



SOFT SKILLS+

Adaptive Functioning Lesson Plans

**Soft Skills For People With
Intellectual Disabilities**

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Adaptive Functioning - Learning Activity 1

Independent Living: Managing Daily Tasks

The objective of the activity is to support learners in developing adaptive functioning skills to perform daily living activities independently, manage time efficiently, and take initiative in personal care and household tasks.

Learning Outcomes:

- Understand the importance of daily living skills, such as personal hygiene, nutrition, home management, and community living skills.
- Perform basic daily living skills independently or with minimal assistance, such as making healthy food choices and preparing simple meals.
- Develop a sense of responsibility and independence.
- Take initiative in daily tasks.
- Seek help when needed.

Materials:

- Posters and markers
- Handout 1
- Handout 2
- Handout 3

Duration:

60 minutes

Activities:

1. 1. Introduction and Warm-up (10 min)

- Brainstorming: Ask learners about their daily routines and why these activities are important.
 - Handout 1
- Visual support: Show images of daily activities (e.g., brushing teeth, making breakfast, using public transport) and discuss their significance.
 - Handout 2

2. 2. Activity 1 – Creating a Daily Routine (35 min)

- Provide each participant with a daily planner template.
- Guide them in structuring their daily routine, ensuring balance between self-care, meals, social activities, and responsibilities.
- Encourage learners to share their routines and discuss the importance of structure in daily life.
 - Handout 3

3. 3. Wrap-up & Evaluation (15 min)

- Ask learners to reflect on what they've learned and how they will apply it in their daily lives.
- Encourage peer feedback on the activities.
- Educator provides positive reinforcement and tips for further practice.

Tips for Educators

1

Use clear and simple language, with practical examples

Avoid complex words and long sentences. Instead of saying:

“Today we will discuss time management strategies for optimising daily efficiency,”

Say: “We will talk about how to plan your day, so you have time for everything.”

Use real-life examples: “If you wake up at 8:00 and need to leave at 9:00, what should you do first?”

2

Provide visual aids and hands-on activities to reinforce learning

Use pictures and flashcards of daily tasks (brushing teeth, preparing food, traveling).

Create a big wall chart with a sample daily schedule so learners can refer to it.

Use physical objects (e.g., an alarm clock, toothbrush, meal ingredients) to simulate activities.

3

Foster active participation and teamwork to enhance problem-solving skills

Encourage learners to work in pairs or small groups to discuss their daily routines.

Use role-play activities: One learner pretends to be late, and the other gives advice on managing time.

Have learners take turns explaining their daily routine to the group.

4

Offer positive feedback and encouragement to boost confidence

Always recognise effort: Instead of saying “That’s wrong,” say “Great try! What could we do differently?”

Celebrate small successes: “You remembered all your morning tasks! Well done!”

Use verbal praise, stickers, or small certificates to motivate learners.

5

Be patient and give extra processing time if needed

If a learner struggles to answer, give them extra time and rephrase the question:

“What’s your daily routine?” → (Too broad)

“What do you do after waking up? Do you brush your teeth first or eat breakfast?”

Avoid rushing or correcting immediately; instead, gently guide them toward the right answer.

6

Make the learning environment fun and engaging

Use a timer challenge: “Let’s see if we can list 5 morning activities in 30 seconds!”

Let learners act out different routines and guess what the activity is.

Play a “What’s wrong with this schedule?” game using incorrect routine examples.



Handout 1:



TUTOR GUIDE - WARM-UP ACTIVITY



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Here's a list of starter questions to spark conversation and brainstorming during the Introduction and Warm-up (10 min) of your lesson plan. These questions are designed to be accessible and engaging for adults with intellectual disabilities, helping them connect with the topic of daily routines and independent living.

You can spark discussion verbally, or print, cut out, and laminate the flash cards for your learners to work on individually or in small groups.

The questions are structured into four categories:



General Daily Routine Questions

Time Management and Organisation

Problem-Solving and Independence

Social and Emotional Aspects of Routine



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TUTOR GUIDE - WARM-UP ACTIVITY



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How to Use These Questions Effectively:

- Choose 3-5 questions depending on your learners' engagement and responses.
- Use the flashcards as visual aids to support understanding.
- Encourage paired or small group discussions to facilitate conversation.
- If necessary, provide yes/no or multiple-choice options to help learners who struggle with open-ended questions.



