



***oMERO Project***  
***an eu curriculum for visual disabilities Rehabilitation***

**Lesson Plan**

***“Promotion of autonomy and independence”***

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



**Authors of the Lesson Plan**

oMERO Partner	Authors
<b>IDC</b>	Federica CALABRIA, Sonia AGREBBE
<b>CHU Nice</b>	Renaud DAVID, Stéphanie BAILLIF

**Review of the Lesson Plan**

oMERO Partner	Reviewers
<b>SI4LIFE srl</b>	Serena ALVINO, Elena VERCELLI
<b>LSMU</b>	Ausra POVILAUŠKIENE



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

<b>TITLE</b>	<b>Promotion of autonomy and independence</b>	
<b>ADDRESSED LOs</b>	<b>LO5-B-D-E-J-2</b> Teach and support skills related to autonomy and independence, such as the ones needed for money management, document management, social participation, hobby and leisure activities management, asking for help.	
<b>IMPLEMENTED INNOVATIVE STRATEGY</b>	Practical aspects related to the improvement of autonomy and independence in daily life routine for VIP will be targeted in this lesson in order to provide VDRs with specific and practical tools and recommendations.  The lesson is based on personal experiences about money management, group discussions and role playing.	
<b>STRUCTURE OF THE LESSON</b>	<i>Activity 1</i>	Identify the impact of money management and/or of signing binding documents on autonomy and independence in daily life routine towards personal empowerment
	<i>Activity 2</i>	Focus on personal independency and empowerment, discussion
	<i>Activity 3</i>	Implement the rehabilitation techniques and ICTs for money exchange and/or signature of binding documents.
<b>DURATION</b>	<b>Overall duration 4 hours.</b> <b>Activity 1 (1 hour)</b> <b>Activity 2 (1 hour)</b> <b>Activity 3 (2 hours)</b>	
<b>OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN</b>	<b>LO9-B-C-D-3</b> Encourage and enhance an effective self-monitoring approach and VIP recognition of progress in a wider range of concrete, psychological and social dimensions	

#### **ACTIVITY 1: FOCUS ON RISKS AND RESPONSIBILITIES IN MONEY MANAGEMENT AND IN SIGNING BINDING DOCUMENTS**

<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	<p>Activity 1 involves students in a personal experience focusing on the daily life risks of being frauded or not being able to pay using currency by their own.</p> <p>This activity involves the whole class and envisages the following STEPS:</p> <p><b>STEP 1:</b> All the students are asked to bring along some banknotes and coins and a box that can be closed with a cover (e.g., a shoebox).</p> <p>Students are asked to sit in a circle in a room, blindfolded or masked with special glasses that simulate severe visual impairments. The teacher asks them to get the money they brought for the exercise, to place it in the box and then close it. In the meantime, the teacher explains that coins and banknotes can be recognised by touch, weight and shape.</p> <p><b>STEP 2:</b> To raise their awareness of the risk of fraud, students are repeatedly asked if they are sure they know how much money is in their boxes.</p> <p>Students are also asked to answer the following question: "Do you feel more comfortable counting the money yourself or having the classmate on your left count it?"</p>
---	---

