



oMERO Project
an eu curriculum for visual disabilities RehabilitatOrs

Lesson Plan

“Being aware of the work situation for VIP”

This document is part of oMERO Project's Intellectual Output 4



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Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

TITLE	Being aware of the work situation for VIP	
ADDRESSED LOs	LO7-E-1 Raise awareness among work colleagues and management about visual disability, also collaborating with existing training programs to foster inclusion and comprehension of VIP needs among management and colleagues.	
IMPLEMENTED INNOVATIVE STRATEGY	<p>This lesson combines several innovative strategies.</p> <p>New pedagogical tools, including a voting app and a SWOT analysis, will be used for assessment and group activities.</p> <p>In order to raise awareness about the working situation of VIPs and to foster inclusion, the following strategies were chosen:</p> <ul style="list-style-type: none"> - Reflections in smaller groups - Practical activities (sighted guide technique and role-play) that promote students' intellectual and bodily understanding of the subject <p>The activities of this lesson could also be implemented by the students in their future work within this field.</p>	
STRUCTURE OF THE LESSON	<i>Activity 1</i>	Educational aspects on visual disability for work colleagues and occupational partners
	<i>Activity 2</i>	SWOT analysis
	<i>Activity 3</i>	Interaction with VIP in daily work situations
	<i>Activity 4</i>	Role-play on raising awareness
	<i>Activity 5</i>	The role of HR persons – checklist to employ a VIP
DURATION	<p>Overall duration: 8 hours</p> <ul style="list-style-type: none"> - Activity 1: 90 minutes (1.5 hours) - Activity 2: 60 minutes (1 hour) - Activity 3: 90 minutes (1.5 hours) - Activity 4: 120 minutes (2 hours) - Activity 5: 120 minutes (2 hours) 	
OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN	<p>LO4-D-1 Implement in different settings the main conducting techniques for VIPs and teach them to VIP's relatives and carers</p> <p>LO12-D-G-1 Know and apply the basics of active listening and empathy</p> <p>LO16-D-1 Be aware of and comply with the main ethical issues involved in the rehabilitation program with a VIP</p>	

ACTIVITY 1: EDUCATIONAL ASPECTS ON VISUAL DISABILITY FOR WORK COLLEAGUES AND OCCUPATIONAL PARTNERS	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 1 is a lecture which introduces the backgrounds of low vision, problems, possible interactions, and difficulties VIP can face in their professional life, including the ones related to the laws that regulate working life.</p> <p>Also, the low rate of employed VIP will be dealt with as a problem, statistics will be presented.</p> <p>This knowledge is needed to inform VIP's work colleagues, managers and occupational partners.</p> <p>The lecture can be delivered face-to-face or, alternatively, it can be presented in an online web-conference.</p>
ROLE OF THE TEACHER	The teacher plays an active role as lecture presenter.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	The lecture will comprise the whole class. The teacher will involve students by asking them questions.
DURATION	90 minutes (1.5 hours)
NEEDED ICTs and/or DEVICES	<p>If the lecture is delivered in person: computer, video projector and audio speakers.</p> <p>If the lecture is delivered online: computer + videoconferencing system.</p>
ASSESSMENT OF THE ACTIVITY	Post-training MCQ (multiple choice questions) through a voting app on smartphone.

ACTIVITY 2: SWOT analysis	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 2 is based on a SWOT analysis¹.</p> <p>Students work in small groups (up to 5 students) and are asked to conduct a global analysis on work situations for VIP using a SWOT analysis (Strengths–Weaknesses–Opportunities–Threats).</p> <p>Instructions for the SWOT analysis could be find here: https://www.kvk.nl/english/marketing/how-to-do-a-swot-analysis-in-5-steps/ https://www.indeed.com/career-advice/career-development/how-to-do-a-swot-analysis</p>
ROLE OF THE TEACHER	The teacher will be the presenter and the moderator of the SWOT analysis.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Small groups (4–5 students). Heterogeneity in groups is recommended.
DURATION	60 minutes (1 hour)
NEEDED ICTs and/or DEVICES	A whiteboard with pencils in different colours is needed.

¹ A SWOT analysis is a technique used to identify and define Strengths, Weaknesses, Opportunities, and Threats of a situation.

ASSESSMENT OF THE ACTIVITY	No evaluation is required. The purpose of the activity is to reflect on the lecture in Activity 1 in order to be more aware of the working situation for VIP.
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ACTIVITY 3: Interaction with VIP in daily work situations	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 3 consists of 3 steps.</p> <p>STEP1: Students watch a video on VIP in work situations (including guiding principles).</p> <p>Link to the video: https://www.youtube.com/watch?v=YTOP2_fGDVc</p> <p>This step can be carried out at home: in this case, students will be provided with the link to the online video. Otherwise, the video will be shown in class.</p> <p>STEP 2: The teacher interacts with the whole class, stimulating discussion on the elements presented in the video.</p> <p>STEP 3: Students work in pairs practicing communication strategies and guidance techniques where one is blindfolded and the other is sighted. Guiding principles from the video are practiced, such as:</p> <ul style="list-style-type: none"> - interact with colleagues during a face to face situation, e.g. at a meeting; - practice guidance techniques in corridors and stairs; - guide a person to his desk and sit down on a chair; - guide a person to the restaurant of the company; - introduce a new meeting room or an office; - introduce the VIP to colleagues, etc. <p>Blindfolds or other instruments simulating blindness or other visual impairments must be used.</p>
ROLE OF THE TEACHER	The teacher introduces, moderates and organizes the activity.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	In STEPS 1 and 2, students participate in the activity individually and/or as a whole class. In STEP 3 they work in pairs, but the framework of the activity is the whole class.
DURATION	The overall duration for the 3 steps is 90 minutes (1h 30).
NEEDED ICTs and/or DEVICES	Computer with a projector and Internet access for the online video. Blindfolds or other instruments simulating blindness or other visual impairments must be used.
ASSESSMENT OF THE ACTIVITY	All students should be prepared to demonstrate the sighted guide techniques. The teacher randomly select students to demonstrate a detail of the guiding principles, such as guiding techniques in stairs, in narrow places, opening doors, etc. The demonstrations is performed in the whole class, making it possible to discuss details in the performance of the sighted guiding techniques.

