



oMERO Project
an eu curriculum for visual disabilities Rehabilitators

Lesson Plan

“How to make a toasted sandwich”

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



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TITLE	How to make a toasted sandwich									
ADDRESSED LOS	<p>LO5-A-C-F-1</p> <p>Know the techniques, strategies, and compensatory aids for personal care, eating and clothing for VIP and be able to teach them, applying the main ergotherapy techniques relevant to VIPs</p>									
IMPLEMENTED INNOVATIVE STRATEGY	<p>This lesson plan makes students experience directly the added value of interprofessional collaboration and teamwork.</p> <p>It helps students to try and experience first-hand what the VIP experiences when he/she cuts and eats food alone, what challenges he/she faces.</p> <p>During some of the activities, students will work in pairs. One student will play the role of Visual Disabilities Rehabilitator (VDR), while the other student will play the role of Visually Impaired Person (VIP). During the activity, students will exchange roles.</p> <p>Blindfolds will be used to try to simulate visual impairments or complete blindness.</p> <p>Students will learn how to deal with different VIP reactions, e.g. frustration in case of failure, etc., and how to change teaching strategy if a VIP has memory, attention concentration, executive functions or other cognitive impairments.</p> <p>Students will learn: a) how to perform differently if a VIP also has a motor dysfunction (e.g. decreased hand coordination, decreased hand strength, or hemiplegia due to neurological disorder); b) what assistive devices are necessary in each case.</p>									
STRUCTURE OF THE LESSON	<table border="1" data-bbox="432 1081 1428 1272"> <tr> <td data-bbox="432 1081 651 1126"><i>Activity 1</i></td> <td data-bbox="651 1081 1428 1126">Introductory lesson</td> </tr> <tr> <td data-bbox="432 1126 651 1171"><i>Activity 2</i></td> <td data-bbox="651 1126 1428 1171">Making a toasted sandwich.</td> </tr> <tr> <td data-bbox="432 1171 651 1216"><i>Activity 3</i></td> <td data-bbox="651 1171 1428 1216">Spreading butter on a toast.</td> </tr> <tr> <td data-bbox="432 1216 651 1272"><i>Activity 4</i></td> <td data-bbox="651 1216 1428 1272">Wrap-up discussion</td> </tr> </table>		<i>Activity 1</i>	Introductory lesson	<i>Activity 2</i>	Making a toasted sandwich.	<i>Activity 3</i>	Spreading butter on a toast.	<i>Activity 4</i>	Wrap-up discussion
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<i>Activity 2</i>	Making a toasted sandwich.									
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<i>Activity 4</i>	Wrap-up discussion									
DURATION	<p>Overall duration: 4 hours.</p> <ul style="list-style-type: none"> - Activity 1 – Introductory lesson (1 hour) - Activity 2 – Making a toasted sandwich (1 hour) - Activity 3 – Spreading butter on a toast (1 hour) - Activity 4 – Wrap-up discussion (1 hour) 									
OTHER LOS WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN	<p>LO4-A-2</p> <p>Implement orientation and mobility (OM) techniques, indoors and outdoors</p> <p>LO4-B-1</p> <p>Know and apply the basics of spatial cognition and mental representation in orientation, as well as the basics in topography, and instruct the use of maps and how to construct environmental representations</p> <p>LO8-E-F-1</p> <p>Know the up-to-date assistive technologies and devices for VIPs and research trends, evaluate their use related to personal abilities and goals, according with the MDT and teach VIPs to use them</p> <p>LO12-D-G-1</p> <p>Know and apply the basics of active listening and empathy</p> <p>LO14-C-1</p> <p>To respect the confidentiality of VIP and to follow data confidentiality guidelines</p>									

	LO15-B-D-3 Plan, perform and analyse observation and qualitative research interviews
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ACTIVITY 1: Introductory lesson	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 1 is a lecture which introduces and problematizes the content of the addressed learning outcome (LO5-A-C-F-1).</p> <p>On this occasion, the teacher introduces to the classroom the “Independent eating.pptx”, a PowerPoint presentation provided by the project.</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 the lecture presenter.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	The lecture will comprise the whole class. The teacher will involve students by asking them questions.
DURATION	60 minutes (1 hour)
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	Not evaluated

ACTIVITY 2: Making a toasted sandwich	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 2 is based on a simulation.</p> <p>The main steps of the activity are described below:</p> <ul style="list-style-type: none"> - Provide students with the printed version of the “simulation scenario” doc (one for each student). The scenario will specify how the VIP should behave, such as being unmotivated, easily annoyed by failure, or the like. - Organize shifts by groups of 6 students. - Take students to the kitchen. - Divide students into pairs. - One of the students plays the role of a VDR, the other wears a blindfold and plays the role of a VIP. - Following the instructions of the VDR, the blindfolded student has to find a toaster and plug it into a socket. - Then, the blindfolded student follows the instructions of the VDR to find the bread and take one slice from the package. - The blindfolded student follows the instructions of the VDR to put the slice of bread into the toaster and turn the toaster on. - The blindfolded student follows the instructions of the VDR and when the toaster turns off, removes the bread from the toaster and puts it on the plate.
ROLE OF THE TEACHER	The teacher organizes the activity. He/she is a moderator/observer and takes notes which will support Activity 4.
STUDENTS INVOLVEMENT	Students are involved in the activity in groups of about 6 persons.

AND POSSIBLE GROUPS	Then, they work in pairs and swap roles during the activity (from VIP to VDR and vice versa).
DURATION	60 minutes (1 hour)
NEEDED ICTs and/or DEVICES	The activity should be carried out in a specific room (room B) equipped with blindfolds, a table, some toasters (one per pair of students), plates (one per pair of students), a package of bread and a food tray for each student. The plates should be two different colours (a light and a dark one).
ASSESSMENT OF THE ACTIVITY	The teacher will monitor and evaluate on a 10-point scale the ability of the student who plays the VIP role to perform the activity safely. The ability of the student who plays the VDR role to give accurate and correct instructions to the VIP will be assessed too.