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General Daily Routine



What do you do when you wake up in the morning?

What is your favourite part of your daily routine? Why?

Do you always follow the same routine every day, or does it change?

What happens when you forget to do something in your routine? How do you feel?



Time Management and Organisation



How do you know what time to wake up or go to bed?

What happens if you spend too much time on one activity?

What is something you sometimes forget to do during the day?

How can we make sure we have enough time for all of our activities?



Time Management and Organisation



How do you know what time to wake up or go to bed?

What happens if you spend too much time on one activity?

What is something you sometimes forget to do during the day?

How can we make sure we have enough time for all of our activities?



Problem-Solving and Independence



What would happen if you woke up late and had to leave the house quickly?

What would you do if you didn't have time to eat breakfast before leaving home?

If you need help with your routine, who do you ask?

Can you think of a time when you had to change your routine? How did you handle it?



Social and Emotional Aspects of Routine



Do you like doing things alone? Or do you prefer when someone helps you?

How do you feel when your routine is organised?


What happens when your routine changes unexpectedly? How does that make you feel?

Why is it important to plan time for fun and social activities in our daily schedule?


Handout 2:









Daily Routine Planner


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Morning Routine



What do you do when you wake up?

TIME	ACTIVITY	COMPLETE?
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>


Afternoon Routine



What do you do when you wake up?


TIME	ACTIVITY	COMPLETE?
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>

Evening Routine



What do you do when you wake up?

TIME	ACTIVITY	COMPLETE?
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>



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Reflection Questions

1. What was the most important activity in your routine?
2. Did you forget anything? What would you add?
3. How do you feel about your routine? Does it help you?

Additional Ideas

- Pair or Group Sharing: Let learners share their answers in pairs or small groups before discussing with the class.
- Use Visuals: Show a simple before/after routine chart to reinforce changes.
- Encourage Action: Ask learners to set one small goal for improving their routine.

Adaptive Functioning - Learning Activity 2

Independent Living: Managing Time Efficiently

The aim of this activity is to support learners in practicing everyday life skills so they can complete daily tasks with greater independence. Learners will work on managing their time, doing tasks in a logical order, deciding which ones are most important, and knowing when to ask for help.

Learning Outcomes:

- Understand the importance of daily living activities independently, including managing time efficiently.
- Perform basic daily living skills independently or with minimal assistance, in a logical daily sequence.
- Develop a sense of responsibility and independence.
- Take initiative in daily tasks.
- Seek help when needed.

Materials:

- Posters and markers
- Teaching clocks or timers
- Handout 4
- Handout 5
- Handout 6

Duration:

60 minutes

Activities:

1. Introduction and Warm-up (10 min)

- Brainstorming: Ask learners about their daily routines. Specifically, ask them “What is one thing you already do on your own every day?” and why these activities are important.
- Visual support: Show images of independent daily activities (e.g., making tea, tidying their room, setting an alarm, etc.) and discuss their significance.

2. Activity 1 – Fixing a Wrong Routine (20 min)

- Present learners with Handout 4.
- Ask learners to identify mistakes and discuss why they are problematic.
- In pairs or small groups, learners correct the schedule and present their improved version.
- Educator facilitates discussion on best time management practices and prioritisation.
 - Handout 4

3. Activity 2 – Managing Time Efficiently (20 min)

- Discuss strategies for managing time effectively to avoid stress and complete tasks independently. Discuss also in which order it is best to perform some tasks.
- Present learners with Handout 5 and ask them to match the activities with the correct times.
 - Handout 5

- As a final activity, present learners with Handout 6, and ask them to complete the fill-in-the-blanks activity.
 - Handout 6

4. Wrap-up & Evaluation (10 min)

- Ask learners to reflect on what they've learned and how they will apply it in their daily lives.
- Encourage peer feedback on the activities.
- Educator provides positive reinforcement and tips for further practice.

Tips for Educators

1

Focus on prioritisation with simple tasks

Use cards or examples to decide what should be done first.

2

Model clear decision-making

Think aloud and ask learners to explain their choices.

3

Promote independence step by step

Plan together, then encourage learners to try alone.

4

Teach help-seeking positively

Use role-play to show when and how to ask for help.

5

Link learning to real life

Practise routines in real settings where possible.

