

## Work training program

for students of a special school preparing for work with moderate or severe intellectual disabilities and for students with multiple disabilities

### **The program was developed on the basis of the regulation:**

Regulation of the Minister of National Education of February 14, 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education for first-cycle vocational schools, general education for a special school preparing for work and general education for post-secondary schools.

[Dz.U. z 2017, item 356](#)

### **General goals:**

1. shaping a positive attitude towards work in terms of motivation, competence and performance;
2. acquiring basic knowledge about work and getting to know typical work situations;
3. teaching how to perform various tasks in accordance with the student's preferences and predispositions;
4. mastering basic skills and work activities;
5. preparing students to run a household;
6. understanding occupational health and safety issues;
7. developing job search skills and using various sources of knowledge;
8. preparation to undertake independent or supported work in an individually tailored position on the open or protected labor market;
9. satisfying the cognitive and social needs of students by providing them with conditions for purposeful and socially useful activity.

**Specialty: CHEF'S ASSISTANT**

**Graduate profile:** The student is prepared to perform basic tasks in the kitchen under supervision. Has knowledge of occupational health and safety, kitchen equipment and drink preparation techniques, fruit and vegetable processing, cooking and baking. They can prepare drinks, process vegetables and fruits, use various cooking and baking techniques and take care of kitchen tools and equipment. He is responsible, organized and ready to work in the kitchen under the supervision of experienced chefs.

| Educational material           |   | Specific objectives  | Detailed learning outcomes. After completing the classes, the student is able to (depending on the student's individual psychophysical capabilities resulting from the certificate and IEPT):  |
|--------------------------------|---|--|--|
| Occupational Health and Safety | k<br>n<br>o<br>w<br>l<br>e<br>d<br>g<br>e | <ul style="list-style-type: none"> <li>● Learning the basic rules of occupational health and safety in the kitchen.</li> <li>● Understand the importance of using protective equipment (e.g. gloves, aprons, chef hats).</li> <li>● Getting to know the regulations regarding the safe operation of kitchen appliances.</li> </ul> | <ul style="list-style-type: none"> <li>● List the basic rules of occupational health and safety in the kitchen.</li> <li>● Explain why it is important to wear protective equipment.</li> <li>● Describe the basic rules for operating kitchen appliances safely.</li> </ul> |
|                                | s<br>k<br>i<br>l<br>l<br>s                | <ul style="list-style-type: none"> <li>● Developing the ability to apply occupational health and safety rules in practice.</li> <li>● Developing the ability to put on and use protective equipment.</li> <li>● Developing skills in the safe operation of kitchen appliances.</li> </ul>  | <ul style="list-style-type: none"> <li>● Follow occupational health and safety rules in practice.</li> <li>● Put on and use protective equipment correctly.</li> <li>● Operate kitchen equipment safely under supervision.</li> </ul>  |

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| Kitchen equipment | k<br>n<br>o<br>w<br>l<br>e<br>d<br>g<br>e | <ul style="list-style-type: none"> <li>● Getting to know the basic kitchen equipment.</li> <li>● Understand the use of various kitchen appliances and tools.</li> <li>● Familiarization with the principles of operation and maintenance of kitchen equipment.</li> </ul>                              | <ul style="list-style-type: none"> <li>● Replace basic kitchen appliances and tools.</li> <li>● Describe what basic kitchen appliances and tools are used for.</li> <li>● Explain the basic principles of operation and maintenance of kitchen equipment.</li> </ul>   |
|                   | s<br>k<br>i<br>l<br>l<br>s                | <ul style="list-style-type: none"> <li>● Developing the ability to recognize and name kitchen appliances and tools.</li> <li>● Developing the ability to operate basic kitchen equipment under supervision.</li> <li>● Developing the ability to take care of kitchen appliances and tools.</li> </ul> | <ul style="list-style-type: none"> <li>● Recognize and name basic kitchen appliances and tools.</li> <li>● Operate basic kitchen equipment under supervision.</li> <li>● Take care of kitchen appliances and tools by storing them in an appropriate place.</li> </ul> |
| Preparing drinks  | k<br>n<br>o<br>w<br>l<br>e<br>d<br>g<br>e | <ul style="list-style-type: none"> <li>● Learning about different types of drinks (hot and cold).</li> <li>● Understanding the principles of preparing and serving drinks.</li> <li>● Getting to know the basic recipes for drinks.</li> </ul>   | <ul style="list-style-type: none"> <li>● Name different types of drinks.</li> <li>● Describe the principles of preparing and serving drinks.</li> <li>● List basic drink recipes.</li> </ul>   |