	<p>Then, they are asked if they think they might be able to state with certainty how much money the classmate to their right has and if they would feel comfortable counting it.</p> <p>STEP 3: The teacher stimulates an open discussion and asks students not to touch their boxes in the meanwhile.</p> <p>STEP 4: Students are provided with a sheet of paper and told that it is a sort of collaboration contract to be signed. Students are told that they must write their name and surname at the top of the contract form. They are also told that in the middle of the page they have a clause<sup>1</sup> and can sign and thus agree to one of the three different options included in it. The options are:</p> <ol style="list-style-type: none"> <li>1. They must give the money from their own box to the classmate on their right</li> <li>2. They can keep their money for themselves</li> <li>3. They must share the money in their box with the whole class.</li> </ol> <p>STEP 5: After entering their names still with their eyes covered, all students are invited to discuss their choice and how they would decide to proceed. Then, they can also provide creative solutions to solve the problem or find the option and the relative part of the document they want to sign.</p> <p>STEP 6: At the very end, students are asked to consider and share the risks of money management and their level of autonomy in signing binding documents and contracts. They are also invited to express their feelings</p> <p>N.B.: REALTER can be used to support the blindfolded experience</p>
<b>ROLE OF THE TEACHER</b>	The teacher is a moderator who coordinates the different steps of the activity and guides the discussion. The teacher takes notes as an observer
<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	The whole class is involved in presence, possibly they are sitting in a circle.
<b>DURATION</b>	60 minutes (1 hour)
<b>NEEDED ICTs and/or DEVICES</b>	Paper sheets simulating contracts, pens, blindfolds and /or glasses simulating severe low vision. REALTER can be used to support the blindfolded experience
<b>ASSESSMENT OF THE ACTIVITY</b>	none

<b>ACTIVITY 2: IMPLEMENT THE REHABILITATION TECHNIQUES FOR THE 4 MAIN DOMAINS OF AUTONOMY</b>	
<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	<p>Activity 2 focuses on "how to support the independence of VIPs" in the four main domains of autonomy and is mainly based on group discussion.</p> <p>To stimulate the discussion, the teacher puts forward some "trigger stimuli" like the following and sum them on the board:</p> <ul style="list-style-type: none"> <li>• The teacher shows a question to be discussed: "Is it better to be supported by someone else or to be able to do something by yourself?"</li> <li>• The teacher encourages to analyse the following sentence: "being able to receive help depends on the person and the situation"</li> <li>• The teacher introduces the theme of budgeting and personal money management, bank accounts. Consider the VDR asking to the VIP: "how capable are you of managing them yourself?" Discuss on difficulties to be considered</li> <li>• The teacher introduces the discussion about the problem of being observed or managed by others from the point of view of the VIP.</li> </ul> <p>The teacher suggests 3 different situations of independent administration and forms at discussion groups of students to front them: to buy an ice-cream, to buy a house</p>

<sup>1</sup> a small line at the bottom of the sheet of paper states that the contract form is for educational purposes only and has no contractual meaning or constraint.

	<p>(or a car) or global daily life managing of the budget. The discussion, taking account on the stimuli placed on a board, should deepen possible different consequences for the VIP facing the situation and which should be the approach taken by the VDR.</p> <p>This activity focuses on the relationship and approach of VDR to support the VIP to become independent, to manage but also not to waste money. Collecting for instance solutions emerging from discussion groups: to keep shop receipts or how to store money in the wallet. To fill in excel sheets or to check the bank account regularly, ecc</p>
<b>ROLE OF THE TEACHER</b>	Teacher is a moderator and discussion facilitator
<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	The whole class is involved in a group discussion
<b>DURATION</b>	60 minutes (1 hour)
<b>NEEDED ICTs and/or DEVICES</b>	A board on which the teacher writes the stimuli and observations
<b>ASSESSMENT OF THE ACTIVITY</b>	none

