

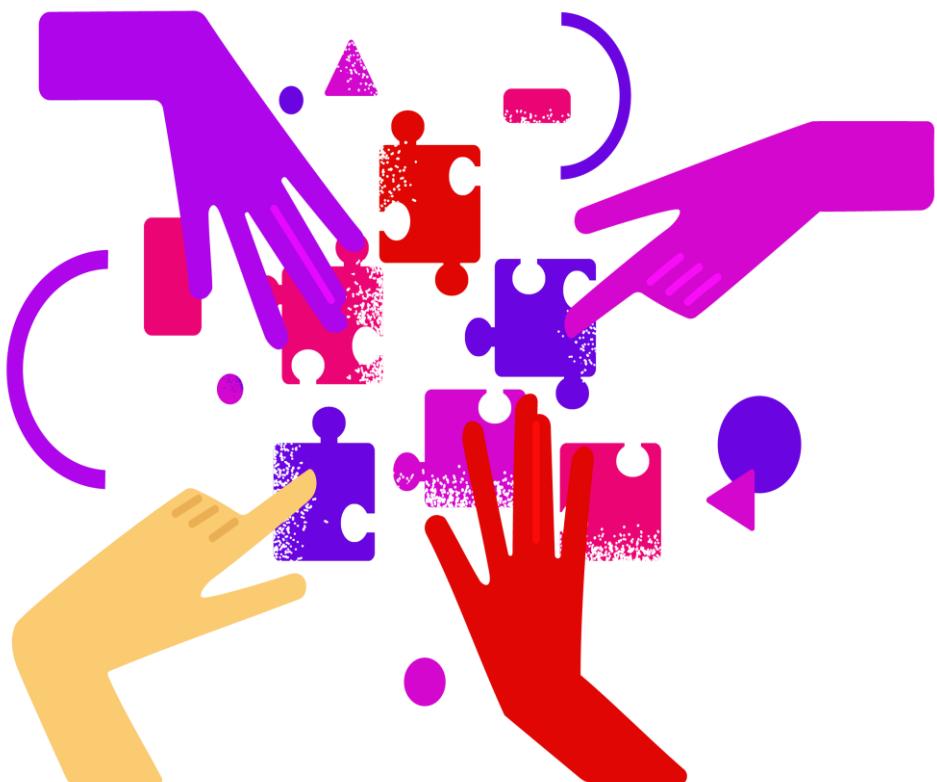


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## M3 Activities

## **Target Group:** art and mental health professionals working with young people with DS/ASD

Educate professionals on how to support people with mental health disabilities to become true agents of social change and help in addressing the social challenges that they are facing, with a particular focus on mental health related discriminatory behaviours.

### **Exercise 1 - Exploring Artrepreneurship as a Means of Expression**

#### **1<sup>st</sup> step**

##### **Competences**

- Creativity and artistic expression
- Sensory awareness and adaptation
- Social and emotional intelligence

##### **Learning Objectives**

- Recognize the role of art in facilitating emotional expression for individuals with ASD/DS.
- Understand the sensory and communication challenges faced by individuals with ASD/DS.
- Explore the potential therapeutic benefits of art for emotional well-being.

##### **Description**

1. Share stories or case studies highlighting the benefits of art therapy.
2. Provide art materials and invite participants to engage in a creative art activity.
3. Encourage participants to reflect on their own experiences during the activity.
4. Discuss the emotional and sensory aspects of the activity and how it relates to individuals with ASD/DS.
5. Conclude with a group discussion on the potential therapeutic value of art for this population.

#### **2<sup>nd</sup> step**

##### **Competences**

- Adaptability and innovation
- Teaching and facilitation skills
- Collaborative problem-solving

##### **Learning Objectives**

- Understand the challenges faced by neurodivergent students in entrepreneurship education.
- Explore strategies for inclusive entrepreneurship education, focusing on these individual strengths (Innovation, unique perspectives, focused performances, creativity).

- Develop ideas for adapting entrepreneurship curriculum to support neurodivergent students.

#### Description

1. In small groups, participants brainstorm challenges neurodivergent students might encounter in entrepreneurship education.
2. Each group discusses and proposes strategies or adaptations to make entrepreneurship education more inclusive. Guide the groups through the discussion highlighting the unique competences that these groups have.
3. Groups present their ideas, and the class collectively evaluates and refines the suggestions.
4. Conclude by discussing how these strategies can be implemented in real educational settings.

## Exercise 2 - Creating Inclusive Online Shopping Experiences

#### Competences

- User experience design
- Inclusive design thinking
- Marketing and customer engagement

#### Learning Objectives

- Recognize the challenges faced by individuals with ASD in online shopping.
- Understand the business benefits of creating inclusive online shopping experiences.
- Develop inclusive design strategies for an online retail platform.

#### Description

1. Discuss the challenges individuals with ASD may encounter while shopping online.
2. Present the potential of e-commerce for Artrepreneurship.
3. Divide participants into small groups.
4. Assign each group to an online retail scenario and ask them to brainstorm inclusive design strategies and ideas to launch their product idea.
5. Groups present their strategies, explaining how they address the unique needs of ASD/DS customers.
6. Engage in a class discussion about the importance of inclusive design in e-commerce and e-commerce as a valuable tool for Artrepreneurship.

E.g.:

<https://www.etsy.com/>

<https://www.catawiki.com/en/c/85-art>

<https://desenio.co.uk/>