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|                                | s<br>k<br>i<br>l<br>l<br>s                | <ul style="list-style-type: none"> <li>● Developing skills in preparing various drinks.</li> <li>● Developing the ability to serve drinks in an appropriate way.</li> <li>● Developing the ability to use tools and equipment for preparing drinks.</li> </ul>  | <ul style="list-style-type: none"> <li>● Prepare various types of drinks under supervision.</li> <li>● Serve drinks appropriately.</li> <li>● Use tools and equipment to prepare drinks.</li> </ul>                                      |
| Vegetable and fruit processing | k<br>n<br>o<br>w<br>l<br>e<br>d<br>g<br>e | <ul style="list-style-type: none"> <li>● Learning about different types of vegetables and fruits.</li> <li>● Understanding the principles of processing vegetables and fruits (washing, peeling, cutting).</li> <li>● Familiarization with various methods of storing vegetables and fruits.</li> </ul> | <ul style="list-style-type: none"> <li>● Name different types of vegetables and fruits.</li> <li>● Describe the principles of processing vegetables and fruits.</li> <li>● List the methods of storing vegetables and fruits.</li> </ul> |
|                                | s<br>k<br>i<br>l<br>l<br>s                | <ul style="list-style-type: none"> <li>● Developing skills in processing vegetables and fruits (washing, peeling, cutting).</li> <li>● Developing skills in storing vegetables and fruits.</li> <li>● Developing the ability to use tools for processing vegetables and fruit.</li> </ul>               | <ul style="list-style-type: none"> <li>● Process vegetables and fruits under supervision.</li> <li>● Store vegetables and fruits according to the rules.</li> <li>● Use tools for processing vegetables and fruits.</li> </ul>           |
| Cooking                        | k<br>n<br>o<br>w<br>l<br>e                | <ul style="list-style-type: none"> <li>● Learning basic cooking techniques (boiling, stewing, frying).</li> <li>● Understand the importance of using appropriate cooking techniques for different foods.</li> <li>● Getting to know basic recipes for cooked dishes.</li> </ul>                         | <ul style="list-style-type: none"> <li>● List basic cooking techniques.</li> <li>● Describe the importance of using proper cooking techniques.</li> <li>● List basic recipes for cooked dishes.</li> </ul>                               |

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|        | d<br>g<br>e                               |  |   |
|        | s<br>k<br>i<br>l<br>l<br>s                | <ul style="list-style-type: none"> <li>● Developing skills in using various cooking techniques.</li> <li>● Developing skills in preparing cooked dishes.</li> <li>● Developing skills in using cooking tools and devices.</li> </ul>                                       | <ul style="list-style-type: none"> <li>● Use various cooking techniques under supervision.</li> <li>● Prepare cooked food according to recipes.</li> <li>● Use cooking tools and appliances.</li> </ul>                         |
| Baking | k<br>n<br>o<br>w<br>l<br>e<br>d<br>g<br>e | <ul style="list-style-type: none"> <li>● Learning the basic principles of baking (cakes, meat, vegetables).</li> <li>● Understand the importance of using appropriate baking temperatures and times.</li> <li>● Getting to know basic recipes for baked dishes.</li> </ul> | <ul style="list-style-type: none"> <li>● List the basic principles of baking.</li> <li>● Describe the importance of using appropriate baking temperatures and times.</li> <li>● List basic recipes for baked dishes.</li> </ul> |
|        | s<br>k<br>i<br>l<br>l<br>s                | <ul style="list-style-type: none"> <li>● Developing skills in preparing food for baking.</li> <li>● Developing skills in baking dishes according to recipes.</li> <li>● Developing skills in using the oven and other baking equipment.</li> </ul>                         | <ul style="list-style-type: none"> <li>● Prepare food for baking under supervision.</li> <li>● Bake food according to recipes.</li> <li>● Use the oven and other baking appliances.</li> </ul>                                  |

**Iceland**   
**Liechtenstein**  
**Norway** grants

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The aim of the project is to develop a comprehensive, systemic model of preparation for professional activity of people with deeper intellectual disabilities. Preparation of professional laboratories with training programs and methodology. Development of a coherent and systemic strategy for supporting the employment of people with intellectual disabilities on the labor market in cooperation with the District Labor Office in Sosnowiec. Working out a path of professional development and a strategy of inclusion in the open and / or protected labor market, taking into account the educational, legal, organizational housing for schools, people with disabilities, public institutions and entrepreneurs that can potentially employ people with disabilities.