6

Encourage reflection

Use checklists and simple questions about what went well.

7

Make activities fun and engaging

Play ordering games or fill in missing steps of routines.



Handout 4:



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IDENTIFY THE MISTAKES

Look at the daily schedule below. There are some mistakes in the order and time of activities. Can you find the mistakes and fix them?

Time	Activity	✗	✓
07:30AM	Watch TV	Too early, what should they do instead?	
08:30AM	Wake up	Too late, what time should they wake up?	
09:00AM	Go to work without breakfast	What important activity is missing?	
12:30PM	Eat lunch at home	Where should they be at this time?	
3:00PM	Brush teeth	Should this be done earlier?	
6:00PM	Do grocery shopping before making a meal	What should come first?	
9:00PM	Have dinner	Is this too late for dinner?	



Matching the Correct Order

The activities below are mixed up! Draw a line to match each activity with the correct time.

TIME				ACTIVITY
	•		•	EAT LUNCH AT 12:00PM
	•		•	RELAX BEFORE BEDTIME
	•		•	DO GROCERY SHOPPING
	•		•	EAT BREAKFAST
	•		•	WAKE UP AND GET DRESSED


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Handout 6:



Fill in the Missing Activities

This schedule is missing some important daily activities! Can you fill in the missing steps?

Take public transport

Brush teeth

Relax before bed

Do grocery shopping

Time	Activity
07:00AM	Wake up
07:30AM	_____ (Hint: Important for hygiene)
08:00AM	Eat breakfast
09:00AM	_____ (Hint: How do you get to work or school?)
12:30PM	Eat lunch
3:00PM	Free time (Watch TV, go for a walk, read a book, etc.)
6:00PM	_____ (Hint: What do you do before making dinner?)
7:30PM	Eat dinner
10:00PM	_____ (Hint: The last thing before sleeping)



WRAP UP AND DISCUSSION

Evaluation

Additional Ideas

- Pair or Group Sharing: Let learners share their answers in pairs or small groups before discussing with the class.
- Use Visuals: Show a simple before/after routine chart to reinforce changes.
- Encourage Action: Ask learners to set one small goal for improving their routine.

Adaptive Functioning - Learning Activity 3



Independent Living: Planning a Simple Budget

The objective of the activity is: To help participants understand how to plan a simple budget for daily living needs, make smart spending decisions, and develop responsibility and independence in managing money.

Learning Outcomes:

- Manage money effectively.
- Develop a sense of responsibility and independence.
- Taking initiative in daily tasks.
- Understand the importance of daily living skills.

Materials:

- Posters and markers
- Visual cards of essential and non-essential items (e.g., bread, milk, cake, toys)
- Play money (paper bills and coins)
- Handout 7

Duration:

60 minutes

Activities:

Introduction and Warm-up (10 min)

- Short group discussion: “What do we need money for?”
- Brainstorming session with visual cards: participants name essential items and non-essential items.
- Educator introduces the idea of budgeting: “We have a limited amount of money, and we need to choose wisely.”

Activity 1: Planning a Simple Budget (20 min)

- Distribute Handout 7 to each learner. Guide them to complete their simple budget with the following prompts:
 - Why do we need money everyday?
 - What essentials do we need to live well each day?
 - What are things we buy unnecessarily?
 - Can you remember something you bought recently? Was it a need or a want?
 - Have you ever had to choose what to buy because you didn't have enough money? How did you feel?
 - If you had €20, what would you buy first?
- If comfortable, ask participants to share their personal budgets with the group as a whole.

Activity 2: My Simple Budget Plan (20 min)

- Distribute Handout 8 to learners and guide them through how to create their own Simple Budget Plan.
- Give learners a scenario in which they have €20/€50/€100. Ask them to complete the handout by listing the items they would typically purchase and categorise each as either “essential” or “non-essential.”
- Ask them to complete their budget, by analysing what they need vs. what they want.

Evaluation (10 min)

- Group discussion: “Was it easy or hard to stay within budget?”
- “How did you decide what to keep and what to leave?”
- Educator gives feedback highlighting smart decisions and strategies.

Wrap-up Session

- Summarise key learning points: “A budget helps us make sure we have what we need first.”
- Encourage participants to try making a small budget at home with their family or caregivers.

