





**EOS** 

#### **IO2 PROJECT -**

ET.2 curricula - Defining major problems

#### I. Identified key challenges for the Curricula

- 1. Used and developed for students with more severe intellectual disabilities are often overloaded with teaching content in slightly individualized.
- 2. Adjustments included in Individual Educational and Therapeutic Programs are often declarative in nature, much of the content, due to the lack of direct and continuous connection with the diagnostic process, is carried out to a marginal extent.
- 3. In the curricula, areas related to building soft skills are not sufficiently exposed and / or implemented during classes. It works often with a relatively narrow scope of activities generalizing the acquired skills and not fully shaping the civic attitudes of students, and what is probably crucial is their personal awareness of why the development of independence and self-help is so important for their future after graduation.
- 4. The main emphasis in the developed program materials is still focused on corrective and compensatory actions in the area of disturbed functions, solutions based on contemporary paradigms of understanding disability the social, emancipatory and the paradigm of normalizing the lives of people with disabilities.
- 5. The content, although related to everyday life situations, is to be implemented in artificial and simulation conditions the possibility of implementing assisted practices and activities in the local environment is not taken into account.
- 6. The Special Schools Complex makes considerable efforts to involve people with disabilities in the 'landscape' of the local community, especially in the space of the polysensory garden managed by the school, are hardly exposed in in curricula, however, the content that builds students' belonging to this environment and shapes the attitude of responsibility for it as well as for the social image of a person with disability.
- 7. In the curricula for students with disabilities in skills in the area of selection, initiative and evaluation, self-reflection and self-assessment are taken into account to a marginal extent.

#### II. Conclusions for developing a prototype model of teaching methodology:

1. When creating curricula, every effort should be made to include the content related to competence building for independent participation in planning and organizing



theeducation process, supporting making choices and building a sense of shared responsibility for one's own development.

- 2. The created programs should be closely correlated with the process of diagnosing students' competences, ongoing monitoring of progress and the complementary methodology of education.
- 3. When designing the conditions for the implementation of the programs, one should refer to the resources of students and look for organizational solutions supporting the independence of students instead of expanding corrective and compensatory activities aimed at disturbed functions and deficit areas of students' development.
- 4. In the implementation of curricula, efforts should be made to ensure that the activities of all teachers are actually not only declaratively correlated and integrated in one coherent and a comprehensive education strategy.



**EOS** 

#### **IO2 PROJECT -**

ET.3 curricula - Prototyping

#### I. Introduction:

The developed program was created as a result of the project "EOS Project" implemented in under the Education Program co-financed by the EEA funds, in particular from the Donor States - Norway, Iceland and Liechtenstein, and funds from the state budget. The proposed program is an integral part of a comprehensive competence development strategy for independent living of people with deeper intellectual disability in which also includes: the model of the organization of education, in particular the model of the functioning of the training apartment, the methodological model of educating students and the model of assessment and evaluation of education. The implementation of the strategy is possible through the implementation of pedagogical innovation.

The curriculum was developed on the basis of the core curriculum of general education for special schools preparing for work for students with moderate or severe intellectual disability and for students with multiple disabilities (Regulation of the Minister of National Education of February 14, 2017, as amended, Journal of Laws 2017, item 356). According to its assumptions, the special school is to "prepare young people for fulfilling various social roles and for an autonomous (according to their development possibilities) and active adult life."

During the implementation of the program, the teacher has the right to modify and expand the content in accordance with the needs and capabilities of students. The teaching material is intended for implementation in the entire cycle of education at all educational stages, after prior Multidisciplinary Assessment of the Functioning Level of the Student and determining his / her base level of competence in order to select the most appropriate program / catalog of skills.

The proposed education strategy consists of 12 education programs grouped with attention to the level of achievement in 3 stages of competence development in 4 key areas: independent living, independent work, interpersonal relations and relationships, civic life.

The program can be implemented in the following subjects: personal functioning and social, training for work, activities developing communication, activities developing creativity, activities developing creativity, rehabilitation activities. Important for the effectiveness of the program is the correlation of activities between teachers teaching in the class and, as far as possible, uniform conduct of classes in a given department by all teachers in the classroom. based on the proposed education strategy.



