to express their thoughts and opinions in a group setting.
- 2. Learning by Doing:** A hands-on approach allows learners to creatively and actively engage in classroom activities, as well as to get introduced to experiential education methods, that are tailored to their learning needs.
- 3. Multisensory Engagement:** Crucial part of the activity, as learning methods with many different stimuli assist autistic participants to remain active and participate in a inclusive learning process.

ACTIVITY SHEET 7

Mind Mapping

Steps

1. Brief introduction to Mind Mapping and a presentation of its benefits, and uses.
2. Presentation of examples of Mind Mapping, on paper or platforms, such as MindMeister.
3. Divide the participants into groups (4 per team)
4. Let each group make a draft of a mind map on paper about different everyday activities. For example how to study, or how to eat healthy.
5. Discussion with the coordinator and feedback
6. Digital visualisation of the mind maps, using the MindMeister platform
7. Presentation of the mind maps with the other groups
8. Open discussion, exchange of ideas, and different points of view
9. Adaptation of the mind maps based on the feedback received from the discussion
10. Post the mind maps

Evaluation

- Observe teamwork and the creativity of mind maps
- Observe the development of participants' digital skills
- Report on reactions and impact of the mind maps posted
- Collect feedback from participants

ACTIVITY SHEET 8

Logical Fallacies Detective

The Logical Fallacies Detective activity introduces participants to common logical fallacies, such as straw man arguments, appeal to authority, and slippery slope through examples. Learners then act as 'detectives' to identify these fallacies in a range of communication scenarios, including speeches, advertisements, and social media posts. The aim is to develop critical thinking by understanding and recognising flawed reasoning.

Learning Objectives

- ✓ Develop logical reasoning skills
- ✓ Develop communication skills
- ✓ Develop critical thinking skills
- ✓ Learn to evaluate arguments

Materials needed

Cards

Paper

Pens

Markers

ACTIVITY SHEET 8

Logical Fallacies Detective

Theory of Methodology

In order to ensure the effectiveness and impact of this activity, a specific methodology was followed for its design. This methodology can be summarised by the following points:

- 1. Logical Analysis:** The acquisition of logical analysis skills enhances participants' critical thinking and analytical skills.
- 2. Critical Observation:** Ability to observe critically, make judgements and evaluate arguments encountered in everyday life.
- 3. Interactive Learning:** Interaction enables participants to structure their own arguments, as well as to foster communication and dialogue.

ACTIVITY SHEET 8

Logical Fallacies Detective

Steps

1. Brief description of the activity
2. Presentation of the most common types of logical fallacies such as strawman arguments, or slippery slope.
3. Divide participants into groups of 4 people
4. Distribute cards presenting comments from social media to each group
5. Let participants discuss in their groups and spot the logical fallacies
6. Each group presents its findings and justifies its opinions
7. Facilitate an exchange of ideas between the participants and feedback

Evaluation

- Discussion and feedback
- Number of logical fallacies that were found
- Assess the flow of thinking and the presentations
- Influence of logical fallacies on people

ACTIVITY SHEET 9

ETHICAL DILEMMA DISCUSSION CIRCLES

Ethical Dilemma Discussion Circles, is thought-provoking and engaging exercise designed to enhance the ability to navigate complex ethical issues in the workplace. This activity involves joining small, rotating discussion groups to explore a variety of occupational ethical dilemmas. Through collaborative discussion, participants can examine different perspectives and make decisions on addressing these challenging scenarios. By engaging with diverse viewpoints, the exercise aims to sharpen ethical thinking, improve social communication, and foster empathy.

Learning Objectives

- ✔ **Critical thinking** - to develop the ability to analyse and evaluate complex ethical dilemmas from multiple perspectives.
- ✔ **Ethical understanding**- to gain deeper understanding of workplace ethics, including principles like integrity, accountability, and the broader impact of decisions on others.
- ✔ **Decision-making**- to learn how to make balanced decisions when faced with ethical challenges in a professional setting.

Materials needed

Speaking cards
(available in
annexes)

Pens and paper

Timer

ACTIVITY SHEET 9

ETHICAL DILEMMA DISCUSSION CIRCLES

Theory of Methodology

The Ethical Dilemma Discussion Circles methodology is intended to improve participants' capacity to address complex ethical dilemmas in the workplace through structured, collaborative discussions. To cultivate active engagement and a variety of perspectives, this approach employs small, alternating groups. Participants develop their comprehension of ethics through dialogue, observation, and interaction.

Speaking cards present participants with authentic dilemmas, which facilitate learning through discussions and simulated experiences. In general, this methodology equips participants with the necessary skills to confront ethical dilemmas in the workplace with greater assurance and integrity.

ACTIVITY SHEET 9

ETHICAL DILEMMA DISCUSSION CIRCLES

Steps

1. Prepare the necessary materials.
2. Welcome participants and provide an overview of the activity's objectives.
3. Form the initial, small groups
4. Begin the first discussion round, giving each group a set amount of time to discuss their speaking cards.
5. Encourage participants to consider multiple perspectives and document their main points and conclusions.
6. Have participants rotate to form new groups, ensuring a mix of members from different initial groups.
7. Encourage participants to reflect on what they learned and how they can apply it to the workplace.
8. Evaluate the feedback and observations to assess the effectiveness of the exercise.
9. Provide participants with a summary of the key takeaways and any additional resources on ethical decision-making.

Evaluation

- Feedback forms
- Group reports
- Follow-up session
- Brainstorming

ACTIVITY SHEET 10

WHAT KIND OF JOB WOULD SUIT ME?

Participants in this activity engage in reflective discussions in pairs. They rotate by asking each other a series of standard inquiries to investigate their personal profiles and how these aspects could be translated into potential professions. Questions include the identification of passions and hobbies that could be pursued professionally, the recall of strong subjects from school, the review of qualifications, the determination of preferences for working independently or in teams, the assessment of preferred work environments, the examination of communication styles, and the consideration of sensory needs for optimal workplace conditions. The objective of this structured dialogue is to identify potential career trajectories that are consistent with the interests, talents, and work preferences of the participants.

Learning Objectives

- ✔ **Communication and collaboration skills** - to exchange ideas and insights to explore and suggest potential types of employment based on their personal profiles.
- ✔ **Problem-solving skills** - to identify potential career paths that align with one's interests and qualifications, considering different scenarios and challenges they may encounter.
- ✔ **Self-awareness** - to develop the ability to formulate actionable career plans by synthesizing insights gained from the activity, including considerations of work environment preferences and communication needs.

Materials needed

Pens and paper

Timer (optional)

ACTIVITY SHEET 10

WHAT KIND OF JOB WOULD SUIT ME?

Theory of Methodology

The comprehensive approach of 'What kind of employment would suit me?' is intended to assist participants in conducting an introspective evaluation of their personal profiles in relation to potential career trajectories. This methodology is founded on constructivist learning theory, which prioritises active learning and the development of meaning through personal experiences and interactions. It motivates participants to explore their interests, strengths, and preferences.

Participants are required to respond to a series of structured questions that are intended to reveal critical factors, including their preferred work environments, qualifications, preferred work styles, subject areas in which they excelled in school, and interests that could potentially lead to a career. Moreover, participants take into account their sensory requirements and communication patterns to ensure a comprehensive assessment of the factors that contribute to their career satisfaction and success.

ACTIVITY SHEET 10

WHAT KIND OF JOB WOULD SUIT ME?

Steps

1. Explain the purpose and structure of the activity.
2. Divide participants into pairs. Encourage diversity in pairings to facilitate varied perspectives and insights.
3. Let participants discuss the topics in pairs.
4. Encourage open ended responses and detailed discussions to explore nuances in preferences and experiences.
5. Summarise key insights and learning points from the activity.
6. Thank participants and encourage them to continue exploring and developing their career plans based on the insights gained.

Evaluation

- Feedback forms
- Follow-up session
- Brainstorming

ACTIVITY SHEET 11

Job Search Strategy Game

Participants play a game where they navigate through various job search scenarios, make decisions about which jobs to apply for, manage their time and resources effectively, and overcome obstacles along the way.

Learning Objectives

- ✔ **Gamification Elements:** Gamified activities promote active engagement and sustained attention, which can be particularly beneficial autistic people who can thrive in interactive learning environments.

- ✔ **Prompting and Modeling:** Guiding autistic job seekers through visual cues could help develop their problem solving skills. By offering support at key decision points, individuals can learn to apply strategies independently and generalise problem-solving skills to new situations.

- ✔ **Feedback and Reflection:** This helps them understand the link between their actions and the outcomes achieved. This feedback enhances individuals' understanding of effective problem-solving strategies and empowers them to make informed decisions in future problem-solving situations.

Materials needed

Pens and paper

Guidance
Materials

ACTIVITY SHEET 11

Job Search Strategy Game

Theory of Methodology

The job search activity game will allow participants develop their job search skills and enhance their motivation to do so. By including elements of gamification to the job search, this activity aims to reduce stress, and anxiety associated with job searching. Furthermore the activity will increase the participants level of awareness of how to successfully search and apply for jobs. This increased level of familiarity with the process, alongside individualised guidance will help the participant improve the quality of their job search. The gamification should assist them with task management, time management, and understanding different questions associated with the job search. This is because the game in itself is built around task management.

ACTIVITY SHEET 11

Job Search Strategy Game

Steps

1. Provide participants with the relevant guidance materials
2. Ask participants to research different job descriptions
3. Ask participants to identify roles that suite their skills, interests and ambitions
4. Ask participants to explain why there are interested in the jobs they selected
5. Ask the participants to explain what they think are the most important aspects of the job
6. Ask the participants what information would they include in their application
7. Invite the participants to give feedback to one another
8. Provide guidance as required

Evaluation

- Did the participants feel the exercise was useful ?
- Do the participants have a better understanding of how to manage tasks?
- Do the participants feel the activity assisted them to develop strategies to maintain their motivation ?



**PROBLEM
SOLVING**

ACTIVITY SHEET 1

Job Search Strategy Game

Participants play a game where they navigate through various job search scenarios, make decisions about which jobs to apply for, manage their time and resources effectively, and overcome obstacles along the way.

Learning Objectives

- ✓ Enhance critical thinking and problem-solving abilities.
- ✓ Improve collaboration and communication within teams.
- ✓ Apply problem-solving strategies to realistic scenarios.

Materials needed

Markers

Whiteboard

Timer

Feedback forms

Problem cards

ACTIVITY SHEET 1

Job Search Strategy Game

Theory of Methodology

Two basic learning strategies—collaborative problem-solving and experiential learning—are combined in the "Problem-Solving Power Play". Participants in cooperative problem-solving teams address difficulties together, therefore enabling the use of several points of view and skill set. This team-based strategy improves communication and motivates the creation of creative ideas sometimes more successful than those produced alone.

This activity involves participants directly interacting with real-world situations. This practical approach ensures active and relevant learning, allowing students to easily apply theoretical concepts. Due to the engaging learning experience, they grasp and retain the knowledge better. Combining these methods produces a dynamic learning environment where participants quickly enhance their problem-solving and teamwork skills. This strategy is efficient and relevant since it prepares students for complex problem-solving in diverse and cooperative settings.

ACTIVITY SHEET 1

Job Search Strategy Game

Steps

1. Brief the participants on the session's goals and outline the structure of the activities.
2. Organize participants into small groups, ensuring a diverse mix of abilities and perspectives.
3. Distribute problem cards to each team and allow time for initial assessment and planning.
4. Teams collaborate to develop solutions, using whiteboards for visual aid and brainstorming.
5. Each team presents their solutions. Peers and facilitators provide feedback focusing on creativity, practicality, and teamwork.
6. Discuss what was learned during the session and how these skills can be applied outside the activity.

Evaluation

- Assess the effectiveness of problem-solving strategies and the creativity of solutions.
- Evaluate team collaboration and communication effectiveness.
- Collect participant feedback through forms to gauge the session's impact and identify areas for improvement.

ACTIVITY SHEET 2

Problem-Solving Power Play

This interactive session provides the participants with hands-on problem-solving techniques through various collaborative activities that they will engage in. It is aimed at nurturing critical thinking, innovation, and efficient team interaction.

Learning Objectives

- ✔ Enhance critical thinking and problem-solving abilities.
- ✔ Improve collaboration and communication within teams.
- ✔ Apply problem-solving strategies to realistic scenarios.