ACTIVITY 3: Spreading butter on a toast	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 3 is based on a simulation.</p> <p>The main steps of the activity are described below:</p> <ul style="list-style-type: none"> - Provide students with the printed version of the “simulation scenario” doc (one for each student). - The activity continues in the same room as in activity 2 (classroom B). - Students work in the same pairs as in activity 2. - The blindfolded student follows the instructions of the VDR and tries to find a knife in the drawer among the other cutlery. - The blindfolded student follows the instructions of the VDR and tries to find the butter and the toast on the plate. Then, he/she takes some butter with the knife and spreads it on the toast while holding the toast with another hand. - The blindfolded student follows the instructions of the VDR and uses his/her fingers to check whether the butter has been spread evenly over the entire toast and spreads more butter in areas where it is not enough. <p>ADDITIONAL ASSIGNMENTS can be provided in order to support individual exercise.</p> <ul style="list-style-type: none"> - Students at home have to practice making a toast and applying butter at least for 1 hour. Then, they have to film the performance of activities and send the video to the teacher (or upload it to a platform). - Students can also have a look at the Youtube video “How do blind people Find Their Food & eat” (see reference materials) on how to make a toasted sandwich.
ROLE OF THE TEACHER	The teacher organizes the activity. He/she is a moderator/observer and takes notes which will support Activity 4.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students work in pairs (the same as in Activity 2) and swap roles during the activity (from VIP to VDR and vice versa).
DURATION	60 minutes (1 hour)
NEEDED ICTs and/or DEVICES	The activity should be carried out in the same room of Activity 2 (room B), which is equipped with blindfolds, a table, a drawer with cutlery (of different types and shapes if possible), butter, bread toasts (one per pair of students), plates and knives (one per pair of students).
ASSESSMENT OF THE ACTIVITY	The teacher will monitor and evaluate on a 10-point scale the ability of the student who plays the VIP role to perform the activity safely. The ability of the student who plays the VDR role to give accurate and correct instructions for the VIP will also be assessed.

ACTIVITY 4: Wrap-up discussion	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>In Activity 4, the teacher uses the notes taken during Activity 2 and 3 in order to introduce to students a wrap-up of the main “lessons learnt” during the activities.</p> <p>This activity can be divided into 3 main STEPS:</p> <p>STEP 1: The teacher asks students to share their experiences in the roles of VIPs or VDRs during the activities.</p> <p>STEP 2: The teacher puts forward some “triggering questions“ to stimulate discussion, such as:</p> <ul style="list-style-type: none"> - <i>How will the instructions given by the VDR differ if the person has not only a visual impairment but also a different cognitive impairment?</i> - <i>How will performance and training differ if a person has not only a visual impairment but also a hand dysfunction (impaired coordination, decreased hand strength or hemiplegia due to neurological impairment)? What assistive devices would be needed in this case?</i> <p>STEP 3: The teacher divides the board it in 2 parts: 1) lessons learnt – risks and 2) lessons learnt – chances. Then, he/she asks students one by one to create a list of risks and chances.</p>
ROLE OF THE TEACHER	After the sum-up of the activities, the teacher acts as a moderator in the classroom, putting forward “triggering” questions and moderating interactions among students.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students share the individual experiences they had during the activities in a discussion involving the whole class.
DURATION	60 minutes (1 hour)
NEEDED ICTs and/or DEVICES	A board to support STEP 3.
ASSESSMENT OF THE ACTIVITY	Not evaluated

GENERAL INFORMATION – SUM-UP	
CONTENTS DETAIL	<ul style="list-style-type: none"> • How to move in the kitchen • Safety issues • Accessibility issues • How to find different tools in the kitchen • How to use a toaster and toast bread • How to apply butter on a toast • What instructions should be given and how to train a VIP who also has different cognitive/ motor impairments?
REFERENCE MATERIALS	<p>[BOOK] “Low Vision Rehabilitation: A Practical Guide for Occupational Therapists” Stephen G.; Scheiman OD, Mitchell; Sokol-McKay, Debra A. (2016)</p> <p>[BOOK] ”Making Life More Livable: Simple Adaptations for Living at Home After Vision Loss“ Maureen A. Duffy; Third Edition (2016)</p> <p>[Paper] downloadable at: A Self-Help Guide to Non-Visual Skills – Living Well With Low Vision (preventblindness.org)</p> <p>[VIDEO] accessible at: https://www.youtube.com/watch?v=7fCKbcZyvHE&t=333s</p>

TEACHER PROFILE	Lecturer at the university Occupational Therapist / Visually Impaired Teacher
ONLINE LEARNING	Activity 1 can be organised online. In Activity 3, some additional assignments which can be performed at home are describe.
ICTs SUPPORTING THE LESSON	A computer and a video projector. A web-conferencing system in the event that Activity 1 is run online. An e-learning platform can be useful for sharing videos when performing the additional assignments of Activity 3.
CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT	ROOM A, suitable for activities 1 and 4, namely a classroom equipped with: <ul style="list-style-type: none"> - A PC and ICTs for projecting slides, - Mobile chairs to support working groups, - A board to support the wrap-up activity. ROOM B, suitable for activities 2 and 3. Students need to be in a real kitchen or in a customized room simulating a kitchen, which contains the necessary equipment for each pair of students: tables with drawers, cutlery, toasters, power sockets, etc.
NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS	A minimum of 6 and a maximum of 18 students can be involved in the lesson. During Activity 2 and Activity 3, they are divided into groups of 6 and then work in pairs.