Classes will be conducted in the form of workshops in school studios, as well as in the space of the local community.

Assessment of achievements will be made in accordance with the assumptions of the core curriculum and z the use of materials developed as part of the education assessment and evaluation model.

#### II. General Objectives

- A. . Developing students' competences and skills in 4 thematic areas which are crucial from the point of preparation for independent life;
- B. Building students' soft competences in the area of inter and interskills intrapersonal
- C. . Developing the ability to use the acquired school skills in practice in everyday life:
- D. Developing students' skills to self-assess their own progress and evaluate their work:
- E. Building attitudes of initiative and responsibility for their own learning and students' development;
- F. Shaping students' motivation for further development and making efforts to improve one's own competences related to independent life;
- G. Formation of resourcefulness and the ability to ask for help building competences in the area of self-advocacy;
- H. Making students' ideas about adult life more concrete and real;

#### III. Skills Catalog - Detailed Objectives The

implementation of the program assumes that students achieve the minimum skills contained in detailed skill catalogs. By making a detailed diagnosis of the requirements posed by students from deeper intellectual disability building competences to independent living, 4 thematic areas of skills have been specified:

- competences in the area of self-mixing;
- competences in the area of work and vocational training;
- inter- and intrapersonal competences, relationship skills and building lasting bonds;
- competences related to civic life.

Organizing the catalogs of skills, the level of requirements was graded by dividing the catalogs into 3 stages. In this way, 12 programs / catalogs of skills, relatively comprehensively representing the space of skills necessary to achieve life independence of people with intellectual disabilities, were created.



The specific objectives of each of the developed programs is to achieve the vast majority of the specified skills. Indicated in skill catalogs are structured in terms of operational goals. The catalogs also include suggestions for potential skills that allow you to master individual skills and suggestions for short films to be used in the VR space. These programs are in assuming a catalog of minimum requirements, which makes them remain an open form that each teacher, depending on the needs and the possibilities of his students can individually develop and modify.

#### IV. Teaching Methods

- 1. According to the project assumptions, the key method of education used to achieve the goals of the curriculum is the Efficiency Assessment Strategy strategy described in detail in the Methodological Manual and its appendices. This method in its assumption focuses on acquiring skills necessary for independent life by students with deeper intellectual disability in a model similar to acquiring scout skills in conjunction with the Assessment for Learning concept. This strategy emphasizes the subjectivity of the student and shapes his competences in managing the learning process by involving students in process of work planning, schedule of its implementation and supports critical reflection on one's own progress and student achievement.
- 2. VR The methodology of efficient formative assessment is supplemented by the use of modern technologies in the didactic process virtual reality and the e-portfolio method.
  - Using 360 cameras, teachers can create original films for use in virtual reality based on VR goggles. Thanks to this technology, it is possible to prepare the student for new, unknown situations in everyday life in classroom. This creates a real chance for a greater readiness of a student with a deeper disability to explore new social situations and, consequently, a higher level of achievement and reduction of traumatization / secondary traumatization of the experience of various situations in everyday life. In addition, this technology allows difficult and demanding situations to be repeated, as well as those that are difficult to stage in reality (e.g. emergencies, accidents). Detailed methodology of using VR in for work with a student on SPE, see the Know-How to VR textbook (in development).
- 3. E-portfolio document the learning process, share it with students' families and peers is a very important element in the process of building autonomy, responsibility and students' initiative. In order to be an effective supporting method, the e-portfolio method is used to transfer documentation of student development in digital space. A detailed description of the method is included in the e-portfolio method manual (in preparation).
- 4. Working methods characteristic of special education v including supportive therapies. The methodology of efficient formative assessment allows for flexible inclusion in the process of gaining skills of various methods and didactic forms adapted to the needs and abilities of students. However, the key is to program the use of these methods in such a way that their effects are measurable and subject to students' self-assessment.