Materials needed

Markers

Whiteboard

Timer

Feedback forms

Problem cards

ACTIVITY SHEET 2

Problem-Solving Power Play

Theory of Methodology

Two basic learning strategies collaborative problem-solving and experiential learning are combined in the "Problem-Solving Power Play". Participants in cooperative problem-solving teams address difficulties together, therefore enabling the use of several points of view and skill set. This team-based strategy improves communication and motivates the creation of creative ideas sometimes more successful than those produced alone.

This activity involves participants directly interacting with real-world situations. This practical approach ensures active and relevant learning, allowing students to easily apply theoretical concepts. Due to the engaging learning experience, they grasp and retain the knowledge better. Combining these methods produces a dynamic learning environment where participants quickly enhance their problem solving and teamwork skills. This strategy is efficient and relevant since it prepares students for complex problem solving in diverse and cooperative settings.

ACTIVITY SHEET 2

Problem-Solving Power Play

Steps

1. Brief the participants on the session's goals and outline the structure of the activities.
2. Organize participants into small groups, ensuring a diverse mix of abilities and perspectives.
3. Distribute problem cards to each team and allow time for initial assessment and planning.
4. Teams collaborate to develop solutions, using whiteboards for visual aid and brainstorming.
5. Each team presents their solutions. Peers and facilitators provide feedback focusing on creativity, practicality, and teamwork.
6. Discuss what was learned during the session and how these skills can be applied outside the activity.

Evaluation

- Assess the effectiveness of problem-solving strategies and the creativity of solutions.
- Evaluate team collaboration and communication effectiveness.
- Collect participant feedback through forms to gauge the session's impact and identify areas for improvement.

ACTIVITY SHEET 3

Social experiment

The "Social Experiment" activity is designed to help young autistic jobseekers to understand and navigate social interactions in a workplace setting. Through guided social experiments, participants will engage in various social scenarios to practice communication, collaboration, and problem solving skills.

Learning Objectives

- ✓ Improve social interaction and communication skills.
- ✓ Develop strategies for effective collaboration in a workplace.
- ✓ Enhance problem-solving abilities in social contexts.
- ✓ Increase self-awareness and confidence in social situations.

Materials needed

Role-play props

Timer or clock

Pens

Feedback forms

Flip chart or
whiteboard

Sticky notes

Markers

ACTIVITY SHEET 3

Social experiment

Theory of Methodology

Participants will engage in role playing activities based on different workplace social scenarios provided on scenario cards. The facilitator will explain the importance of social interactions in the workplace and provide an overview of the scenarios. Participants will then be divided into small groups, each assigned a different scenario to act out. After the role playing activity, groups will discuss their experiences, focusing on what went well and what could be improved.

Facilitators will guide these discussions, offering insights and strategies for better social interactions. Participants will reflect on their experiences and write down key takeaways. The activity will conclude with a group discussion to consolidate learning and provide additional resources for further development.

ACTIVITY SHEET 3

Social experiment

Steps

1. Explain the purpose and importance of the social experiment activity.
2. Distribute scenario cards and materials to participants.
3. Review the key aspects of effective social interaction and communication.
4. Participants act out the scenarios in small groups.
5. Discuss experiences and highlight successful strategies.
6. Participants write down key takeaways and areas for improvement.
7. Summarise key points and provide additional resources for further development.

Evaluation

- Observe participant engagement and participation during the activity.
- Assess the effectiveness of communication and problem solving during role playing.
- Review participants' reflections and written assessments.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 4

Job Search Puzzle

The "Job Search Puzzle" activity is designed to help autistic job seekers understand the job search process in an engaging and interactive manner. Participants will piece together various components of a job search, such as identifying job opportunities, preparing CVs, writing cover letters, and preparing for interviews, to form a comprehensive understanding of how to successfully seek employment.

Learning Objectives

- ✓ Understand the key steps involved in the job search process.
- ✓ Develop skills in creating CV and cover letters.
- ✓ Enhance interview preparation and practice.
- ✓ Increase confidence in navigating the job market.

Materials needed

Job search process
puzzle pieces

Flip chart or
whiteboard

Job search guidebook
or handouts

Sticky notes

Resume and cover letter
templates

Timer or clock

Markers and pens

ACTIVITY SHEET 4

Job Search Puzzle

Theory of Methodology

Participants will work in groups to assemble a job search puzzle, with each piece representing a different aspect of the job search process. The facilitator will start by explaining the overall goal and importance of understanding each step. Participants will then receive the puzzle pieces and will work together to place them in the correct order. Along the way, the facilitator will provide guidance and additional information about each step, including tips and best practices.

After completing the puzzle, participants will engage in discussions about their experiences and insights. This activity combines visual learning with practical exercises to help participants grasp the complexities of job searching in an interactive and supportive environment.

ACTIVITY SHEET 4

Job Search Puzzle

Steps

1. Explain the purpose and importance of the job search process.
2. Distribute puzzle pieces and materials to participants.
3. Review the key components of the job search process.
4. Participants work in groups to assemble the job search puzzle.
5. Discuss the completed puzzle and what each step entails.
6. Participants write down which steps they find most challenging and why.
7. Summarise key takeaways and provide additional resources for further development.

Evaluation

- Observe participant engagement and participation during the activity.
- Assess the accuracy and completeness of the assembled job search puzzle.
- Review participants' reflections and written assessments.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 5

Job application challenge

Participants will engage in a mock job application process where they are given a job description and are required to fill out an application form. They must analyse the job requirements, identify their relevant skills and experiences, and complete the application form accordingly.

Learning Objectives

- ✓ Introduce participants to job application forms
- ✓ Familiarise the participants with common language and phrases used in job specifications
- ✓ Assist participants in developing their approach to completing job application forms
- ✓ Assist participants with identifying and demonstrating their skills in job applications

Materials needed

Mock Job Application form

A 'common phrases explainer'

Sample answers to application questions

Writing materials

ACTIVITY SHEET 5

Job application challenge

Theory of Methodology

Participants will be guided on how to fill in and structure a job application form. They will develop their skills to identify key information contained in the job advertisement, learning how to show the employer that they are the best candidate for this job. By giving participants instruction on how such forms work, what information is needed, and how they can persuade potential employers; we aim to enhance their abilities to fill in such forms in the future. Doing so in a collaborative environment with other autistic job seekers will help the participants share their own perspective on what information is needed in the application form, and how it could be improved. Practical advice and guidance regarding ambiguous wording in the application form and job description should help the autistic young person feel more confident, reduces their stress, and provide a framework for them to fill in all information.

The activity will support autistic job seekers by :

Structured Guidance: The structured format of the job application form provides clarity and reduces the cognitive load for individuals with autism, allowing them to focus more effectively on problem-solving

Feedback and Reflection: Reflective activities promote metacognitive awareness, enabling individuals to assess their problem-solving strategies, and set goals for improvement.

Decision-Making Simulations: Simulations provide opportunities for experiential learning and skill development. By engaging in realistic scenarios, individuals can practice applying problem-solving strategies, adapt to changing circumstances, and learn from both successful and unsuccessful outcomes.

ACTIVITY SHEET 5

Job Application challenge

Steps

1. Provide a sample job application form and job description
2. Divide participants into groups of three
3. Ask the participants to discuss as a group what information to add to the application form.
4. Ask the participants to collaboratively build a compelling application
5. Provide an opportunity for the participants to receive feedback on the application form

Evaluation

- Did the participants understand the task ?
- Where the application materials logically presented ?
- Was the facilitator able to answer questions regarding the application form ?
- Did each participant get to fill in an application form ?
- Are there any issues with the language used in the exercise ?

ACTIVITY SHEET 6

Could I Be a Victim

This activity aims to critically analyse digital content and understand the real message behind it. Participants will learn to present ideas without negatively influencing others' images by analysing ambiguous comments or images on social media.

Learning Objectives

- ✓ Develop critical thinking and analytical skills
- ✓ Enhance digital literacy and online safety awareness
- ✓ Promote respectful online communication

Materials needed

Social media

Printed examples

Notepads

Pens

ACTIVITY SHEET 6

Could I Be a Victim

Theory of Methodology

The methodology of this activity incorporates a multifaceted approach to learning that addresses the diverse needs and abilities of autistic people. Differentiated instruction is utilised to ensure that all participants can engage with the material at their own pace and level of understanding. The activity emphasises problem-solving by encouraging participants to critically analyse ambiguous digital content and consider the underlying messages.

Technology-based learning is integrated through the use of social media examples, making the activity relevant and practical in today's digital age. The combination of individual and group learning balances personal reflection with collaborative discussion, allowing participants to benefit from both introspective and interactive experiences. By working in groups, participants can compare their initial impressions and discuss different perspectives, enhancing their analytical and critical thinking skills.

ACTIVITY SHEET 6

Could I Be a Victim

Steps

1. Introduce the concept of digital content analysis and its importance.
2. Present ambiguous social media comments or images and have participants write their first impressions.
3. Form groups to discuss their initial reactions and compare notes.
4. Facilitate a group discussion to reflect on the real messages intended by the posts.
5. Encourage participants to brainstorm and present alternative ways to convey the same messages respectfully.

Evaluation

- Review participants' initial and final interpretations of the digital content.
- Assess group discussions for depth of analysis and respectfulness.
- Collect feedback on the perceived value of the activity in understanding online communication.

ACTIVITY SHEET 7

Career Scavenger Hunt

Organising a career scavenger hunt sparks curiosity in autistic young people and sharpens their research skills. Participants are given career-related tasks and encouraged to learn as much as possible about various professions through research.

Learning Objectives

- ✓ Enhance research and information-gathering skills
- ✓ Increase knowledge of various career paths
- ✓ Promote independent learning and curiosity

Materials needed

Task lists

Internet access

Notepads

Pens

ACTIVITY SHEET 7

Career Scavenger Hunt

Theory of Methodology

The career scavenger hunt utilises task-based learning, which focuses on accomplishing specific career-related tasks. This approach engages participants in a hands-on, goal-oriented activity that promotes active learning and retention. Problem-solving is a key component, as participants are required to find solutions and gather information through research.

This encourages critical thinking and analytical skills. Individual learning is emphasised, allowing participants to explore career options at their own pace and according to their interests. This fosters independence and personal responsibility, as each participant takes charge of their own learning journey. By immersing participants in an interactive and exploratory activity, the career scavenger hunt helps them to better understand their interests and aspirations.

ACTIVITY SHEET 7

Career Scavenger Hunt

Steps

1. Each participant picks a job they want to research.
2. Give them a list of different things to find online related to their chosen job. Such as a job description, average salary and profile of someone in that job.
3. Ask participants present their findings.
4. Discuss the different careers and what participants learned.

Evaluation

- Evaluate the completeness and accuracy of the scavenger hunt tasks.
- Observe participants' engagement and enthusiasm during the research phase.
- Gather feedback on what participants found most interesting or challenging.

ACTIVITY SHEET 8

End in Mind

The End in Mind activity is designed to give the opportunity to autistic job seekers to develop their problem-solving skills, in a creative way. With having the final solution given, they will try to identify and record the process leading up to the solution, through the collaboration with others.

Learning Objectives

- ✔ Develop problem-solving skills
- ✔ Enhance critical thinking
- ✔ Foster teamwork and collaboration
- ✔ Cultivate respect and empathy to other people's experiences

Materials needed

Paper

Pens

Computer/Laptops

ACTIVITY SHEET 8

End in Mind

Theory of Methodology

The methodology used for the design of this activity reflects the needs, and fosters the basic soft skills that workers should possess in today's competitive labour market. The different parts of the methodology can be identified in the following points:

1. **Decision-Making:** Participants will be able to practice and enhance their decision-making skills, which constitutes a crucial aspect for the development of their decisiveness, and initiative taking.
2. **Communication:** Open dialogues, free expression and exchange of ideas, as well as fostering a feeling of understanding between the team shall be the main focus of this activity.
3. **Analytical Skills:** Enhancement of participants' analytical skills, through the introduction to different organisational approaches and methodical way of thinking.
4. **Creative Thinking:** Through collective methods of brainstorming, innovation, originality and teamwork are being promoted.

ACTIVITY SHEET 8

End in Mind

Steps

1. Brief presentation and introduction of the activity.
2. Open discussion with all participants on the main issues that they recognize in the labour market.
3. Exchange of experiences, and identification of the main problems.
4. Coordinator provides the participants with the solutions on each individual identified problem.
5. Participants are divided into groups.
6. Every group identifies the steps that will eventually lead to the provided solution, and creates a step-by-step guide highlighting this process .
7. Presentation of the guides and open discussion with the rest of the participants and the coordinator.