Tips for Educators

1

Use simple, colourful visuals to support understanding. For example, use bright images of common grocery items such as bread, milk, or apples with large, printed prices, and organise them by category (e.g., food, fun items).

2

Allow plenty of time for participants to think and discuss. Some participants may need extra time to compare prices, calculate totals, and decide which items are more important. Avoid rushing them; instead, encourage small group conversations where they can share their reasoning.

3

Reinforce positive choices with encouragement. Whenever a participant prioritises needs over wants or successfully manages their budget, celebrate their decision with verbal praise, stickers, or a thumbs-up signal.

4

Offer assistance with math operations as needed (e.g., adding prices, checking totals). Some participants might struggle with calculations; be ready to use calculators, provide step-by-step guidance, or pair participants with peers for support.

5

Adjust prices of items to keep the activity realistic and manageable. For example, keep the price ranges simple (e.g., bread €2, cheese €5) to avoid confusion, and ensure the overall set of available items allows participants to make meaningful but achievable budget decisions.



Handout 7:

Objective:

Stimulate reflection on daily needs, the value of money, and introduce the idea of planning a budget.



Practical Tips for Educators:

- Write participants' answers on a whiteboard or large visible sheets.
- Use pictures (e.g., photos of bread, milk, video games, clothes) to support the discussion visually.
- If the group is shy, offer two options ("Is it more important to buy bread or ice cream?") to make choosing easier.

Activity 1 – Budget Worksheet

Handout 8:



My Simple Budget Plan



Item	Price (€)	Essential or Non-Essential?	Selected (✓)

TOTAL CALCULATION

Total Spent (€): _____

Budget (€): _____

Remaining Money (€): _____



SELF-REFLECTION

Did I stay within my budget?	
What was the hardest choice to make?	

Notes for Educators:

- You can pre-fill the table with a list of available items and prices if needed.
- Encourage participants to tick the items they "buy" and calculate the total at the end.
- If needed, adjust the number of rows depending on the activity complexity (5-8 items suggested).

Adaptive Functioning - Learning Activity 4



Independent Living: Smart Shopping: Needs vs. Wants

The objective of the activity is: To help participants distinguish between essential needs and non-essential wants, make informed shopping decisions, and develop responsibility and independence in managing daily choices.

Learning Outcomes:

- Manage money effectively.
- Develop a sense of responsibility and independence.
- Taking initiative in daily tasks.
- Understand the importance of daily living skills.

Materials:

- Posters and markers
- Teaching clocks or timers
- Visual cards or pictures representing different items (e.g., bread, shampoo, chocolate, video games)
- Play money (paper bills and coins)
- “Needs vs. Wants” sorting board or two large, labelled posters

Duration:

60 minutes

Activities:

Introduction and Warm-up (10 min)

- Starter conversation: “What do we really need every day to live well?”
- Show images of various items and ask participants to sort them quickly into two piles: “Important” vs. “Not so important”.
- Introduce the terms “Needs” and “Wants” in simple language.

“Needs are things we must have to live. Wants are things we like but don’t really need.”

Activity 1: Needs vs. Wants Sorting Challenge (20 min)

- Participants work individually or in small groups.
- Each participant or group receives a set of visual cards with different items.
- Using the “Needs” and “Wants” boards, they sort each item correctly.
- After sorting, groups present and explain some of their choices.

Examples:

- Bread → Need
- Shampoo → Need
- Chocolate → Want
- Toy → Want

Activity 2: Shopping List Game (20 min)

- Each participant receives €20 in play money.
- On a table or wall, there are pictures of items with prices.
- Participants must create a shopping list covering only their “needs” first and see how much money remains.
- With leftover money, they can choose one “want” if possible.

Example:

- Buy bread (€2), milk (€1.5), shampoo (€3) → Total €6.5
- Remaining €13.5 → Can choose a chocolate (€2) or save the rest.

Evaluation (10 min)

- Group discussion with key questions:
 - “Was it easy or hard to separate needs and wants?”
 - “What was the hardest thing to give up?”
 - “Did you have money left after buying your needs?”
- Short reflection: Each participant writes or shares one thing they learned about smart shopping.

Wrap-up Session

- Summarise the key learning:

“Needs come first. Wants are extra, if we have money left.”

- Encourage participants to talk with family or caregivers about what they consider needs and wants at home.