#### V. Assessment of student achievement

Assessment of student achievement is carried out in two dimensions:

- 1. self-assessment of students in the process of acquiring skills, combined with feedback provided by the
- 2. teacher the proposed WOPFU procedure with using the skills observation sheet for independent living.

The self-assessment of students should be carried out on an ongoing basis in the process of acquiring individual skills in accordance with the proposed methodology of work based on the strategy of efficient formative assessment. Students assess the achievement of the success criteria they have planned for their fitness using the "lights" - green, yellow, red. Additionally, the teacher gives feedback to the students for their self-assessment. The key task in conducting students' self-assessment and providing feedback by teachers is to verify to what extent the student really understands the acquired knowledge and skills and to what extent they can apply it in relation to their own life and everyday situations. Documentation of the conducted self-assessment consists of skill cards collected in student binders. Depending on the possibilities of the school and students, it is possible to transfer the evaluation and documentation process to an electronic platform. The SEESAW application is perfect for this, as it can be the basis for enriching the work methodology with the use of the e-portfolio method.

Multidisciplinary Assessment of Students' Functioning Level in accordance with by ordinance of the Minister, it must be made at least twice a year. By going to using the model solutions proposed in the project, it is recommended to carry out the diagnosis "on entry", ie at the beginning of work with the student, in order to determine his / her base level of competence, and then cyclical monitoring of progress every six months (semester). Complementary diagnostic method to the proposed methodology and curricula is an observation sheet for the student's independent life. If necessary, it is recommended to extend the diagnostic activities and other, more specialized diagnostic tools available on the market, however, it should be noted that these are functional diagnostic tools such as, for example:

- Gunzburg P-PAC, PAC-1, PAC-2, PAS questionnaires;
- KORP
- ABAS-2
- PEP-R
- VB-mapp Shoeppler's
- questionnaires CHECK THE NAME OF
- IKS Inventory of Competences for Self-determination prof. J.Kruk-Lasocka

When developing the results of the diagnosis, it is crucial to define the zone of the closest development, as the area of the student's development in which the most likely success is so



much needed to build students' motivation to work and attitudes full of initiative and responsibility for their own learning.

#### VI. Appendices:

- Programs for the 3 stages of skill development grouped into 4 thematic areas:
  - 3 stages of competency development in the area of self-mixing;

Appendix No. 1-3

- 3 stages of skills development in the area of work and vocational training;

Appendix No. 4-6

- 3 stages of development of inter- and intrapersonal skills, entering into relationships and building lasting bonds;

Appendix No. 7-9

- 3 stages of skills development in the area of competences related to civic life

Appendix No. 10-12

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**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 1

# CURRICULUM Skills catalog – Self-contained apartment Stage 1



# I. SELF-SERVICE

Ability	Fitness proposal	Proposal for the subject of the VR film
I can eat on my own		
I can drink on my own		
I can use the toilet on my		
own		
I can wash my hands		
I can brush my teeth		
I know how to bathe		
I know how to comb		
myself		
I can shave		

## II. MEALS

Ability	Fitness proposal	Proposal for the subject of the VR film
I know and name food products		
I can pour the drink into a		
cup		
I can prepare tea and coffee		
I can use cutlery		
I wash vegetables and fruits before consumption		

## III. SHOPPING

Ability	Fitness proposal	Proposal for the subject of the VR film
I know where to buy the		
products I need		
I can buy a single product		
for deducted cash		
I can buy products from		
the shopping list for		
deducted cash		



## IV. CLEANUP

Ability	Fitness proposal	Proposal for the subject of the VR film
I know that cleaning is		
necessary		
I put things in place		
I can wipe chickens		
I can sweep		
I can throw away garbage		
I can wipe the table		

# V. OTHER

Ability	Fitness proposal	Proposal for the subject of the VR film
I know how to open and		
close doors		
I know that you should not		
let strangers into the		
house		
I know how to turn on and		
off the light		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 2