Evaluation

- Observe the communication between group members.
- Evaluate the originality and creativity of each group's path to the solutions.
- Discussion and feedback from participants.
- Implementation of the solutions and follow-up meeting.

ACTIVITY SHEET 9

“Choose Your Own Adventure” Story

This activity assists autistic participants in decision-making processes and in recognising the potential impact of a decision. Participants read through a "Choose Your Own Adventure" story related to workplace scenarios. At key points in the story, they must make decisions that affect the outcome. This activity can be done individually or in groups, with discussions about the reasoning behind their choices.

Learning Objectives

- ✓ Enhance decision-making skills.
- ✓ Understand different points of view of the same story.
- ✓ Develop written and oral skills.

Materials needed

Scenario cards

Markers

ACTIVITY SHEET 9

“Choose Your Own Adventure” Story

Theory of Methodology

For the design and implementation of the “Choose Your Own Adventure” Story activity, a specific methodology was followed. It is based on two main points, which are presented below:

1. Decision-making Practice: Ability to make fast and logical decisions, while also realising their consequences and impact.

2. Scenario-based Learning: Management of challenges in a guided environment. The presentation of small stories/scenarios make the learning process more enjoyable and effective.

ACTIVITY SHEET 9

“Choose Your Own Adventure” Story

Steps

1. Brief description of the activity
2. Divide participants into groups
3. Distribute the "Choose Your Own Adventure" story related to workplace scenarios to the groups
4. Let each group make its own decisions
5. Each group presents the story and the outcome they came up with
6. Facilitate a discussion about the reasoning behind their choices and how simple choices affected the final outcome

Evaluation

- Feedback and discussion
- Evaluate each group's stories
- Assess the reasoning behind the groups' choices

ACTIVITY SHEET 10

IDENTIFY THE ODD ONE OUT

In this engaging activity, participants are given groups of items or scenarios where one element does not fit the established pattern or category. The task is to identify the "odd one out" and articulate the reasoning behind their choice. This exercise can vary in complexity, from categorising everyday objects to analysing intricate work-related situations, fostering critical thinking and attention to detail.

Learning Objectives

- ✔ **Pattern recognition skills:** To recognise patterns within groups of items or scenarios, which can support their preference for structured and predictable environments.
- ✔ **Analytical Thinking:** To evaluate different attributes and characteristics, which can aid in problem-solving and decision-making.
- ✔ **Problem-solving skills:** To solve problems by identifying discrepancies and patterns, fostering problem-solving abilities and promoting independence in navigating real-world challenges.

Materials needed

Items/scenarios

Discussion
guidelines

Timer (optional)

Pens and paper

ACTIVITY SHEET 10

IDENTIFY THE ODD ONE OUT

Theory of Methodology

It is imperative to implement a methodology that is tailored to the unique learning styles and requirements of autistic people when conducting the "Identify the Odd One Out" activity. To represent items or scenarios, begin by incorporating visual aids, such as symbols or images. This method not only improves comprehension but also alleviates cognitive strain, rendering the activity more accessible. Peer modeling can be particularly beneficial in developing social interaction skills and a sense of inclusion within the group.

Invest the necessary time to assess the activity's efficacy and collect feedback from participants. Underscore the application of the skills acquired during the activity to scenarios that are relevant to real life. Explore the potential applications of the analytical, critical thinking, and problem-solving abilities that have been acquired through this exercise in contexts that extend beyond the activity setting.

ACTIVITY SHEET 10

IDENTIFY THE ODD ONE OUT

Steps

1. Prepare visual supports.
2. Introduce concrete examples that are familiar to the participants (e.g. objects such as fruits, animals, or shapes).
3. Pair participants with similar interests or abilities to encourage peer support and collaboration.
4. Present the groups of items or scenarios to the participants and guide them through the process of identifying the odd one out.
5. Evaluate effectiveness and gather Feedback
6. Take a moment to reflect on the learning experience and conclude the session by summarizing key takeaways.
7. Encourage participants to think about how they can use these skills in everyday life.

Evaluation

- Group discussions
- Feedback forms
- Group reports
- Follow-up sessions

ACTIVITY SHEET 11

CREATE YOUR SOLUTION TOOLBOX

In this activity, participants engage in a creative brainstorming session to compile a diverse array of problem solving tools and strategies suited for different situations. They collaboratively list approaches such as making pros and cons lists, or seeking advice. Afterwards, they organise these strategies into a visual "toolbox" format, either as a poster or digital document, for convenient and categorised reference in future problem solving endeavors. This exercise fosters both individual reflection and group discussion, enhancing participants' ability to select effective strategies tailored to specific challenges.

Learning Objectives

- ✔ **Strategic thinking** - to practice strategic thinking by selecting and applying appropriate problem solving tools and techniques in different scenarios.
- ✔ **Decision making skills** - to evaluate different options and make informed decisions based on the analysis of pros and cons, risks, and benefits.
- ✔ **Adaptability** - to demonstrate adaptability by flexibly applying different problem-solving strategies to suit varying contexts and challenges.

Materials needed

Art supplies

Digital device or computers

Reference materials on problem-solving

ACTIVITY SHEET 11

CREATE YOUR SOLUTION TOOLBOX

Theory of Methodology

The methodology for constructing a problem-solving toolbox focuses on fostering strategic thinking, decision-making skills, and adaptability through collaborative engagement. Participants begin with a creative brainstorming session to gather diverse problem-solving tools. These strategies are then organised into a visual "toolbox" format, like a poster or digital document.

Ultimately, constructing a problem-solving toolbox enhances competence in navigating complexities. Participants develop personalised toolkits that evolve with new insights, preparing them to effectively tackle challenges across personal and professional domains, fostering continuous learning and improvement.

ACTIVITY SHEET 11

CREATE YOUR SOLUTION TOOLBOX

Steps

1. Introduce the activity and its objectives to the participants.
2. Facilitate a creative brainstorming session during which a wide range of strategies are considered.
3. Compile the brainstormed strategies into a master list. Ensure all participants have contributed and the list is diverse.
4. Categorise the compiled strategies into groups based on their relevance and applicability to different types of challenges (e.g., decision-making, conflict resolution, creative problem-solving).
5. Organise these categorised strategies into a visual "toolbox" format. This could be a poster, a digital document, or another visual aid that suits the group's needs.
6. Conduct a reflective session where participants evaluate the effectiveness of each strategy.

Evaluation

- Group discussions
- Feedback forms
- Group reports
- Follow-up sessions

A woman with long dark hair, wearing a white and black striped button-down shirt and black pants, is sitting on a white office chair at a light-colored wooden desk. She is looking down at a silver laptop in front of her. The desk also has a pair of glasses, a notebook, and some papers. In the background, there is a white shelving unit with books and a small plant. The overall scene is a professional office environment.

SELF MANAGEMENT

ACTIVITY SHEET 1

CV Writing Workshops

Brief Description: Teach participants the art of writing a compelling resume. Provide guidance on crafting a well-structured CV that highlights their skills, experiences, and achievements.

Learning Objectives

- ✓ Improve CV writing skills
- ✓ Boost Self Confidence
- ✓ Encourage the participants to self assess their own skills and experience

Materials needed

Sample Job Ads

CV Templates

ACTIVITY SHEET 1

CV Writing Workshops

Theory of Methodology

The CV writing activity will provide participants the opportunity to self assess their skills and develop their writing skills. Due to the importance of the CV in an application process, practicing writing a CV and tailoring it to different roles can prove helpful. By providing an activity where the participants develop their CV writing skills, we aim to boost their confidence and help them maintain their motivation.

ACTIVITY SHEET 1

CV Writing Workshops

Steps

1. Provide participants with sample job descriptions.
2. Ask the participants to write to a CV for a job description.
3. Provide opportunities for the participant to ask questions.
4. Review the CV and identify potential areas they could improve the CV.
5. Provide your suggested improvements to the participant

Evaluation

- Did participants feel they could effectively write their CV ?
- What issues did participants face when developing their CV ?
- How do the participants feel the activity could be further optimised to meet their needs ?

ACTIVITY SHEET 2

Time Management Simulation

The "Time Management Simulation" activity is designed to help young autistic job seekers develop their time management skills. Participants will simulate a typical workday, prioritising tasks, managing deadlines, and allocating time efficiently. This hands-on activity aims to improve their ability to plan and organise tasks, fostering better productivity and work-life balance.

Learning Objectives

- ✓ Develop time management skills for the workplace.
- ✓ Develop skills for prioritising tasks and managing deadlines.
- ✓ Enhance ability to plan and organise daily activities.
- ✓ Increase confidence in handling multiple tasks efficiently.

Materials needed

Task cards with different activities and deadlines

Timers or clocks

Pens

Flip chart or whiteboard

Sticky notes

Color-coded markers

Daily planner templates

Feedback forms

ACTIVITY SHEET 2

Time Management Simulation

Theory of Methodology

Participants will engage in a simulated workday by using task cards that represent various activities with specific deadlines. The facilitator will explain the importance of time management and introduce the simulation. Each participant will receive a set of task cards and a daily planner template. They will then prioritise and schedule their tasks within a set time frame. Throughout the activity, participants will use timers to manage their time effectively.

After completing the simulation, participants will discuss their strategies, challenges, and successes. The facilitator will provide feedback and additional tips on effective time management. This interactive approach helps participants practice real-life time management skills in a controlled environment.

ACTIVITY SHEET 2

Time Management Simulation

Steps

1. Explain the purpose and importance of time management.
2. Distribute task cards and materials to participants.
3. Review the key principles of effective time management.
4. Participants prioritise and schedule tasks using their task cards and daily planner templates.
5. Use timers to simulate the workday and manage deadlines.
6. Discuss strategies, challenges, and successes experienced during the simulation.
7. Summarise key points and provide additional resources for further development.

Evaluation

- Observe participant engagement and participation during the activity.
- Assess the accuracy and effectiveness of task prioritisation and scheduling.
- Review participants' reflections and written assessments.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 3

Goal Setting and Action Planning Workshop

The "Goal Setting and Action Planning Workshop" is designed to assist autistic job seekers in identifying personal and professional goals and developing concrete action plans to achieve them. Through guided exercises and discussions, participants will learn how to set realistic, measurable goals and create step-by-step plans to reach those goals, enhancing their overall productivity and personal growth.

Learning Objectives

- ✓ Understand the importance of setting clear and achievable goals.
- ✓ Develop skills in creating specific, measurable, achievable, relevant, and time-bound (SMART) goals.
- ✓ Learn to break down goals into actionable steps.
- ✓ Increase confidence in planning and pursuing personal and professional objectives.

Materials needed

Goal setting worksheets

Action planning templates

Markers and pens

Sticky notes

Timer or clock

Flip chart or
whiteboard

ACTIVITY SHEET 3

Goal Setting and Action Planning Workshop

Theory of Methodology

Participants will engage in interactive exercises to identify their goals and create detailed action plans. The facilitator will begin by explaining the concept of SMART goals and why they are effective. Participants will then use goal setting worksheets to write down their personal and professional goals. With the help of action planning templates, they will break down each goal into manageable steps and set deadlines for each step.

The facilitator will provide examples and guidance throughout the process, encouraging participants to think critically about their goals and the steps needed to achieve them. Group discussions and individual reflections will help reinforce the learning objectives and provide opportunities for peer support and feedback.

ACTIVITY SHEET 3

Goal Setting and Action Planning Workshop

Steps

1. Explain the purpose and importance of goal setting and action planning.
2. Distribute worksheets, templates, and materials to participants.
3. Review the concept of SMART goals and provide examples.
4. Participants write down their personal and professional goals using the worksheets.
5. Participants break down their goals into actionable steps using the templates.
6. Discuss the goals and action plans, sharing insights and feedback.
7. Summarise key takeaways and provide additional resources for further development.

Evaluation

- Observe participant engagement and participation during the activities.
- Assess the clarity and achievability of the goals set by participants.
- Review the completeness and feasibility of the action plans.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the workshop.