ACTIVITY 4: Role-play on raising awareness

DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 4 is based on a Role-Play. Students work in small groups of 3. They are asked to interpret different work-related everyday life situations that VIP may face. For each situation (30 minutes each), students must play different roles: one student is the VIP, the second student is the work colleague, and the third one is the observer. Then, students swap roles. Some possible situations to propose to the students are:</p> <p>SITUATION 1</p> <ul style="list-style-type: none"> • Student 1 = a VDR who prepares a VIP for his/her first job interview • Student 2 = VIP • Student 3 = Observer <p>SITUATION 2: An online meeting between a VIP and a work colleague</p> <ul style="list-style-type: none"> • Student 1 = work colleague • Student 2 = VIP • Student 3 = Observer <p>SITUATION 3: Meeting at the office. The work colleague does not believe that the VIP can complete a specific task.</p> <ul style="list-style-type: none"> • Student 1 = Work colleague • Student 2 = VIP • Student 3 = Observer
ROLE OF THE TEACHER	The teacher organizes the role-play and acts as moderator.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Groups of 3 students.
DURATION	The total duration is 120 minutes (2 hours), including 15 minutes for the introduction and 15 minutes for the conclusion with the whole class.
NEEDED ICTs and/or DEVICES	No specific ICTs are required
ASSESSMENT OF THE ACTIVITY	No evaluation required.

ACTIVITY 5: The role of HR persons – checklist to employ a VIP

DETAILED DESCRIPTION OF THE ACTIVITY	<p>In Activity 5, students are expected to write a checklist and propose recommendations for HR persons to hire a VIP, with the purpose to foster inclusion. Particularly critical situations in the hiring process and at work should be identified and addressed. The topics chosen must be justified in relation to the content of this lesson, the activities learned and one's own experiences and feelings during practical situations.</p> <p>Students are divided into small groups to discuss and propose solutions and recommendations that could be proposed to the Human Resources Department in order to improve the hiring process of VIP.</p> <p>Each group is expected to produce a short report that should be sent to the teacher for assessment purposes. It should include:</p> <ul style="list-style-type: none"> - a checklist and a list of recommendations. - comments and reflections on the students' own experiences in being part of the innovative strategies to foster inclusion and comprehension of VIP's needs
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	<ul style="list-style-type: none"> - self-reflections on their perception of any changes in awareness during participation or after the activities. <p>Groups can work in person or meet virtually.</p> <p>An optional step could include a presentation of the results produced by groups in front of the whole class in order to generate a discussion.</p>
ROLE OF THE TEACHER	The teacher introduces and organizes the activity.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Small groups of 3 students, same groups as in Activity 4. Groups can work in person or meet virtually.
DURATION	At least 120 minutes (2 hours).
NEEDED ICTs and/or DEVICES	If the activity is carried out in person, each group should have a PC at their disposal in order to be able to write down the checklist and the recommendations. If the results are presented to the whole class, a video-projector must be available. If the groups meet online, a web-conferencing system must be available.
ASSESSMENT OF THE ACTIVITY	The report will be assessed by the teacher.

GENERAL INFORMATION – SUM-UP	
CONTENTS DETAIL	<ul style="list-style-type: none"> • The working situation for VIP • How to raise awareness of visual disability in daily working situations • How to foster inclusion and comprehension of VIP needs at the labor market
REFERENCE MATERIALS	Video suggested for Activity 3 https://www.youtube.com/watch?v=YTOP2_fGDVc
TEACHER PROFILE	The teacher should be familiar with the labour market and the work situation for persons with visual impairments or blindness.
ONLINE LEARNING	Activity 1 and 5 could be organised online.
ICTs SUPPORTING THE LESSON	A video-conferencing system supporting online activities.
CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT	For activities 1,2,3 and 4, a classroom equipped with <ul style="list-style-type: none"> - A PC and ICTs for projecting slides and video - Mobile chairs in order to support working groups - A whiteboard to support the wrap-up activity <p>For activity 4, the availability of separate rooms for groups would enhance the efficacy of the tasks.</p>
NUMBER OF STUDENTS	Approximately 15-25 students can be involved in this activities.

**INVOLVED AND
POSSIBLE
GROUPS**

The class is divided in small groups in the different activities. It would be better to keep the same groups.