# CURRICULUM Skills catalog – Self-contained apartment Stage 2



# I. SELF-SERVICE

Ability	Fitness proposal	Proposal for the subject of the VR film
I remember to wash my		
hands after using the		
toilet		
I know and distinguish		
basic hygiene measures		
I know how to properly		
use appropriate hygiene		
products		
I can choose clothes		
according to the weather		
and the situation		

## II. MEALS

Ability	Fitness proposal	Proposal for the subject of the VR film
I can set the table		
I know how to cut products		
I can peel vegetables and fruits		
I can prepare breakfast and dinner according to the recipe:  • flakes with milk		
<ul> <li>sandwich</li> <li>scrambled eggs</li> <li>Toast</li> <li>Sausages</li> <li>salad</li> </ul>		
I can prepare dinner according to the recipe:		



<ul> <li>chicken soup</li> <li>tomato soup</li> <li>spaghetti</li> <li>potatoes with fried egg</li> <li>pasta with cheese</li> </ul>	
I can prepare a dessert	
according to the recipe:	
<ul><li>kissel</li><li>pudding</li></ul>	

## III. SHOPPING

Ability	Fitness proposal	Proposal for the subject of the VR film
I can count money		
I can pay in cash		
I can pay with a payment		
card		
I can make a shopping list		
I can do shopping on my		
own		
I can ask for help in the		
store		

# IV. CLEANUP

Ability	Fitness proposal	Proposal for the subject of the VR film
I know how to vacuum		
I know how to wash the floor		
I can wash dishes		
I know and distinguish detergents		
I know how to use		
detergents for their intended purpose		



I can make the bed	
I can wash the bathroom	
<ul><li>Sink</li><li>mirror</li><li>Toilet</li><li>bath/shower</li></ul>	
I can fold clothes	
I can clean my shoes	

# V. OTHER

Ability	Fitness proposal	Proposal for the subject of the VR film
I know how to pay the		
bills		
I know who to call in case		
of a fault		
<ul><li>electrician</li><li>plumber</li><li>chimney sweep</li><li>joiner</li></ul>		
I can save water		
I can save electricity		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 3

# CURRICULUM Skills catalog – Self-contained apartment Stage 3



# I. SELF-SERVICE

Ability	Fitness proposal	Proposal for the subject of the VR film
I remember to wash my		
hands after using the		
toilet - fixation		
I know and distinguish the		
basic hygiene measures -		
fixation		
I know how to properly		
use appropriate hygienic		
products - fixation		
I can choose clothes		
according to the weather		
and the situation - fixation		

#### II. MEALS

Ability	Fitness proposal	Proposal for the subject of the VR film
I can use household appliances		
<ul> <li>dishwasher</li> <li>gas/electric stove</li> <li>oven</li> <li>mixer</li> <li>toaster</li> <li>microwave</li> <li>juicer</li> <li>I can use the user manual</li> </ul>		
I can prepare breakfast and dinner myself:		
<ul> <li>flakes with milk</li> <li>sandwich</li> <li>scrambled eggs</li> <li>Toast</li> <li>Sausages</li> <li>salad</li> </ul>		



I can prepare dinner	
myself:	
<ul> <li>chicken soup</li> <li>tomato soup</li> <li>spaghetti</li> <li>potatoes with fried egg</li> <li>pasta with cheese</li> </ul>	
I can prepare dessert	
myself	
• cake	
<ul><li>fruit salad</li></ul>	
I can order a meal with	
home delivery	

# III. SHOPPING

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the value of money		
I know how to plan		
expenses		
I can choose between a		
cheaper and a more		
expensive product		
I choose healthy products		
I can safely shop online		



## IV. CLEANUP

Ability	Fitness proposal	Proposal for the subject of the VR film
I can change the bed linen		
I can wash the windows		
I can do laundry  I segregate by color  I segregate by type of fabric  I can set the right program  I can hang laundry		
I can iron		
I know how to segregate garbage		

## v. other

Ability	Fitness proposal	Proposal for the subject of the VR film
I know how to pay the		
bills - fixing		
I know who to call in case		
of a fault		
<ul><li>electrician</li><li>plumber</li><li>chimney sweep</li><li>joiner</li></ul>		