ACTIVITY SHEET 4

Stress Management and Coping Strategies Training

Participants will be equipped with effective coping strategies to manage stress during the job-seeking process, such as mindfulness techniques, stress reduction exercises, and practical coping skills to enhance resilience and well-being. The training emphasizes self-awareness, self-regulation, and positive coping mechanisms to navigate challenges and maintain mental health throughout the job search journey

Learning Objectives

- ✔ Participants are encouraged and supported in identifying stress management exercises appropriate to their needs in the workplace.
- ✔ Participants are introduced to different stress management techniques
- ✔ Participants are guided through relaxation exercises

Materials needed

Low arousal environment

ACTIVITY SHEET 4

Stress Management and Coping Strategies Training

Theory of Methodology

Heightened stress levels and anxiety are commonly experienced by Autistic people. In the labour market emotional distress can reduce productivity and lead to poor outcomes for workers. Furthermore, stress and anxiety can make it difficult for autistic people to compete in the labour market, and can be an inhibiting factor in job search activities. Therefore, addressing stress and anxiety in the workplace and during job searches can lead to better outcomes for autistic people. Furthermore, by doing such an activity in a group context we can facilitate an exchange of ideas from within the target group on how they manage stress. This will help build a shared sense of solidarity among participants which should enhance their abilities to manage stress effectively. Doing so will aid in encouraging job search activity while providing a chance for participants to develop their own strategies to manage stress throughout their lives.

This will be done through :

Stress Awareness Exercises: Many autistic people experience heightened sensitivity to stress and may struggle with identifying and managing stressors effectively. Stress awareness exercises promote self-awareness and emotional regulation by helping individuals recognize physiological and emotional signs of stress.

Coping Skills Workshops: They equip autistic people with practical strategies to cope with stress and maintain well-being during the job search process. Autistic people may benefit from structured guidance on coping techniques, such as deep breathing exercises, time management strategies, and positive self-talk to regulate emotions.

Peer support networks: Autistic people can face unique challenges related to social communication and interpersonal relationships. Through peer support networks, individuals receive encouragement and practical advice from others with similar experiences, enhancing self-management abilities and promoting holistic well-being in the job-seeking journey.

ACTIVITY SHEET 4

Stress Management and Coping Strategies Training

Steps

1. Introduce participant to meditation exercise and explain the purpose of the exercise.
2. Facilitate their engagement with the exercise by guiding them to several different types of relaxation and stress management techniques.
3. Ask participants to vote on which techniques they would like to try.
4. Focus on actions and activities that are tactile and in a low arousal environment.
5. Guide the participants through breathing exercises initially.
6. Attempt to build in elements of mindfulness by asking the participants about environments they find relaxing .
7. Provide meditation and mindfulness guides to the participants .

Evaluation

- Did the participants feel like they could engage with the activities ?
- What would the participants suggest to improve the exercise ?
- Did the participants identify any problems or issues with the exercise ?

ACTIVITY SHEET 5

Daily Schedule Planner

The daily schedule planner activity involves creating and maintaining a daily schedule to help individuals stay organised and manage their time effectively. It provides structure, predictability, and a sense of security.

Learning Objectives

- ✓ Improve time management and organisational skills.
- ✓ Foster independence and self-regulation.
- ✓ Provide a sense of structure and predictability.

Materials needed

Printable Templates

Markers

Pens

Stickers

ACTIVITY SHEET 5

Daily Schedule Planner

Theory of Methodology

The methodology for the daily schedule planner activity is rooted in principles of task prioritisation, structured routines, and personal adaptation. Task prioritisation exercises help participants identify and organize their daily tasks, teaching them to manage their time effectively. The use of a daily schedule provides a structured framework that helps participants plan their activities, reducing anxiety and enhancing productivity.

This approach is particularly beneficial for autistic individuals, as it offers predictability and an outline of what to expect each day. The activity is designed to be adaptable to individual preferences, allowing learners to customise their schedules based on their unique needs and routines. This fosters independence and self-regulation, as they take ownership of their daily planning and learn to manage their time autonomously.

ACTIVITY SHEET 5

Daily Schedule Planner

Steps

1. Introduce the concept of daily scheduling and its benefits.
2. Provide participants with schedule templates and explain how to fill them out.
3. Assist participants in creating their daily schedules, including time for activities, breaks, and responsibilities.
4. Encourage participants to decorate and personalise their planners.
5. Review the schedules and discuss strategies for sticking to them.

Evaluation

- Monitor participants' adherence to their schedules over a set period.
- Assess improvements in time management and organisation.
- Collect feedback on the usefulness of the daily schedules.

ACTIVITY SHEET 6

Emotional Regulation Toolkit

The Emotional Regulation Toolkit is designed to help autistic job seekers develop their emotional regulation skills and manage challenging situations. It provides practical strategies and tools to manage emotions effectively.

Learning Objectives

- ✓ Enhance emotional regulation and coping skills
- ✓ Increase self-awareness and reflection
- ✓ Provide practical tools for managing emotions

Materials needed

Worksheets

Visual aids

Scenario cards

Journals

ACTIVITY SHEET 6

Emotional Regulation Toolkit

Theory of Methodology

The methodology of the Toolkit combines several approaches to support emotional development and self-regulation. Interactive workshops engage learners in learning through hands-on activities and discussions making the learning process dynamic and engaging. Visual aids, such as emotion charts, help participants identify and understand different emotions, providing concrete representations of abstract concepts.

Scenario-based learning involves practical applications of emotional regulation strategies through role-playing, allowing participants to practice and refine their skills in a safe environment. Self-reflection is an integral part of the methodology encouraging participants to document their thoughts and experiences in journals. This process helps increase self-awareness and provides valuable insights into their emotional states and coping mechanisms.

ACTIVITY SHEET 6

Emotional Regulation Toolkit

Steps

1. Introduce the concept of emotional regulation and its importance.
2. Provide participants with an overview of the tools in the toolkit.
3. Conduct interactive workshops using worksheets and visual aids to teach emotional regulation strategies.
4. Use scenario cards to role-play different situations and practice coping techniques.
5. Encourage participants to reflect on their experiences and document their thoughts in journals.

Evaluation

- Observe participants' ability to apply emotional regulation strategies in role-play scenarios.
- Assess self-reflection entries for insights and personal growth.
- Collect feedback on the effectiveness of the toolkit and workshops.

ACTIVITY SHEET 7

Goal Setting

The Goal Setting activity empowers autistic job seekers to define and pursue meaningful objectives. Participants learn to set, track, and achieve clear goals and create action plans, using the SMART technique. Guide the youth in setting short-term and long-term goals for themselves, such as academic achievements, personal growth, or social skills development. Encourage them to track their progress and celebrate their successes.

Learning Objectives

- ✓ Increase self-efficacy
- ✓ Acquire a structured approach for goal setting
- ✓ Focus on goals and results
- ✓ Foster a sense of accomplishment

Materials needed

SMART goals
worksheets

Pens

Markers

ACTIVITY SHEET 7

Goal Setting

Theory of Methodology

For the smooth operation and efficiency of this activity, a structured methodology needs to be developed and implemented. The methodology is presented below:

- 1. Individualised Approach:** Participants are able to structure a working plan based on their needs and preferences, by setting priorities, enhancing self-management and fostering self-esteem.
- 2. Visual Aids:** The provision of written documentation of goals helps participants stay focused and cultivate organisational skills and consistency.
- 3. Collaborative Discussions:** Through interaction, participants are able to express and realise their goals, as well as to contemplate the feasibility of their plans.

ACTIVITY SHEET 7

Goal Setting

Steps

1. Introduce the importance of setting goals, and organising plans.
2. Hand out the SMART goals worksheets to the participants.
3. Let participants complete the worksheet.
4. Participants present their goals and discuss about the feasibility of their plans.
5. Follow-up meeting to assess the progress of participants' plans.

Evaluation

- Feedback and discussion.
- Assess the thinking process of the participants.
- Incentivise participants to stay focused and follow their plan.
- Evaluate the participants' progress during the follow-up meeting.

ACTIVITY SHEET 8

Self Management - Role Plays

This activity enables participants to identify different individual roles and their importance in a working environment in an active, engaging and fun way. Participants will be asked to engage into a role-play activity, where they will take on a role and try to guide themselves and their team to innovative solutions.

Learning Objectives

- ✓ Respect towards different opinions through interaction
- ✓ Cultivate open communication and dialogue for the solution of a common problem
- ✓ Develop attention to detail
- ✓ Identify diverse roles and their importance
- ✓ Enhance critical thinking skills

Materials needed

Pens

Paper

Scenarios

Timer

ACTIVITY SHEET 8

Self Management - Role Plays

Theory of Methodology

To assure the smooth operation of the activity, and its effectiveness and impact, a clear methodology with concrete points should be followed. Coordinators should make sure to integrate these various aspects during the implementation of the activity, which are the following:

1. **Communication:** Engagement in a collaborative environment that foster open communication, enhancing participants' respect and understanding to different opinions.
2. **Adaptability:** Enhancement of flexibility to problem-solving scenarios, as well as development of critical thinking to incorporate different aspects in the solution process.
3. **Self Management:** Identification of one's role responsibilities, in order to maintain control and avoid disturbing the smooth operation of the team.
4. **Teamwork:** Recognition of the importance of teamworking for the development of effective and innovative solutions, regardless of individual roles.

ACTIVITY SHEET 8

Self Management - Role Plays

Steps

1. Present the activity to the participants
2. Provide the participants with the already prepared scenarios, dealing with problems in the working environment
3. Assign a role to each participant
4. Participants engage in an improvisation where they have to collectively solve the problem in a given time (5' per scenario)
5. In case a participant is not sure about their response, they can use a key word to let the rest of the group help them
6. After the improvisation, all participants engage into a dialogue about the final solution and identify the roles each participant played in it
7. Repeat this process until the scenarios are over

Evaluation

- Feedback from the participants
- Observe the initiative taking and participants' will to cooperate
- Evaluate each individual's self management and identification of role

ACTIVITY SHEET 9

MINDFULNESS AND SELF-REGULATION EXERCISES

Guided mindfulness exercises aim to enhance emotional regulation and self-awareness. Activities may encompass guided imagery, simple meditation practices, or breathing techniques. The activity is designed to alleviate tension and promote relaxation. Also, it improves self-awareness and the capacity to identify and regulate emotional responses. Additionally, it fosters the creation of coping mechanisms to control anxiety and sensory overload.

Learning Objectives

- ✓ **Self-awareness-** to enhance self-consciousness by exploring personal emotional responses and triggers.
- ✓ **Resilience-** to foster resilience by building a toolbox of coping mechanisms for navigating challenging situations.
- ✓ **Emotional regulation-** to develop the ability to identify and regulate emotional reactions proficiently.

Materials needed

Guided mindfulness scripts or recordings

Sensory tools (e.g. stress balls or fidget toys)

Breathing exercises handouts or visual aids

Notebooks or journals for self-reflection

Meditation cushions (optional)

Relaxation music or nature sounds (optional)

ACTIVITY SHEET 9

MINDFULNESS AND SELF-REGULATION EXERCISES

Theory of Methodology

The success of mindfulness exercises depends on creating a secure and encouraging environment. This entails reducing sensory distractions and taking appropriate action. Participants are encouraged to integrate these practices into their daily routines, allotting specific time for contemplation and relaxation. The therapeutic experience can be further enhanced by relaxing music or nature sounds, which may create a tranquil environment conducive to mindfulness. Reclining options, such as meditation cushions, can foster emotional security and relaxation.

Mindfulness techniques are progressively introduced, beginning with basic practices like guided imagery and deep breathing. Visual aids and handouts are employed to improve comprehension and accessibility, while recorded guided mediation scripts provide consistency and simplicity of use. Participants acquire a higher level of self-awareness and the ability to more effectively identify and regulate their emotional responses through consistent practice.

ACTIVITY SHEET 9

MINDFULNESS AND SELF-REGULATION EXERCISES

Steps

1. Welcome the participants and create a relaxed atmosphere.
2. Start with a brief icebreaker activity to help participants feel comfortable and connected.
3. Provide an overview of mindfulness and its benefits.
4. Lead participants through guided mindfulness exercises, starting with simple practices like deep breathing and progressive muscle relaxation.
5. Encourage participants to focus on their breath and observe their thoughts and sensations without judgment.
6. Encourage participants to journal their thoughts, emotions, and any insights gained during the exercises.
7. Invite participants to provide feedback on the session, including what they found helpful and any suggestions for improvement.