Tips for Educators

- Use lots of visuals to support understanding
- Participants with intellectual disabilities often understand better through images than through text.
- Prepare clear, realistic pictures of items (not abstract drawings). For example: use a real photo of a loaf of bread instead of a cartoon bread.
- You can also hold up the pictures physically and ask participants to place them under “Needs” or “Wants” during the discussion.
- Allow flexibility in interpretation
- Not every item is always clearly a need or a want — it can depend on the situation.
- Example:
 - A winter coat is a need if it’s cold.
 - A toy might be a need for emotional comfort for some participants.
- If participants give an unusual but reasonable explanation, accept it and praise their reasoning:
 - “Good thinking! You explained it very well.”
- Reinforce that everyone has different priorities
- Openly say during the activity:
 - “What is important to one person might not be as important to another, and that’s okay.”
- Encourage respect for different opinions and life situations (this also strengthens social and emotional skills).
- Use examples: for some people, a mobile phone might be essential to communicate with family.
- Celebrate smart decisions and critical thinking, not just correct answers
- Focus more on how participants make decisions rather than if they sorted perfectly.
- Compliment the process:
 - “You really thought about what you need first. Great job!”
- This builds self-confidence and encourages future independent decision-making.
- Offer help with calculations if needed
- Some participants may struggle with adding prices or checking totals.
- Offer gentle support without making them feel judged.
- You can also allow the use of simple calculators or guide them step-by-step by asking questions like:
 - “If the bread is €2 and the milk is €1.5, how much is that together?”
- Keep a positive, patient tone throughout the activity
- Managing money and making choices can sometimes cause frustration, especially if participants have to give up items they like.
- Encourage them gently and remind them:
 - “Budgeting helps us make sure we always have what we need first.”

Adaptive Functioning - Learning Activity 5



Independent Living: Reading Schedules and Maps

The objective of the activity is: To help participants learn how to read simple public transportation schedules and maps, plan basic routes, and develop independence in using public transport safely.

Learning Outcomes:

- Use public transportation.
- Develop a sense of responsibility and independence.
- Taking initiative in daily tasks.
- Understand the importance of daily living skills.

Materials:

- Posters, markers, paper, and coloured stickers
- Teaching clocks or timers
- Simple printed bus or metro maps (real or adapted versions)
- Simplified bus/metro schedules (times, stops, destinations)
- Handout 9

Duration:

60 minutes

Activities:

Introduction and Warm-up (10 min)

- Starter conversation: “Have you ever taken a bus, tram, or metro? Where did you go?”
- Show a big colourful transport map and point out familiar places (school, supermarket, park). You can also use these suggestions as a starting point:



WHAT IS A MAP?

A MAP IS A PICTURE
THAT SHOWS US WHERE
PLACES ARE AND HELPS
US FIND OUR WAY.



THE MAP KEY

MAPS USE SYMBOLS
TO SHOW DIFFERENT
PLACES. THE KEY
TELLS US WHAT EACH
SYMBOL MEANS.



FINDING PLACES

WE CAN USE THE MAP AND KEY TO FIND DIFFERENT PLACES, LIKE THE SCHOOL OR THE GROCERY STORE.



FIND THE LIBRARY

IF WE START AT THE **HOUSE**, WHICH DIRECTION DO WE GO TO GET TO THE **LIBRARY**?



FOLLOW A ROUTE

WE CAN FOLLOW A ROUTE TO GO FROM ONE PLACE TO ANOTHER. LET'S FIND A ROUTE FROM THE **HOSPITAL** TO THE **RESTAURANT**.



- Brief explanation: “Public transport helps us get from one place to another. Today, we’ll learn how to find our way using maps and timetables!”

Activity 1: Find Your Stop! (20 min)

- Participants receive a simple bus or metro map.
- Present learners with short challenges, such as:
 - “Find the station closest to the supermarket.”
 - “Which stop do you go to get to the park?”
- Encourage learners to use markers to circle stops or colour the routes on the map.

Examples:

- Starting point: Home
- Destination: Park → Find the line and stop.

Skills practiced:

- Map reading
- Spatial orientation

Activity 2: Plan Your Trip! (20 min)

- Give participants a simple bus or metro schedule with departure times.
- Each participant receives a mission card, e.g.,
“You want to arrive at the supermarket by 11:00 AM. Which bus should you take?”
- They must find the correct line and departure time, using the schedule.