I can save water	
- fixation	
I can save electricity	
- fixation	



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 4

CURRICULUM
Skills Catalogue – Citizen
Stage 1



# I. COMMUNICATION

Ability	Fitness proposal	Proposal for the subject of the VR film
I know my name and surname		
I know where I live		
I know when I was born		
I can ask for directions		
I can ask for help		
I can sign		
I know emergency numbers		
I can call emergency services		

## II. ORIENTATION IN SPACE

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the scheme of the body		
I distinguish between directions		
I can place objects in space		

#### III. I AM A CITIZEN

Ability	Fitness proposal	Proposal for the subject of the VR film
I know what country I live in		
I know what the flag of my country looks like		



I know the anthem of my country	
I know what the emblem of my country looks like	

# IV. HEALTH

Ability	Fitness proposal	Proposal for the subject of the VR film
I can make an appointment with a doctor		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 5

CURRICULUM

Skills Catalogue – Citizen

Stage 2



# I. COMMUNICATION

Ability	Fitness proposal	Proposal for the subject of the VR film
I can read signposts		
I can fill in the questionnaire/form		
I can write an official letter according to the model		
I can pick up a registered letter at the post office		
I know how to use an ID card		
I know I need to protect my personal information		

## II. ORIENTATION IN SPACE

Ability	Fitness proposal	Proposal for the subject of the VR film
I can move around the immediate area on my own		
I can buy and validate the right ticket		
I can choose the right means of transport		

#### III. I AM A CITIZEN

Ability	Fitness proposal	Proposal for the subject of the VR film
I can sing the anthem of my country		
I know the most important holidays in my country		



I know what region I live in	
I take an active part in cultural events	

# IV. HEALTH

Ability	Fitness proposal	Proposal for the subject of the VR film
I can go to the doctor on my own		
I can fulfill a prescription		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 6

CURRICULUM
Skills Catalogue – Citizen
Stage 3



# I. COMMUNICATION

Ability	Fitness proposal	Proposal for the subject of the VR film
I can get information over the phone		
I can get information via the Internet		
I can write an official letter		
I can read official writings with comprehension		
I can send a registered letter		

## II. ORIENTATION IN SPACE

Ability	Fitness proposal	Proposal for the subject of the VR film
I can move around the city on my own		
I know where the most important points in the city are located (City Hall, Post Office, Bank, etc.)		
I can explain how to get to the indicated place		
I know the basic rules of the road		

## III. I AM A CITIZEN

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the traditions and customs associated with holidays in my country		
I know the basic elements of the culture of my region		



I can vote in presidential, parliamentary and local elections	
I know the basic laws of my country	
I am involved in charity campaigns	
I know my basic civil rights	
I know my basic civic duties	
I know what each personal document is for	

# IV. HEALTH

Ability	Fitness proposal	Proposal for the subject of the VR film
I can provide first aid		
I can follow the doctor's instructions		
I can dose medication properly		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 7

CURRICULUM
Skills Catalog – Jobs
Stage 1



# I. COMMUNICATION

Ability	Fitness proposal	Proposal for the subject of the VR film
I can introduce myself		
I can sign		

## II. JOB SEARCH

Ability	Fitness proposal	Proposal for the subject of the VR film
I know where the Labour Office is		
I can sign a letter		
I read job offers on the bulletin board		

#### III. PERFORMANCE OF DUTIES AT WORK

Ability	Fitness proposal	Proposal for the subject of the VR film
I know and follow the rules of health and safety		
I can sweep		
I can wash the floor		
I can wipe chickens		
I can wipe the table		
l can water plants		
I'm thorough		



I can work according to a ready-made work schedule		
ready-made work schedule	I can work according to a	
position from contraction property and the contraction of the contract	ready-made work schedule	

#### IV. ABILITIES

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the letters		
I can read single words		
I can write letters		
I know the numbers		
I can write numbers		
I add and subtract in the range of 10		

## V. COMPUTER AND OFFICE EQUIPMENT SUPPORT

Ability	Fitness proposal	Proposal for the subject of the VR film
I can use a punch		
l can use a stapler		
I can turn on the computer		
I can connect the computer to the power supply		
I can print documents		