Evaluation

- Group discussions
- Feedback forms
- Observational assessment
- Follow-up sessions

ACTIVITY SHEET 10

PERSONAL ACHIEVEMENT PORTFOLIO

Participants create a personal achievement portfolio to document their accomplishments, strengths, challenges overcome, and feedback received. This portfolio can be either digital or physical, and it serves as a living document to be regularly updated with new achievements and reflections on learning experiences. Through this activity, participants will gain a comprehensive understanding of their growth and development, celebrate successes, and identify areas for further improvement.

Learning Objectives

- ✔ **Resilience and adaptability** - to demonstrate resilience by documenting challenges they have overcome and reflecting on the lessons learned from these experiences.
- ✔ **Self-awareness** - to enhance one's self-awareness by reflecting on personal achievements and identifying strengths and areas for growth.
- ✔ **Career development** - to create a comprehensive record of one's skills, achievements, and growth, which can be used in job applications, performance reviews, and professional networking.

Materials needed

Digital tools/
computers

Portfolio management
software

Presentation
software

Art supplies

ACTIVITY SHEET 10

PERSONAL ACHIEVEMENT PORTFOLIO

Theory of Methodology

In an effort to create a reflective and structured learning process, the methodology for constructing a personal achievement portfolio is influenced by a variety of educational theories. By actively engaging in reflection on their accomplishments, strengths, and obstacles, participants construct a narrative of their personal and professional development. The methodology for constructing a personal achievement portfolio incorporates these educational theories to establish a comprehensive framework for ongoing learning and individual development.

The portfolio becomes an effective tool for personal and professional development by promoting active reflection, fostering autonomy and motivation, setting clear objectives, and utilising feedback and collaborative learning. This approach assists participants in achieving their aspirations and advancing their careers.

ACTIVITY SHEET 10

PERSONAL ACHIEVEMENT PORTFOLIO

Steps

1. Set specific and measurable goals for what should be achieved through the portfolio.
2. Choose whether to create a digital portfolio (using software like Microsoft Word, Google Docs, or portfolio-specific tools) or a physical one.
3. Together with your students compile a list of accomplishments, both professional and personal.
4. Organise portfolios into sections or categories (e.g., professional achievements, personal growth, skills development).
5. Remind students to regularly update portfolios with new achievements, reflections, and professional experiences.
6. Encourage students to demonstrate their portfolios in simulated scenarios like performance reviews, job interviews, or professional networking events.

Evaluation

- Group discussions
- Feedback forms
- Observational assessment
- Follow-up sessions



TEAMWORK

ACTIVITY SHEET 1

Dynamic Teamwork Lab

This engaging activity is designed to hone teamwork and collaboration skills by placing participants in simulated work scenarios that require collective problem-solving and strategy development. It's tailored to foster communication, role acceptance, and effective cooperation within diverse teams.

Learning Objectives

- ✓ Foster collaboration and teamwork in a simulated work environment.
- ✓ Enhance communication skills through role-play and interactive problem solving.
- ✓ Develop critical thinking and creative solution skills in response to realistic workplace scenarios.

Materials needed

Role cards

Scenario cards

Markers

A timer

Props (e.g., product samples,
project plans, client briefs)

ACTIVITY SHEET 1

Dynamic Teamwork Lab

Theory of Methodology

This activity is designed to apply the principles of experiential learning, which are all about engaging participants in activities that imitate real situations. To explain this further, the method combines group dynamics and role theory to provide insights into how individual actions and interactions affect their team's performance. Participants take on different roles with specified duties, reproducing an office setting geared towards deepening understanding of interpersonal relationships and teamwork.

The methodology also addresses psychological and social components of teamwork, including communication styles, conflict resolution, and emotional intelligence. Participants learn the complexity of collaborative decision-making and problem-solving through scenario-based exercises. They practice dispute resolution via negotiation and consensus-building, essential for team leadership and management.

ACTIVITY SHEET 1

Dynamic Teamwork Lab

Steps

1. Explain the purpose and methodology of the activity, introduce materials, and outline the session's structure.
2. Divide participants into teams, distribute role cards to ensure a diverse mix of skills and perspectives.
3. Distribute scenario cards to teams for initial review and strategy planning.
4. Teams collaborate to develop solutions, using whiteboards for brainstorming and strategy visualization.
5. Teams present their strategies and solutions; facilitate a group discussion to highlight effective communication and teamwork.
6. Conclude with a feedback session for teams to discuss lessons learned and applications to real-world settings.

Evaluation

- Monitor team interactions for effective communication, role adherence, and conflict management.
- Assess the creativity and practicality of the proposed solutions.
- Collect participant feedback to evaluate the learning experience and its applicability to their work environments.

ACTIVITY SHEET 2

Team Presentation Planning

The "Team Presentation Planning" activity is designed to help autistic job seekers develop their teamwork and presentation skills. Participants will collaborate to plan, create, and deliver a group presentation on a given topic. This activity aims to enhance communication, organisation, and public speaking abilities within a supportive team environment.

Learning Objectives

- ✓ Develop effective teamwork and collaboration skills.
- ✓ Enhance communication and organisational abilities.
- ✓ Improve public speaking and presentation skills.
- ✓ Increase confidence in contributing to group projects.

Materials needed

Timer or clock

Pens

Flip chart or
whiteboard

Projector
and screen

ACTIVITY SHEET 2

Team Presentation Planning

Theory of Methodology

Participants will be divided into small teams and assigned a topic for their presentation. The facilitator will start by explaining the importance of teamwork and effective presentation planning. Each team will brainstorm ideas and outline their presentation, assigning specific roles and responsibilities to each member. Teams will use computers or tablets to create their presentations, incorporating visual aids and key points.

The facilitator will provide guidance and feedback throughout the process, helping teams refine their content and delivery.

Once the presentations are prepared, each team will practice delivering their presentation, focusing on clear communication and engagement. The activity will conclude with a group discussion to reflect on the experience and identify areas for improvement.

ACTIVITY SHEET 2

Team Presentation Planning

Steps

1. Explain the purpose and importance of teamwork and presentation skills.
2. Divide participants into teams and distribute topic guidelines and materials.
3. Teams brainstorm ideas and outline their presentations.
4. Assign specific roles and responsibilities to each team member.
5. Teams use computers or tablets to create their presentations.
6. Teams practice delivering their presentations with peer feedback.
7. Summarise key takeaways and provide additional resources for further development.

Evaluation

- Observe participant engagement and teamwork during the activity.
- Assess the organisation and clarity of the presentations.
- Review the effectiveness of communication and public speaking skills.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 3

Networking Event Simulation

The "Networking Event Simulation" activity is designed to help autistic job seekers develop and practice their networking skills in a supportive and structured environment. Participants will engage in simulated networking scenarios, allowing them to build confidence and learn effective techniques for professional interactions.

Learning Objectives

- ✓ Understand the importance of networking in professional development.
- ✓ Develop effective communication and interpersonal skills.
- ✓ Learn strategies for initiating and maintaining professional conversations.
- ✓ Increase confidence in social and professional settings.

Materials needed

Name tags

Scenario cards with networking prompts

Business cards

Flip chart or whiteboard

Markers

Pens

Timer or clock

ACTIVITY SHEET 3

Networking Event Simulation

Theory of Methodology

Participants will engage in a series of simulated networking scenarios designed to mimic real-life networking events. The facilitator will start by explaining the purpose and benefits of networking, along with some key strategies for effective networking. Participants will be given name tags and blank business cards to personalise. They will then receive scenario cards with prompts to guide their interactions during the simulation.

The facilitator will set up different stations representing various networking opportunities, and participants will rotate through these stations, practicing their skills in initiating conversations, exchanging business cards, and following up. The facilitator will observe and provide feedback, helping participants refine their techniques. The activity will conclude with a group discussion to reflect on the experience and share insights.

ACTIVITY SHEET 3

Networking Event Simulation

Steps

1. Explain the purpose and benefits of networking.
2. Distribute name tags, business cards, and scenario cards.
3. Review key strategies for effective networking.
4. Participants rotate through stations, engaging in networking scenarios.
5. Facilitator observes interactions and provides real-time feedback.
6. Reflect on the experience and share insights and challenges.
7. Summarise key outcomes and provide additional resources for further development.

Evaluation

- Observe participant engagement and participation during the activity.
- Assess the effectiveness of communication and networking techniques.
- Review participants' reflections and written assessments.
- Conduct a follow-up discussion to evaluate understanding and retention.
- Collect feedback forms from participants about the activity.

ACTIVITY SHEET 4

Group CV Building Exercise

Participants collaborate in small groups to create or improve their CVs, leveraging each other's strengths and expertise.

Learning Objectives

- ✔ Participants will develop their communication skills by working together to improve their CV
- ✔ Participants will develop their ability to receive feedback from their peers and apply it in practice
- ✔ Participants will develop their ability to provide useful feedback to their peers
- ✔

Materials needed

CV templates

Pens

Paper for note taking

Material 4

Material 5

Material 6

Material 7

Material 8

ACTIVITY SHEET 4

Group CV building exercise

Theory of Methodology

Constructing a CV can be a challenge, getting the correct wording, structure and selling oneself is a challenge. This exercise is designed to address some specific issues that occur when developing a CV in a collaborative environment. Doing so should enable the participants to create high quality CVs, gain experience in receiving and utilising feedback, and provide practice for teamwork. Elements of this exercise will prepare the job seeker to contribute in meetings at work, share their opinions with their colleagues, and encourage them to talk about their strengths.

The participant will achieve this by:

Clear Roles and Responsibilities: Assigning specific tasks and roles within the group provides clarity and structure, which can help autistic people understand their contributions to the team effort.

Peer Review and Feedback: Peer review sessions offer opportunities for constructive criticism and learning from peers, promoting skill development and improvement in CV writing.

Collaborative Editing: Working collaboratively allows autistic job seekers to share ideas, receive input, and refine their CV in a supportive and inclusive environment.

ACTIVITY SHEET 4

Group CV Building Exercise

Steps

1. Provide participants with a CV template
2. Divide the participants into small groups of 2 to 3 people who share similar interests.
3. Provide each group with a job description for a role they are interested in.
4. Ask participants to read through the job description and highlight key pieces of information.
5. Encourage the participants to discuss how to include this information on a CV
6. Ask each group to write down their collective observations
7. Ask each group to develop a CV by filling in the template
8. Allow for a high degree of creativity and self expression during the process
9. At the end of the activity exchange the completed CVs between the different groups
10. Allow for each group to provide feedback on each CV

Evaluation

- Did participants understand the tasks associated with the exercise ?
- Were the participants provided with a Template that they can use to structure CV ?
- Did every member of each group contribute to the exercise ?
- Do participants feel confident that they understand how to write a CV ?

ACTIVITY SHEET 5

Four-Card Negotiation

The main goals of this activity are to develop negotiation, communication, and interpersonal skills. Teams trade and barter for pieces of cards to match up with the pieces they already have and ultimately end up with four complete playing cards.

Learning Objectives

- ✓ Improve negotiation and communication skills
- ✓ Foster teamwork and collaboration
- ✓ Enhance problem-solving abilities

Materials needed

Playing cards

Timer

ACTIVITY SHEET 5

Four-Card Negotiation

Theory of Methodology

The methodology behind the Four-Card Negotiation activity is rooted in game-based learning and group dynamics. Game-based learning transforms the learning process into an interactive and enjoyable experience, leveraging the excitement of competition to engage participants. This approach promotes active participation, critical thinking, and strategic planning. By involving participants in a negotiation game, the activity fosters the development of essential communication and interpersonal skills.

Group learning is a fundamental aspect of the methodology, as it encourages collaboration and teamwork. Participants must work together within their teams and negotiate with other teams to achieve their goals, promoting cooperative problem-solving and effective communication. This combination of methodologies creates a dynamic learning environment that enhances both individual and collective skills.

ACTIVITY SHEET 5

Four-Card Negotiation

Steps

1. Divide participants into teams and distribute mixed-up card pieces.
2. Give teams a few minutes to sort their pieces and identify missing ones.
3. Set a timer for 10 minutes for teams to negotiate and trade pieces with other teams.
4. At the end of the time, count the complete cards for each team.
5. Announce the winning team and distribute prizes.

Evaluation

- Observe negotiation and communication strategies used by participants.
- Assess teamwork and collaboration within and between teams.
- Gather feedback on the enjoyment and learning experience.

ACTIVITY SHEET 6

Shared Goal Planning Session

In this activity, groups are tasked with identifying a common goal (e.g., organizing a community event, launching a small project) and developing a plan to achieve it. This involves brainstorming ideas, assigning roles based on strengths, setting deadlines, and determining resources needed.

