

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: FARM HELPER

Graduate profile: The student acquired the knowledge and skills necessary to work in a greenhouse and on agricultural fields. The graduate is able to plant small plants and care for them appropriately. He can sow seeds, weed beds and tidy up the area after work is completed. The student is able to work independently in various environments and at different times of the year.

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):
Sowing and planting plants	k n o w l e d g e	<ul style="list-style-type: none"> ● Recognizing and distinguishing tools used when planting plants. ● Getting to know the properties of soil and other loose materials and aggregates used in the garden. ● Familiarization and indication of the location of tools necessary for planting plants. ● Showing the differences between seeds and seedlings. ● Familiarization with the principles of preparing the soil for planting various plants. ● Familiarization with the principles of preparing the soil for sowing various seeds. ● Familiarization with the principles of safe work in the garden using various tools. 	<ul style="list-style-type: none"> ● The student distinguishes the tools necessary for planting plants (e.g. spade, shovel). ● I distinguish soil from other materials (e.g. sand, bark, stones). ● I know where the tools needed to plant plants are. ● I distinguish seeds from seedlings. ● I know how to prepare the area for planting plants. ● I know how to prepare the area for sowing seeds. ● I know the safety rules when using gardening tools.

	s k i l l s	<ul style="list-style-type: none"> ● Acquiring skills in using tools when planting plants. ● Developing skills in preparing the ground and terrain for planting plants. ● Correctly performing all tasks related to planting plants. ● Mastering the tasks of sowing seeds. ● Maintaining order in the tool room. ● Applying safety rules at work. 	<ul style="list-style-type: none"> ● The student uses the tools necessary for planting plants (spade, shovel). ● The student knows how to prepare the soil for sowing and planting plants (weeding, loosening, raking, etc.) ● The student plants plants on his own. ● The student sows the seeds himself. ● The student puts the tools in the right places. ● The student works in accordance with safety rules.
Plant care and fertilization	k n o w l e d g e	<ul style="list-style-type: none"> ● Naming and distinguishing tools used for plant care. ● Getting to know the symptoms indicating the need to water plants. ● Getting to know the rules and symptoms indicating the need to prune plants. ● Getting to know the fertilization schedule for various plants. ● Learning the procedures for making homemade organic fertilizers. ● Familiarization with the principles of plant fertilization. ● Familiarizing yourself with and indicating the location of tools and resources necessary for plant care. ● Applying safety rules when caring for plants. 	<ul style="list-style-type: none"> ● The student recognizes and indicates the tools needed to care for plants (watering cans, secateurs, scissors, sprinklers, garden hoses). ● The student knows when plants need watering. ● The student knows when plants need pruning. ● The student knows when plants need fertilization. ● The student knows how to make homemade fertilizer ● The student knows how to dose fertilizers. ● The student knows where the means and tools necessary for plant care are located. ● The student knows the safety rules that should be followed when caring for plants.

	s k i l l s	<ul style="list-style-type: none"> ● Selecting appropriate tools and using them as intended when caring for plants. ● Improving the skills of watering and sprinkling plants. ● Developing plant pruning skills. ● Proper selection of fertilizers for various plants. ● Acquiring the skills to make fertilizer for plants yourself. ● Maintaining order in the tool room. ● Applying safety rules at work. 	<ul style="list-style-type: none"> ● The student uses appropriate tools when caring for plants (watering cans, secateurs, scissors, sprinklers, garden hoses). ● The student independently and systematically waters and sprinkles the plants. ● The student knows how to prune small branches. ● The student doses fertilizers appropriately to the plants. ● The student can make homemade fertilizer, e.g. from nettles, bananas, etc. ● The student puts aside the means and tools necessary for plant care. ● The student applies safety rules that must be followed when caring for plants.
Pielenie	k n o w l e d g e	<ul style="list-style-type: none"> ● Getting to know the tools used for weeding. ● Indication of the weeds most common in Poland. ● Presenting methods of weeding that are safe for existing plantings. ● Familiarize yourself with the location of the tools necessary for weeding. ● Showing the features of a tidy area and the need to clean up after work is completed. ● Learning how to remove weeds from the garden and where they are stored. ● Understanding safety when weeding. 	<ul style="list-style-type: none"> ● The student knows what tools are used to weed beds (hoe, claws, weed cutter, etc.) ● The student indicates the most famous weeds (e.g. quinoa, dandelion, horsetail). ● The student knows methods of removing weeds in such a way as not to damage cultivated plants. ● The student knows where each weeding tool is located. ● The student knows how to clean up after finishing work.

			<ul style="list-style-type: none"> ● The student indicates the place where weeds and other green waste are disposed of ● The student knows the safety rules that should be followed when weeding.
	<p>s k i l l s</p>	<ul style="list-style-type: none"> ● Improving weeding skills using appropriate tools. ● Effective weeding. ● Keeping the garden tidy. ● Proper storage of green waste. ● Maintaining order in the tool room, ● Applying safety rules when weeding. 	<ul style="list-style-type: none"> ● The student removes weeds using appropriate tools (hoe, claws, weed cutter, etc. ● The student removes weeds precisely and meticulously. ● The student cleans up after work (collects weeds in a wheelbarrow, sweeps). ● The student takes away green waste and places it in a composter or designated container. ● The student puts the tools in the right places. ● The student follows the safety rules.

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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.