Examples:

- Departure: Home at 10:15 AM
- Bus line: 3A
- Arrival: Park at 10:45 AM

Skills practiced:

- Reading schedules
- Planning and time management

Evaluation (10 min)

- Group discussion:
 - “Was it easy or hard to find the right stop or bus?”
 - “How can we check if we are on the right bus or tram?”
 - “Why is it important to plan our trip before we leave home?”
- Participants share one thing they learned or one new thing they can now do.

Wrap-up Session

- Summarise the key learning:

“Maps and schedules help us travel safely and independently.”

- Encourage participants to check a real bus or metro schedule during the week with a family member or caregiver.

Tips for Educators

Task Specific aspects:

- Use real maps (e.g., from the local transport company) but cover unnecessary details.
- Highlight the participant's starting point and destination with bright markers or stickers.
- Start with very familiar locations
 - Begin activities with places participants know well: their home, the park, the school, the grocery store.
- Focus only on a few lines and destinations familiar to the participants (e.g., their neighbourhood, supermarket, park):
 - Example: Use a map showing only 5-6 stops instead of the whole city's network.
- This creates an immediate emotional connection and lowers anxiety.
 - Example: "You want to go from your house to the park. Which stop do you need?"

Organisational aspects:

- Use stickers or highlighters to trace routes
- Help participants visually follow the journey:
- Use real, colourful maps but simplify them
- Use a green line for the chosen route.
 - Place a star sticker on the starting point and another on the destination.
 - This makes the learning experience more tactile and accessible, especially for visual learners.

Educational aspects:

- Repeat the same questions with different places
- To build confidence, once a participant answers correctly, ask a similar but slightly different question:
 - "Great! Now, what if you wanted to go to the bakery instead?"
 - Reinforcing the structure without overwhelming them helps solidify learning through repetition in variation.
 - Celebrate even small successes
 - Praise not just complete success but every small step:
 - Finding the correct line.
 - Recognising a familiar stop.
 - Reading a schedule correctly.
 - Example: "You found the right bus stop! That's great! It's not always easy."
- Be patient and encouraging throughout
- Reading maps and schedules can be stressful at first. Normalise mistakes:
 - "Even adults sometimes get lost. It's okay, what matters is knowing how to find help!"

Adaptive Functioning - Learning Activity 6

Independent Living: Safe Travel Behaviour

The objective of the activity is to help participants understand and practice safe behaviours while using public transportation, including how to stay alert, ask for help when needed, and travel independently with confidence.

Learning Outcomes:

- Use public transportation.
- Develop a sense of responsibility and independence.
- Taking initiative in daily tasks.
- Understand the importance of daily living skills.
- Seeking help when needed.

Materials:

- Posters
- Markers
- Paper
- Handout 10
- Handout 11

Duration:

60 minutes

Activities:

Introduction and Warm-up (10 min)

- Starter conversation: "Have you ever been on a bus, tram, or metro? What do you need to do to stay safe while travelling?"
- Show images of safe and unsafe behaviour (e.g., sitting while travelling vs. standing without holding anything).
- Discuss: "Why is it important to stay safe when we travel?"

Activity 1: Safe or Unsafe? Sorting Game (20 min)

- Distribute Handout 9 to participants. The handout presents them with different visual cards illustrating travel behaviours.
- Ask learners to sort the cards into the "Safe" or "Unsafe" category/

Activity 2: Role-Play Safe Traveller! (20 min)

- Ask learners to form pairs.
- Using Handout 11, ask participants to choose a simple role-play card at random, and act out a situation. Repeat as necessary.
- Ask learners to swap roles once they have acted out their scenario.

Evaluation (10 min)

- Group reflection:
 - "What is one thing you can do to stay safe when you travel?"

- "If you feel lost or unsafe, what should you do?"
- Each participant can draw or write a "safety tip" to share with the group.

Wrap-up Session

- Summarise key learning:
- "When we travel safely, we feel strong and independent."
- Encourage participants to remember three important rules for travelling safe:
 1. Stay seated or hold on tightly while moving.
 2. Ask for help if needed.
 3. Stay aware of your surroundings.