Learning Objectives

- ✓ Develop goal-setting and planning skills
- ✓ Enhance teamwork and collaborative skills
- ✓ Improve role assignment and time management

Materials needed

Large Paper

Whiteboards

Markers

Sticky notes

Planning templates

ACTIVITY SHEET 6

Shared Goal Planning Session

Theory of Methodology

The Shared Goal Planning Session integrates several collaborative learning methodologies to achieve its objectives. Goal setting is a crucial component, as it helps participants define clear and achievable objectives, providing direction and purpose to their efforts. Role assignment leverages individual strengths within the group, ensuring that tasks are distributed effectively and efficiently.

This approach promotes a sense of responsibility and accountability among participants. Collaborative planning encourages joint effort and cooperation, as group members work together to brainstorm ideas, set deadlines, and determine the resources needed to achieve their common goal. This methodology fosters a sense of unity and teamwork, enhancing participants' ability to work collectively towards a shared objective.

ACTIVITY SHEET 6

Shared Goal Planning Session

Steps

1. Divide participants into small groups and introduce the concept of shared goal planning.
2. Guide groups in brainstorming and selecting a common goal.
3. Assist groups in outlining a detailed plan, including tasks, deadlines, and resources.
4. Have groups assign roles based on individual strengths and preferences.
5. Allow groups to present their plans and provide feedback.

Evaluation

- Review the feasibility and completeness of the plans.
- Observe teamwork and collaboration during the planning process.
- Collect feedback on the group's experience and learning outcomes.

ACTIVITY SHEET 7

Community Contribution Project

The Community Contribution Project activity makes young autistic people engage actively for the amelioration of their community. Teams collaborate to identify a need or opportunity within their community and develop a project to address it. This could involve organising a local clean-up, creating a community art piece, or running a social awareness campaign. The project encourages teams to plan, execute, and reflect on their contribution to the community.

Learning Objectives

- ✓ Show the importance of community and sense of belonging
- ✓ Develop an understanding of social responsibility
- ✓ Develop a sense of team spirit
- ✓ Learn to manage real-life situations and problems in real time

Materials needed

Computer/Laptop

Paper

Pens

Markers

ACTIVITY SHEET 7

Community Contribution Project

Theory of Methodology

In order to maximize the effectiveness and impact of the Community Contribution Project activity to the community, it was imperative to use a concrete and comprehensive methodology was used for its design. The methodology can be summarized in the following points:

- 1. Community Service:** An important cooperative tool that allows participants to work together towards a common goal that will benefit society and the community as a whole.
- 2. Project Management:** Participants have the opportunity to turn their knowledge into feasible initiatives and cooperate in their organization.
- 3. Reflective Practice:** This type of activity fosters personal and team development, and serves as a catalyst for the mitigation of the problems that exist in communities.

ACTIVITY SHEET 7

Community Contribution Project

Steps

1. Facilitate a group discussion on the problems that the community is facing
2. Let participants assess the importance and impact of these problems and choose the one they want to work on
3. Organise an initiative that will allow participants to work in the community with other community members to solve the problem together
4. Follow-up meeting to discuss the results and impact of the initiative and potential ways it could have been more effective

Evaluation

- Discussion on the results of the initiative
- Feedback from the participants
- Intention to organise further actions, if needed
- Assess the benefits of the initiative and evaluate the critical thinking of the participants

ACTIVITY SHEET 8

Peer Mentoring Program

The Peer Mentoring Program aims to connect young autistic people , who want to participate in the labour market, with well-established and professionally successful mentors. Participants will have the opportunity to get individualised mentorship from a professional, in the latter's working environment, helping them dive into the reality of business complexities.

Learning Objectives

- ✓ Receive experience education
- ✓ Enhance self-esteem and personal soft and hard skills
- ✓ Cultivate a sense of belonging
- ✓ Development of social and communication skills
- ✓ Improve report writing and presentation skills

Materials needed

Paper

Pens

Smartphone

Computer/Laptop

ACTIVITY SHEET 8

Peer Mentoring Program

Theory of Methodology

The methodology for the design, development and implementation of this activity follows a multifaceted approach, which is capable of allowing autistic people to develop their skills and become competitive in today's labour market. It can be summed up in the following points:

1. **Skills Building:** Enhancement of social, teamwork and conflict resolution skills through close interaction and first-hand experience with actual business environments.
2. **Safe and Supporting Space:** Opportunity to develop skills and gain experience through the exchange of knowledge and insights.
3. **Role Models:** Acquisition of practical advice for handling daily challenges from experienced professionals.

ACTIVITY SHEET 8

Peer Mentoring Program

Steps

1. Participants choose from a list of potential mentors the one that best fits their professional and career interests
2. Participants spend a day in the mentor's workplace and observe his work and tasks, and get valuable insights
3. Participants record their observations and create a report on the important information and insights they gained during the visit
4. Participants present to the coordinator and the rest of the group their observations
5. The group engages in a discussion about their experiences and interesting things they noticed

Evaluation

- Feedback on the final presentation and report
- Information collected from the open discussions and the exchange of ideas
- Feedback from the participants

ACTIVITY SHEET 9

TEAM BUILDING TRIVIA QUIZ

Team Building Trivia Quiz fosters a collaborative effort to acquire knowledge among teams. The activity presents a distinctive challenge, as it is designed to correlate with collective interests. The answers are formulated only after meticulous internal deliberation, negotiation, and compromise. This structured exercise enables participants to enhance their communication skills, foster effective collaboration, and achieve shared objectives with precision.

Learning Objectives

- ✓ **Collaboration skills:** To practice negotiation and compromise to navigate diverse perspectives and reach collective solutions, fostering a culture of teamwork and cooperation.
- ✓ **Communication skills:** To engage in internal consultation and negotiation to arrive at consensus-driven answers, thereby honing effective communication within the team.
- ✓ **Decision-making abilities:** To make informed decisions through group discussion and consensus-building, thereby improving the team's ability to reach timely and effective conclusions.

Materials needed

Answer sheets

Pens and paper

Timer (optional)

ACTIVITY SHEET 9

TEAM BUILDING TRIVIA QUIZ

Theory of Methodology

The Team Building Trivia Quiz is based on collaborative learning, which integrates principles from a variety of theoretical frameworks to promote the effective acquisition of knowledge and team dynamics. The activity encourages participants to engage with one another and promotes collaborative negotiation of meaning. The Team Building Trivia Quiz is a dynamic learning experience that incorporates theoretical principles from group decision-making theory, communicative competence, socio-cultural theory, and social constructivism.

The activity provides participants with the necessary skills to effectively and efficiently navigate complex challenges and achieve shared objectives by promoting collaboration, communication, and decision-making within a team environment.

ACTIVITY SHEET 9

TEAM BUILDING TRIVIA QUIZ

Steps

1. Divide the participants into teams, ensuring each team is diverse in terms of skills, expertise, and perspectives.
2. Explain the purpose and objectives of the Team Building Trivia Quiz, emphasizing the importance of collaboration, communication, and decision-making.
3. After each round of trivia questions, facilitate a review session where teams share their answers and reasoning with the whole group.
4. Award points to each team based on the accuracy of their answers and their ability to work together collaboratively.
5. Conclude the quiz with a reflection session where participants discuss their experiences and insights gained from the activity.
6. Summarise the key takeaways from the activity, reinforcing the importance of collaboration, communication, and decision-making in achieving shared objectives.

Evaluation

- Group discussions
- Group reports
- Observational assessment
- Follow-up sessions
- Brainstorming

ACTIVITY SHEET 10

2 TRUTHS AND A LIE

This activity is an interactive way for a group to get to know each other better while also testing their deduction skills. Each member of the group takes turns sharing three statements about themselves: two true and one false. The challenge for the rest of the group is to listen carefully and try to figure out which of the three statements is a lie. It encourages active listening, observation, and sometimes even a bit of creativity in coming up with believable statements. It is a wonderful icebreaker that sparks conversation and helps create connections among group members as they share personal anecdotes and facts.

Learning Objectives

- ✔ **Critical thinking** - to develop the ability to analyse information and make reasoned judgments to identify the false statement.
- ✔ **Communication skills** - to enhance the ability to articulate personal experiences and details effectively.
- ✔ **Decision-making skills** - to practice making informed decisions based on limited information, honing their ability to assess credibility and make judgments.

Materials needed

Pens and paper

Time (optional)

ACTIVITY SHEET 10

2 TRUTHS AND A LIE

Theory of Methodology

In this activity, participants engage in sharing personal details about themselves in the form of two truths and one lie. The primary goal is to foster deeper connections and enhance communication skills within the group through active listening, critical thinking, and thoughtful discussion. This methodology draws on principles of active learning, participant engagement, and interactive discussion.

This structured approach ensures clarity in objectives, procedures, and desired outcomes, making it adaptable to various group dynamics and settings. Ultimately, the activity seeks to foster meaningful interactions and learning experiences that contribute to a positive group atmosphere and individual growth.

ACTIVITY SHEET 10

2 TRUTHS AND A LIE

Steps

1. Introduce the activity's purpose.
2. Explain the rules: each participant thinks of two true statements about themselves and one false statement.
3. Each person shares three statements with the group.
4. The rest of the group guesses which statement is false.
5. Each participant takes turns stating which statement they believe is the false one.
6. Encourage participants to provide the reasoning behind their guesses.
7. Extend the activity with deeper discussions based on participants' experiences or opinions about the shared statements.
8. Summarise key takeaways from the activity.

Evaluation

- Group discussions
- Group reports
- Observational assessment
- Follow-up sessions
- Brainstorming

ACTIVITY SHEET 11

Lost at Sea

The scenario involves a simulated scenario where participants must imagine to be stuck on the yacht that is slowly sinking. They are given a set number of items that they "saved" from the yacht. Their task is to rank the items in order of importance that will help ensure their survival while lost at sea. The activity is followed by a discussion and opinion sharing.

Learning Objectives

- ✔ **Develop Critical thinking** - from identifying which items to bring from the ship.
- ✔ **Develop Communication skills** - from participants negotiating with their colleagues in the exercise.
- ✔ **Develop Teamwork skills** - By developing a collaborative solution to the topic.

Materials needed

Pens and paper

ACTIVITY SHEET 11

Lost at Sea

Theory of Methodology

The Lost At Sea activity should allow participants to discuss an abstract problem and develop a solution. By picking a situation that is unusual we are inviting participants to develop their problem solving and communication skills. To decide the order of importance for the objects to take with them, participants will need to collaborate, communicate clearly, and listen to the ideas of their colleagues. This gives them a practical means in which they can develop their teamwork skills which should assist them in their future careers. Furthermore, it can also show the participants how they can leverage their strengths in the workplace effectively. This is due to the nature of the activity each participant will have different solutions to the problem. How they develop their solutions, through their own consideration of the issue, and through the input of their colleagues will give them a space to examine their proposed solutions against their colleagues.

ACTIVITY SHEET 11

Lost at Sea

Steps

1. Provide a description of the problem to the participants.
2. Ask the participants to consider how they would resolve the problem.
3. Split the participants up into groups of 2 or 3.
4. Ask the participants to discuss their own individual solutions within the group.
5. Ask the participants to decide as a group their collective decision.
6. Ask each group why they have decided on this solution.
7. Discuss which solutions and ask every group to access each others solutions.
8. Ask each group if they would still maintain their own solution or use another groups.

Evaluation

- Did every participant on each group contribute to their chosen solution?
- Did each group come up with a solution?
- How did each group handle disagreements among the group ?
- Did each group present an explanation of their solution?

A photograph of two young Black women standing outdoors, engaged in conversation. The woman on the left is wearing a light-colored, textured zip-up jacket and a plaid scarf, holding a white coffee cup. The woman on the right is wearing a brown jacket and also holding a white coffee cup with a red logo that says "BLADES BAKERY". The background is a blurred outdoor setting. The word "COMMUNICATION" is overlaid in the center in a bold, blue, sans-serif font.

COMMUNICATION

ACTIVITY SHEET 1

Job Search Brainstorming Session

The Job Search Brainstorming Session aims to support autistic job seekers in identifying potential job opportunities, understanding their strengths, and developing a strategic approach to job searching. Participants will engage in guided brainstorming activities to explore various job roles, industries, and self-advocacy techniques.

Learning Objectives

- ✓ Understand personal strengths and how they align with different job roles.
- ✓ Identify potential job opportunities in various industries.
- ✓ Develop skills for effective job searching and networking.
- ✓ Learn techniques for self-advocacy and communicating needs in the workplace.