#### VI. FINANCE



Ability	Fitness proposal	Proposal for the subject of the VR film
I know what money is and what it is for		
I can count money		
I can pay with deducted cash		

## VII. DATE AND TIME

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the days of the week		
I know the seasons		
I know the names of the months		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 8

CURRICULUM
Skills Catalog – Jobs
Stage 2



# I. COMMUNICATION

Ability	Fitness proposal	Proposal for the subject of the VR film
I can introduce myself		
I can sign		

## II. JOB SEARCH

Ability	Fitness proposal	Proposal for the subject of the VR film
I know where the Labour Office is		
I can sign a letter		
I read job offers on the bulletin board		

#### III. PERFORMANCE OF DUTIES AT WORK

Ability	Fitness proposal	Proposal for the subject of the VR film
I know and follow the rules of health and safety		
I can sweep		
I can wash the floor		
I can wipe chickens		
I can wipe the table		
l can water plants		
I'm thorough		



I can work according to a ready-made work schedule		
ready-made work schedule	I can work according to a	
position from contraction property and the contraction of the contract	ready-made work schedule	

#### IV. ABILITIES

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the letters		
I can read single words		
I can write letters		
I know the numbers		
I can write numbers		
I add and subtract in the range of 10		

## V. COMPUTER AND OFFICE EQUIPMENT SUPPORT

Ability	Fitness proposal	Proposal for the subject of the VR film
I can use a punch		
I can use a stapler		
I can turn on the computer		
I can connect the computer to the power supply		
I can print documents		

#### VI. FINANCE



Ability	Fitness proposal	Proposal for the subject of the VR film
I know what money is and what it is for		
I can count money		
I can pay with deducted cash		

## VII. DATE AND TIME

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the days of the week		
I know the seasons		
I know the names of the months		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 9

CURRICULUM
Skills Catalog – Jobs
Stage 3



Ability	Fitness proposal	Proposal for the subject of the VR film
I can conduct a dialogue with the employer (job interview)		
I can tell about myself in a few sentences		
I know my strengths and weaknesses		

# II. JOB SEARCH

Ability	Fitness proposal	Proposal for the subject of the VR film
I can write a CV myself		
I know how to use webmail		

# III. PERFORMANCE OF DUTIES AT WORK

Ability	Fitness proposal	Proposal for the subject of the VR film
I remember to pass on information after a phone call		
I can mow grass		
I can put the goods on the right shelf		
I can issue an order		

# IV. ABILITIES

Ability	Leitness proposal	Proposal for the subject of
<b>y</b>	The second secon	the VR film



I understand what I'm reading	
I can write a short text myself	
I can add and subtract in the range of 100	
I know how to multiply and divide	

## V. COMPUTER AND OFFICE EQUIPMENT SUPPORT

V.		. •
Ability	Fitness proposal	Proposal for the subject of the VR film
I can send an email with an attachment		
I can search for information on the Internet		
I can scan documents		
I can write a short text on a computer		

# VI. FINANCE

Ability	Fitness proposal	Proposal for the subject of the VR film
I can set up a bank account		
I know how to use a banking mobile application		



I can send money by bank transfer	
I know the value of money	

# VII. DATE AND TIME

Ability	Fitness proposal	Proposal for the subject of the VR film
I can give today's date		
I know how to use a calendar		
I'm punctual		
I know how much time I need to commute to work		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 10

CURRICULUM

Skills Catalog – Social Relations

Stage 1



Ability	Fitness proposal	Proposal for the subject of the VR film
I make eye contact		
I know how to introduce myself		
I ask when I do not know something		
I answer the questions asked		

## II. WEB RELATIONS

Ability	Fitness proposal	Proposal for the subject of the VR film
I can create an account on a social network		
I can search for friends on social networks		

### III. FEELINGS AND EMOTIONS

Ability	Fitness proposal	Proposal for the subject of the VR film
I call basic feelings and emotions		
I recognize the emotion in the photo and illustration		