Tips for Educators

- Use realistic, relatable images for sorting activities
- Choose images that look real and familiar (e.g., photos of actual buses, real bus drivers helping passengers).
- Avoid cartoons, if possible, to make it easier for participants to transfer what they see into real-world behaviour.
 - Example: Show a photo of a person holding the handrail inside a bus, not just an icon.
- Keep the atmosphere playful and positive during role-plays.
- Role-playing can make some participants feel nervous.
- Create a fun and light mood: emphasise practicing “being safe heroes” instead of highlighting dangers.
 - Example: Introduce role-plays by saying:
 - “Let’s become super travellers today! What smart choices can we make?”
 - Never dramatise danger, focus on positive, smart actions
 - When discussing risks, be simple and reassuring.
 - Avoid using fear or exaggerated scenarios that could scare participants.
 - Instead, focus on what to do right rather than what could go wrong.
 - Example: Instead of saying “You could fall and hurt yourself!”, say “Holding the handrail keeps you safe and steady.”
- Give lots of positive feedback, even for small safe behaviours
 - Celebrate every step towards safer behaviour, even minor ones like remembering to hold onto the pole or asking for help.
 - Reinforce the behaviour by praising the action:
 - “I saw you checking around before stepping off the bus. That’s smart travelling!”
- Allow participants to suggest their own safety tips
 - After practicing, ask participants to invent or share their personal “rules” for travelling safely.
 - This increases their engagement and helps them internalise the behaviours.
 - Example: Let participants draw a poster with their three favourite safety rules.
- Remind participants that asking for help is a strength, not a weakness
 - Many people with intellectual disabilities might feel shy or afraid to ask for help.
 - Normalise asking for assistance by framing it as a smart, independent behaviour.
 - Example phrase to use:
 - “Good travellers know when to ask for help. That’s being smart, not weak!”



Handout 9:



SAFE



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Safe vs. Unsafe Travel Behaviours



Always carry a valid
ticket, pass or travel
card.

Know in advance which
bus, tram, or metro to
take and where to get
off.

Carry a card with your
name, address and an
emergency phone
number.

Only use well-lit and
busy bus stops and
stations.



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Safe vs. Unsafe Travel Behaviours



Keep your backpack or bag in front of you, especially in crowded places.

Ask for help only from uniformed staff or trusted people, if you feel lost.

Stay seated or hold on to handrails during the journey.

Always use pedestrian crossings and traffic lights to cross the street.



Safe vs. Unsafe Travel Behaviours



Getting on a bus, tram, or metro without a ticket/knowing the destination.

Talking to strangers and sharing personal information (eg., your address, destination, etc.)

Accepting rides from unknown people or unofficial vehicles.

Leaving the planned route without telling anyone.



Safe vs. Unsafe Travel Behaviours



Ignoring warning signs or announcements on public transport.

Being distracted by your phone when crossing the street.

Leaving your backpack or bag unattended.

Using shortcuts through isolated or poorly lit areas.



Handout 10:



On the Bus/Train



You get on a crowded bus and need to find a safe seat.



You miss your stop, what should you do?

The bus suddenly changes route. How can you ask the driver for help?



You feel uncomfortable because someone is sitting too close. What can you do?



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Waiting/Walking

You are at a busy train station and feel a bit lost. How do you ask for help?



You see your bus coming. How do you get on safely?

You are walking to the bus stop, and see a dog without a lead. What do you do?



You are waiting for a bus in the evening. How do you stay safe while waiting?



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Tickets/Money

You need to buy a bus/train ticket. Show how you would ask.



You think you lost your bus pass. What should you do?

You want to check if your ticket is valid. How do you ask the driver?



You get the wrong change when you pay. How do you ask politely about it?



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Emergencies/Help

You are on the bus/train and feel unwell. What should you do?



You get on the wrong bus. Who can you ask for help?

Your phone battery dies while travelling. What can you do?



You can't find your stop in a new place. How do you ask for directions?



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WEBSITES references

Mencap (UK) – <https://www.mencap.org.uk>

Ottimo risorse educative e materiali pratici per supportare adulti con disabilità intellettiva.

AbleNet – <https://www.ablenetinc.com>

SCERTS Model – <https://www.scerts.com>

ThinkWork (UMass Boston) – <https://www.thinkwork.org>

National Center on Accessible Educational Materials (CAST) – <https://aem.cast.org>



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DIGITAL MEDIA ZONE



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