Materials needed

Whiteboard

Markers

Post-it notes

Pens / pencils

Flip chart paper

ACTIVITY SHEET 1

Job Search Brainstorming Session

Theory of Methodology

The session will begin with an introduction to the objectives and importance of job searching. Participants will complete a strengths and skills assessment to identify their unique capabilities. Using the whiteboard, the facilitator will lead a group brainstorming session to explore different industries and job roles that match the participants' skills. Worksheets will be provided to document potential job opportunities and create a personal job search plan.

Participants will also learn about networking strategies and self-advocacy techniques through interactive discussions and role-playing exercises. The session will conclude with a review of the job search plans and an open Q&A session.

ACTIVITY SHEET 1

Job Search Brainstorming Session

Steps

1. Introduce the session and its objectives.
2. Conduct strengths and skills assessments.
3. Lead a group brainstorming session on job roles and industries.
4. Provide worksheets to document job opportunities and search plans.
5. Discuss networking strategies.
6. Conduct role-playing exercises for self-advocacy.
7. Review job search plans.
8. Hold a Q&A session to address participant questions.

Evaluation

- Participant feedback forms
- Assessment of completed job search plans
- Observation of participant engagement during brainstorming and role-playing
- Pre- and post-session self-assessment surveys
- Follow-up session to review job search progress

ACTIVITY SHEET 2

Take a step forward

"Take a Step Forward" is an interactive activity designed to help autistic job seekers understand the diverse challenges and advantages that people experience in the workplace. By physically stepping forward or backward based on given scenarios, participants will gain insight into the importance of empathy, diversity, and inclusion.

Learning Objectives

- ✓ Recognise the various challenges and privileges that people may encounter in the workplace.
- ✓ Develop a greater sense of empathy and understanding for colleagues' diverse experiences.
- ✓ Learn the importance of diversity and inclusion in creating a supportive work environment.
- ✓ Reflect on personal experiences and identify ways to support inclusivity in the workplace.

Materials needed

Printed scenario cards

Tape or rope to mark a starting line

Notebooks

Pens or pencils

List of discussion questions

Whiteboard

Markers

ACTIVITY SHEET 2

Take a step forward

Theory of Methodology

The facilitator will start by explaining the purpose of the activity and the rules. Participants will stand in a line at the starting point. The facilitator will read out various scenarios that depict different workplace situations, and participants will step forward or backward based on their personal experiences or perspectives. After the activity, participants will return to their seats to reflect on their positions relative to others and discuss their feelings and observations.

The facilitator will lead a group discussion to emphasize the importance of empathy, diversity, and inclusion in the workplace. Participants will be encouraged to share their reflections and write them down in their journals.

ACTIVITY SHEET 2

Take a step forward

Steps

1. Introduce the activity and its objectives.
2. Explain the rules and distribute scenario cards.
3. Mark the starting line with tape or rope.
4. Read out the scenarios one by one.
5. Participants take a step forward or backward based on the scenarios.
6. After the scenarios, have participants return to their seats.
7. Lead a group discussion on the activity's insights.
8. Encourage participants to write reflections in their journals

Evaluation

- Participant feedback forms
- Observation of participant engagement during the activity
- Reflective journal entries
- Group discussion contributions
- Pre- and post-activity surveys on empathy and understanding

ACTIVITY SHEET 3

Act it Out

The participants are encouraged to play a role (eg. different kind of jobs). The objectives of this activity are to explore the general concept of human rights and develop communication skills through dramatic presentation. Participants are not allowed to speak and must mime. Participants are also allowed to use other materials or equipment during the presentation. The most important aspect is that every person is involved and that all participants watch each other's performance and are involved in discussion and giving feedback at the end.

Learning Objectives

- ✔ Participants will develop their problem solving and non verbal communication skills by acting out various roles
- ✔ Participants are encouraged to participate as individuals and a group to share their ideas and perspective
- ✔ Every participant is provided with an opportunity to engage and share their ideas and view points
- ✔

Materials needed

improvised props

ACTIVITY SHEET 3

Act it Out

Theory of Methodology

The main purpose is to draw out the opinions of autistic young people on a shared topic, human rights, and encourage them to share their ideas with a group of peers. Participants should be told that their general understanding of the topic is sufficient for engaging in the exercise.

The participants should be encouraged to portray "human rights in general", to illustrate specific human rights issues they are aware of. It is important that the participant is encouraged to share their views on the topic, in a way that is genuine to themselves.

Participants must be informed that this is a group exercise and that the facilitator is there to support them identify a role if they want some assistance.

It would be helpful for the participants if you suggest some of following concepts at the start of the exercise:

- Workers rights, are rights that protect people at work.
- Workers rights are the same for all employees in a specific company .

ACTIVITY SHEET 3

Act it Out

Steps

1. Explain that the purpose of the exercise is to develop a dramatic representation of the general idea of labour rights.
2. Explain that they will not be allowed to use words and must mime the presentation. However, groups can use some of the materials or props, if they wish.
3. Ask people to get into small groups of between 2 and 3 people and give each group a large sheet of paper and a set of markers.
4. Give the groups 10 minutes first to list all their ideas about labour rights and then to identify key ideas that they would like to present as a mime.
5. Allow the groups 30 minutes to design and rehearse their mime. Explain that this must be a group effort and everyone should have a role in the production.
6. Gather the groups together so that everyone can watch each other's performances.
7. Give a few minutes after each performance for feedback and discussion.
8. Ask the spectators to offer their interpretations of what they have just seen.
9. Encourage the group to explain any points that did not emerge during the feedback. Repeat this for each of the performances.

Evaluation

- How did people feel about this activity? Was it more or less difficult than they had first imagined? What were the most difficult aspects, or the most difficult things to represent?
- Did people learn anything new about human rights? Were they surprised that they actually knew more than they thought they did?
- Were there similarities and differences in the different presentations?
- Were there any fundamental disagreements over the idea of human rights within the group? How were these resolved?
- Based on the presentations, what do participants think are the most important and shared characteristics of human rights?

ACTIVITY SHEET 4

Storytelling Activity

Storytelling involves creating and sharing narratives, either orally or in written form. This activity encourages creativity, language development, and self-expression.

Learning Objectives

- ✓ Enhance creativity and imagination
- ✓ Improve language and communication skills
- ✓ Foster self-expression and confidence

Materials needed

Paper

Pens

Computers

Visual aids

ACTIVITY SHEET 4

Storytelling Activity

Theory of Methodology

The storytelling activity employs a multifaceted approach to develop the communication skills of autistic young people. Visual aids play a crucial role in supporting the creation and development of stories, making abstract concepts more accessible and helping participants organise their thoughts. A structured framework provides a clear outline for storytelling, guiding participants through the process and ensuring that they can effectively convey their narratives.

Peer collaboration is an integral part of the methodology, as it encourages participants to share their stories with each other and provide constructive feedback. This interactive and supportive environment fosters confidence, creativity, and language development. By integrating these methodologies, the storytelling activity offers a comprehensive approach to improving communication skills.

ACTIVITY SHEET 4

Storytelling Activity

Steps

1. Introduce the concept of storytelling and its importance in communication.
2. Provide visual aids or story prompts to inspire ideas.
3. Allow participants time to create their stories, either written or orally.
4. Facilitate peer sharing sessions where participants can present their stories.
5. Encourage feedback and discussion on each story.

Evaluation

- Assess creativity and coherence in the stories created.
- Observe communication skills during story presentations.
- Collect feedback on the storytelling experience.

ACTIVITY SHEET 5

Emotion Charades

In this game, participants take turns expressing different emotions through facial expressions, body language, or actions without speaking. The rest of the group guesses the emotion being portrayed. This helps in understanding and communicating nonverbal cues more effectively.

Learning Objectives

- ✓ Improve recognition and interpretation of nonverbal cues
- ✓ Enhance emotional expression and understanding
- ✓ Foster group engagement and interaction

Materials needed

Emotion cards

Timer

ACTIVITY SHEET 5

Emotional Charades

Theory of Methodology

The Emotion Charades activity leverages the power of nonverbal communication to enhance participants' ability to recognise and interpret emotions. By focusing on facial expressions, body language, and actions, this activity helps participants develop a deeper understanding of nonverbal cues, which are crucial for effective communication. The game format makes learning engaging and fun, promoting active participation and interaction among group members.

Group engagement is a key component of the methodology, as it encourages collaboration and teamwork. Participants work together to guess the emotions being portrayed, fostering a sense of unity and cooperation. By combining these methodologies, Emotion Charades provides an effective and enjoyable way to improve nonverbal communication skills.

ACTIVITY SHEET 5

Emotional Charades

Steps

1. Explain the rules of the game and the importance of nonverbal communication.
2. Participants take turns drawing emotion cards and acting out the emotions without speaking.
3. The rest of the group guesses the emotion being portrayed.
4. Rotate turns until everyone has had a chance to act out an emotion.
5. Discuss the different emotions and how they were communicated.

Evaluation

- Observe participants' ability to accurately portray and guess emotions.
- Assess group engagement and interaction during the game.
- Collect feedback on the fun and learning aspects of the activity.

ACTIVITY SHEET 6

Conflict Resolution Role Play

This activity serves as a great opportunity for participants to identify and try to solve conflicts and problems that may arise in the workplace, through building their communication and persuasion skills. Participants will be asked to engage into a role play activity, where they will take a position on a topic and try to defend it with concrete arguments, while at the same time trying to guide themselves and their team to innovative solutions.

Learning Objectives

- ✔ Learn to build arguments in real time and conditions.
- ✔ Develop decision making skills.
- ✔ Cultivate open communication and dialogue skills for solving a problem.
- ✔ Enhance critical thinking skills.

Materials needed

Scenario cards

ACTIVITY SHEET 6

Conflict Resolution Role Play

Theory of Methodology

For the Conflict Resolution Role Play activity, a clear and comprehensive methodology with should be followed. Coordinators should make sure to integrate these various aspects during the implementation of the activity, which are the following:

1. **Communication:** Engagement in a collaborative environment that foster open communication, enhancing participants' respect and understanding to different opinions.
2. **Adaptability:** Enhancement of flexibility to problem solving scenarios, as well as development of critical thinking to incorporate different aspects in the solution process.
3. **Self Management:** Identification of one's role responsibilities, in order to maintain control and avoid disturbing the smooth operation of the team.
4. **Teamwork:** Recognition of the importance of teamworking for the development of effective and innovative solutions, regardless of individual roles.

ACTIVITY SHEET 6

Conflict Resolution Role Play

Steps

1. Brief description of the activity
2. Split the participants into groups and distribute the scenario cards that deal with a conflict in the workplace
3. Let participants discuss and build their arguments
4. Participants engage into a role play, where they locate the points of disagreement and try to present their arguments through dialogue with the other parts
5. Participants reach to a common solution
6. Assess and discuss the suggested solution

Evaluation

- Feedback from the participants
- Observe the participants' argument building and articulation during the role play
- Evaluate the feasibility of the final solutions that each team reached

ACTIVITY SHEET 7

Professional Pitch Practice

In this activity, participants prepare and deliver a short pitch or presentation about a project idea, a service, or a product they believe could benefit their workplace. This activity encourages practicing persuasive communication, clarity of expression, and public speaking skills in a professional context.

Learning Objectives

- ✔ Build confidence in public speaking.
- ✔ Receive valuable insights, and develop critical thinking.
- ✔ Enhance soft skills.
- ✔ Conduct analysis on the needs of a company.

Materials needed

Computer/Laptop

Projector

Markers

Pens

Paper

ACTIVITY SHEET 7

Professional Pitch Practice

Theory of Methodology

The methodology followed for the design and implementation of this activity aims to help young people to develop their professional skills (both hard and soft), and allow them to gain important experience before entering the workplace. The main parts of the methodology are organised as follows:

- 1. Public Speaking:** Confidence in public speaking and the ability to present ideas clearly and concisely constitute important skills that every worker should possess in today's labour market.
- 2. Persuasive Communication:** The ability to persuade and engage an audience is crucial for the development of new, innovative ideas in various work environments.
- 3. Feedback Reception:** The willingness for continuous improvement, through skill-building, and the ability to easily and concisely express and present ideas are strongly linked with the development stages of a pitch.