#### IV. FAMILY AND FRIENDSHIP RELATIONSHIPS

Ability	Fitness proposal	Proposal for the subject of the VR film
I recognize family members		
I recognize friends		



I know the names of family members	
I know the names of my friends	
I participate in family celebrations	

#### V. AFFILIATE

Ability	Fitness proposal	Proposal for the subject of the VR film
I can determine your gender		
I know what friendship is		
I know what infatuation is		
I know what love is		

## VI. SOCIAL PRINCIPLES AND NORMS

Ability	Fitness proposal	Proposal for the subject of the VR film
I use salutations		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 11

CURRICULUM

Skills Catalog – Social Relations

Stage 2



Ability	Fitness proposal	Proposal for the subject of the VR film
I can start a conversation		
I can conduct a dialogue		
I can ask for help		

#### II. WEB RELATIONS

Ability	Fitness proposal	Proposal for the subject of the VR film
I am active on portals		

#### III. FEELINGS AND EMOTIONS

Ability	Fitness proposal	Proposal for the subject of the VR film
I can name my emotion		
I can recognize the emotion of others		

#### IV. FAMILY AND FRIENDSHIP RELATIONSHIPS

Ability	Fitness proposal	Proposal for the subject of
Ability	i ililess proposai	the VR film



I'm clearing up family celebrations	
I can dress according to the ceremony	
I can follow the rules and customs prevailing at a wedding, funeral, birthday, solemn dinner	
I know family traditions	

## V. AFFILIATE

Ability	Fitness proposal	Proposal for the subject of the VR film
I distinguish friendship from infatuation and love		
I can show interest in the other person		
I know when someone shows interest in me		
I can invite you on a date		
I can arrange a date		
I know what engagement is		
I know what marriage is		

## VI. SOCIAL PRINCIPLES AND NORMS



Ability	Fitness proposal	Proposal for the subject of the VR film
I can collaborate with others		
I am assertive		
I help others		



**IO2 - Curriculum** 

ET.3 - Prototyping

Attachment No. 12

CURRICULUM

Skills Catalog – Social Relations

Stage 3



Ability	Fitness proposal	Proposal for the subject of the VR film
I can make a phone call		
I can write SMS / e - mail		
I can read SMS / e – mail		
I can make a video call		

## II. WEB RELATIONS

Ability	Fitness proposal	Proposal for the subject of the VR film
I know the risks associated with using the Internet  I don't talk to strangers online I do not send my photos to strangers I do not date people I meet online I care about my privacy (I do not share my personal data, private content)		
I respect others on the web  I do not curse I do not hate I respect the opinion of others		

## III. FEELINGS AND EMOTIONS

Ability	Fitness proposal	Proposal for the subject of
Ability	Filliess proposal	the VR film



I understand and respect the emotions of others	
I can show my feelings and emotions	

#### IV. FAMILY AND FRIENDSHIP RELATIONSHIPS

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Ability	Fitness proposal	Proposal for the subject of the VR film	
I can keep my promise			
I can keep a secret			
I can share			
I know and understand family affinities			
I know and fulfill my family responsibilities			

## V. AFFILIATE

Ability	Fitness proposal	Proposal for the subject of the VR film
I can show affection to the other person		
I can reciprocate the other person's feelings		
I know my needs in the relationship		



I know and understand the needs of my partner	
I do not exceed the boundaries set by my partner	
I understand the basic principles of being in a relationship	
I know what sex is	
I know the possible consequences of having sex  • pregnancy • diseases	
I know the available methods of contraception	
I can plan a common future (apartment, proposal, wedding, children)	
I can share the responsibilities of living together	
I know the duties of marriage	



# VI. SOCIAL PRINCIPLES AND NORMS

Ability	Fitness proposal	Proposal for the subject of the VR film
I respect the otherness of others		
I respect my own and others' intimacy		
I can define the social group to which I belong		
I know my rights and obligations resulting from belonging to a given social group		
I know the rules prevailing in a given social group		
I follow the rules prevailing in a given social group		
I actively participate in the life of social groups to which I belong		