ACTIVITY SHEET 7

Professional Pitch Practice

Steps

1. Brief description of the activity
2. Allow participants to identify a weakness of their company, or develop an innovative idea for its development
3. Present how a pitch should be conducted - development of the idea, preparation of the presentation, writing the scenario, body language
4. Let participants prepare their pitch
5. Participants present their pitch
6. Open discussion, feedback and exchange of ideas between all group members and the coordinator

Evaluation

- Feedback from the participants and discussion
- Evaluate the originality and innovation of the ideas
- Assess the participants' persuasiveness to promote and explain their ideas

ACTIVITY SHEET 8

ROLE PLAY COMMUNICATION SCENARIOS

Role-playing communication scenarios entail the development of simulated scenarios in which participants assume specific roles and engage with one another. Practice of fundamental social skills, communication, and problem-solving is facilitated by this activity, which offers a structured and supportive environment.

Learning Objectives

- ✔ **Self-confidence:** To gain confidence in social abilities, leading to more effective and positive interactions with others.
- ✔ **Problem-solving skills:** To enhance ability to address and resolve conflicts or challenges that arise during interactions.
- ✔ **Conversational skills:** To improve ability to initiate, maintain, and conclude conversations effectively.

Materials needed

Scenario cards
(available in
annexes)

Pens and paper

Costumes and
accessories
(optional)

Timer (optional)

ACTIVITY SHEET 8

ROLE PLAY COMMUNICATION SCENARIOS

Theory of Methodology

Role playing communication scenarios are an experiential learning methodology that simulates real life interactions to improve real world communication, social, and problem solving skills. The learning objectives of role playing communication scenarios include the enhancement of self confidence, the improvement of problem solving skills, and the refinement of conversational skills. The goal of fostering self confidence is to empower learners to develop confidence in their social skills, thereby facilitating more positive and effective interactions with others.

Role playing communication scenarios provide a dynamic and interactive method for developing fundamental social skills. Ultimately, this method prepares individuals for more effective and positive real world interactions by immersing them in genuine situations, enhancing their problem solving abilities, and refining their conversational skills. This approach fosters self confidence.

ACTIVITY SHEET 8

ROLE PLAY COMMUNICATION SCENARIOS

Steps

1. Explain the purpose of the activity, its relevance to real life communication, and the learning objectives.
2. Provide a demonstration of a role playing scenario to illustrate how it works.
3. Select scenarios that are relevant to the participants' age, interests, and communication goals.
4. Assign roles to the participants, ensuring that each person has a chance to play different roles throughout the activity.
5. Give participants time to familiarise themselves with their roles and the scenario.
6. Allow the participants to begin their role playing.
7. Observe the interactions between participants and take notes on their communication skills, problem solving approaches, and levels of self confidence.
8. Facilitate a reflection session where participants can share their thoughts and experiences.

Evaluation

- Group discussions
- Group reports
- Observational assessment
- Follow-up sessions
- Brainstorming

ACTIVITY SHEET 9

EFFECTIVE COMMUNICATION STRATEGIES ACTIVITY

Effective Communication Strategies Activity is a comprehensive workshop designed to equip participants with essential skills for navigating the job seeking process. Through interactive sessions and practical exercises, attendees learn how to articulate their strengths, communicate effectively in interviews, craft compelling resumes and cover letters, and network confidently. This activity fosters a deeper understanding of professional communication etiquette and empowers individuals to present themselves authentically and persuasively in various career related interactions. Participants gain invaluable insights and tools to enhance their employability and achieve success in their career endeavors.

Learning Objectives

- ✔ **Skills development** - to cultivate the ability to articulate personal strengths, experiences, and career aspirations confidently and persuasively.
- ✔ **Critical thinking** - to develop a nuanced understanding of effective communication strategies crucial for navigating the job seeking process.
- ✔ **Adaptability** - to adapt communication strategies to different stages of the job seeking process, including networking, interviews, and follow-up communications.

Materials needed

Pens and paper

Handouts
(optional)

ACTIVITY SHEET 9

EFFECTIVE COMMUNICATION STRATEGIES ACTIVITY

Theory of Methodology

The Effective Communication Strategies Activity is designed to equip participants with essential skills for navigating the job seeking process through interactive sessions and practical exercises. The methodology behind this workshop involves several key steps to ensure comprehensive learning and skill development. This methodology ensures that the effective communication strategies activity provides participants with valuable skills and knowledge to enhance their employability and succeed in their career endeavors. By focusing on systematic assessment, clear objectives, engaging activities, adequate resources, thorough evaluation, and continuous improvement, the workshop aims to empower individuals to confidently navigate the complexities of the job seeking process through effective communication.

ACTIVITY SHEET 9

EFFECTIVE COMMUNICATION STRATEGIES ACTIVITY

Steps

1. Define the workshop objectives and desired outcomes.
2. Structure sessions and activities to achieve objectives.
3. Prepare case studies, role play scenarios, and presentation materials (if needed).
4. Outline the importance of effective communication in job seeking.
5. Provide practical exercises to enhance participants' communication skills (e.g. engage participants in role playing exercises for interviews and networking).
6. Present case studies and facilitate discussions on effective communication in job seeking.
7. Conduct mock interviews with feedback sessions.
8. Facilitate networking practice with various scenarios and follow-up communication exercises.
9. Recap key learnings and workshop objectives.

Evaluation

- Group discussions
- Group reports
- Observational assessment
- Follow up sessions
- Brainstorming

ACTIVITY SHEET 10

Holding Debates and Discussions

Form two teams that will either defend or challenge a specific topic related to social diversity. Participants should be divided into groups randomly and not in line with their personal opinions. Give the teams time for research and preparation of the presentation. After the presentation of both group's arguments, members of both teams can offer their personal opinions and how they felt during the preparation and presentation.

Learning Objectives

- ✓ **Develop communication skills** - Through a two way exchange with peers
- ✓ **Develop Critical thinking skills** - through developing an engaging argument and analysing the positions of other participants in the group.
- ✓ **Develop Organisational skills** - Through developing and structuring an argument on the topic

Materials needed

Sample Topics

Explainers of different arguments

0ACTIVITY SHEET 10

Holding Debates and Discussions

Theory of Methodology

Holding structured debates and discussions can be an engaging way for participants to develop their communication, problem solving and teamwork skills. Participants would have to research their topic of choice and provide a logically constructed argument. In doing so they would develop both their research, decision making and critical thinking skills. While conveying their argument the participants would have to communicate with other students, listen to feedback and learn about alternative perspectives. These elements of the activity are particularly helpful for interviews and in-work skills.

ACTIVITY SHEET 10

Holding Debates and Discussions

Steps

1. Split the participants up into groups of two
2. Provide each group with a topic for discussion.
3. Explain to each participant that they each must select a role, one in favor and one against.
4. Ask the participants to research the topic for a few minutes.
5. Ask the participants to debate their respective roles.
6. Ask both to explain the reasons for their position.
7. After both participants have finished debating ask them to summarise the key arguments of their opponent.

Evaluation

- Did the participants present their position clearly and logically ?
- Did the participants counter alternative perspectives?
- What did the participant do to prepare for the activity ?

A young woman with curly brown hair and round glasses is smiling while reading a book in a library. The book is titled "O LIVRO PERIGOSO PARA GAROTOS" and features a dinosaur illustration. The background shows bookshelves filled with books.

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ANNEXES



SCENARIO CARDS

1

ASKING FOR A RAISE



Context: An employee wants to talk with their manager about a pay raise.



Roles:

- **Employee:** Needs to convincingly argue their request.
- **Manager:** Has to consider the request within budget constraints and company policy.
- **Colleague:** Offers advice to the employee on how to present their case.
- **Observer:** Evaluates the persuasiveness and confidence of the employee's approach

2

A CUSTOMER COMPLAINT



Context: A customer is unhappy with a product or service (create a situational context) and contacts customer support.



Roles:

- **Customer:** Feels upset and wants a resolution quickly.
- **Customer support representative:** Needs to calm the customer and find a satisfactory solution.
- **Manager:** Steps in if the situation escalates and requires a final decision.
- **Observer:** Notes the strategies used by the representative to de-escalate the situation and solve the problem.

3

NEGOTIATING A DEADLINE EXTENSION



Context: An employee needs an extension on a project deadline due to unforeseen circumstances (create a situational context).



Roles:

- **Employee:** Must justify the need for an extension and propose a new deadline.
- **Manager:** Needs to evaluate the request, taking into account the project timelines and the workload of the team.
- **Colleague:** Offers advice on how to frame the request to the manager.
- **Observer:** Evaluates the persuasiveness of the employee's argument and the manager's decision-making process.

4

WORKPLACE CONFLICT RESOLUTION



Context: Two employees have a conflict over project responsibilities and need mediation (create a situational context).



Roles:

- **Employee 1:** Feels that their contributions are being overlooked but seeks common agreement.
- **Employee 2:** The employee feels to be used and taken for granted.
- **Manager:** Must mediate the conflict and ensure that the project remains on track.
- **Observer:** Evaluates the effectiveness of the manager's mediation skills and the resolution's fairness.

5

A NEW EMPLOYEE



Context: A new employee is joining the team and needs proper onboarding.



Roles:

- **New employee:** Eager to understand their role and integrate into the team.
- **HR representative:** Conducts the onboarding process, covering company policies, culture, and resources.
- **Team leader:** Introduces the new employee to the team and outlines specific job responsibilities.
- **Observer:** Evaluates the onboarding process and the new employee's initial integration.

6

PLANNING A COMPANY EVENT



Context: The company is planning a major event, and coordination is crucial (create a situational context).

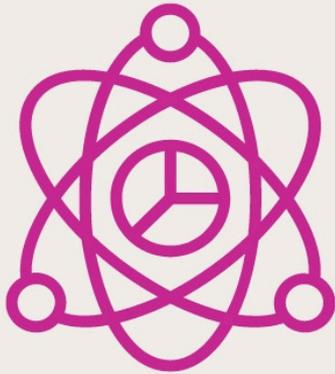


Roles:

- **Event organiser:** Plans the company event, managing the venue, schedule, and activities.
- **Marketing manager:** Ensures the event aligns with the company's branding and marketing goals.
- **Finance officer:** Manages the event budget and approves expenditures.
- **Observer:** Assesses the planning process, coordination, and overall execution strategy.

SPEAKING CARDS

SPEAKING CARDS



You discover that your colleague is manipulating data to inflate performance metrics. Reporting this could lead to their dismissal from work, but ignoring it may damage the company's reputation.

Questions:

Report or not report? Why?
Loyalty vs. responsibility?
How to minimize harm?

Your colleague from a different cultural background often expresses ideas in a way others find controversial, though their contributions are valuable.

Questions:

Address communication differences?
Promote cultural sensitivity?
Balance respect and diverse viewpoints?





Your department has a limited budget for two equally important projects, but only one can be fully funded.

Questions:

Criteria for decision?

Communicate decision to teams?

Ethical implications?

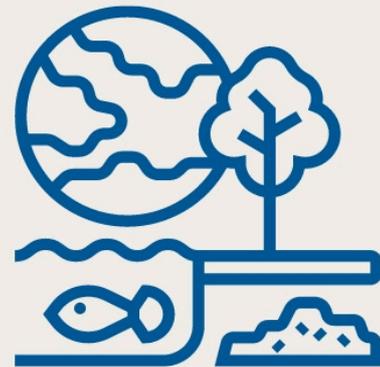
Your superiors are thinking about a cost-cutting strategy that could potentially lead to pollution or habitat destruction in the local area.

Questions:

How to balance environment and finance?

Company's ethical duties to environment and community?

How can staff promote green practices?



Your company has the opportunity to partner with a supplier who engages in unethical labor practices overseas but offers significantly lower prices than other suppliers.

Questions:

How to balance cost and labor ethics?

Company's responsibility to affected workers?

Steps for ethical sourcing and labor practices?

You notice that your colleague consistently works long hours and frequently takes work home, sacrificing personal time and well-being.

Questions:

How to discuss work-life balance with team members?

Role of company culture?

Policies for supporting work-life balance?



You are asked to conduct performance reviews for your team members, but you have personal biases that may affect your assessments.

Questions:

Ensuring fair performance evaluations?

Role of self-awareness in bias reduction?

Steps for implementing objective evaluations?

You discover that in your workplace, male employees in similar roles to female colleagues are consistently paid higher salaries.

Questions:

Addressing gender pay gaps ethically?

Implications of addressing or ignoring?

Ensuring fair compensation regardless of gender?