### **ACTIVITY 3: ASSISTIVE AND COMPENSATORY DEVICES AND EQUIPMENTS DEDICATED TO THE IMPROVEMENT OF AUTONOMY**

<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	<p>Activity 3 engages students in a personal experience of ICT-supported money management and then involves them in a small-group role-play in which they can play the role of the VDR.</p> <p>Students are divided into small groups of about 3-4 persons.</p> <p>The activity envisages the following STEPS:</p> <p>STEP 1 [suggested duration 20 min]: The teacher asks all the students to use their mobile phones to take a clear picture of the contents of their money boxes, so that they know the exact amount of money they have at the beginning of the activity and can make sure it does not get lost. Students are also asked to download an app to recognise and identify different types of money (e.g. AI for iPhone, Envision AI for Android, or similar apps). There should be at least one phone per small group.</p> <p>STEP 2 [suggested duration 30 min]: Students are invited to blindfold themselves again and to explore their coins and banknotes, using either the cash-test plastic aid or the coin saver plastic aid introduced and provided by the teacher, or by simply handling them in search of tactile references and shapes introduced in Activity 1. The teacher also suggests different operational and organizational strategies to avoid confusing the banknotes or to deal with expenses safely. At least 20 minutes are devoted to exploration and 10 to questions.</p> <p>STEP 3 [suggested duration 60 min]: Each group is asked to take turns in playing the role of VDR and manage a money exchange, payment or money checking session. The other students are asked to play the VIP, being blindfolded, and to practice using money, if necessary with the support of AI on their mobile device. The other students will play the role of observer of the short session. Students will will take turns playing the role of VDR (approximately 15-20 minutes per student).</p> <p>STEP 4 [suggested duration 10 min]: At the end of the activity, some time is left to reflect on the importance of managing money autonomously, according to personal goals and for different age stages.</p> <p>N.B.: REALTER can be used to support the blindfolded experience</p>
---	--

<b>ROLE OF THE TEACHER</b>	The teacher supervises the activity
<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	The class is divided in small groups of 3-4 members.
<b>DURATION</b>	120 minutes (2 hours)
<b>NEEDED ICTs and/or DEVICES</b>	Students' mobile phones Apps for money recognition e.g. for Iphone SeeingAI <a href="https://www.microsoft.com/en-us/ai/seeing-ai">https://www.microsoft.com/en-us/ai/seeing-ai</a> for Android Envision AI <a href="https://play.google.com/store/apps/details?id=com.letsenvision.envisionai&amp;hl=it&amp;gl=US">https://play.google.com/store/apps/details?id=com.letsenvision.envisionai&amp;hl=it&amp;gl=US</a> or similar apps LookOut <a href="https://play.google.com/store/apps/details?id=com.google.android.apps.accessibility.reveal&amp;hl=it&amp;gl=US">https://play.google.com/store/apps/details?id=com.google.android.apps.accessibility.reveal&amp;hl=it&amp;gl=US</a> Plastic aids in many pieces: cash-test plastic aid and the coin saver plastic aid
<b>ASSESSMENT OF THE ACTIVITY</b>	Self assessment questionnaire to evaluate the student's performance as VDR and experience as simulated VIP Competencies should be evaluated during WBL experiences by supervisor

<b>GENERAL INFORMATION – SUM-UP</b>	
<b>CONTENTS DETAIL</b>	<ul style="list-style-type: none"> <li>- autonomy and independence goals based on visual impairment and personal circumstances that can be proposed in a VIP's support programme</li> <li>- best practices on "how to support the independence of VIPs" in the four main domains of autonomy</li> <li>- best practices for money management</li> <li>- applications for money recognition</li> </ul>
<b>REFERENCE MATERIALS</b>	<p>Self-assessment questionnaire to evaluate the student's performance as VDR and experience as simulated VIP</p> <p>bibliography</p> <p>PROTOCOL: Personal Budgeting Interventions to Improve Health and Social Care Outcomes for People with a Disability: A Systematic Review, Padraic Fleming, Mairead Furlong, Sinead McGilloway, Fiona Keogh, Marian Heron, Tim Stainton, Campbell Systematic Reviews vol.12, 2016 <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1002/CL2.167">https://onlinelibrary.wiley.com/doi/epdf/10.1002/CL2.167</a></p> <p><a href="https://lowvision.preventblindness.org/a-self-help-guide-to-non-visual-skills/#1656019232885-e53ba530-f735">https://lowvision.preventblindness.org/a-self-help-guide-to-non-visual-skills/#1656019232885-e53ba530-f735</a></p> <p><a href="http://www.eastin.eu/en-gb/searches/products/list?iso=051512">http://www.eastin.eu/en-gb/searches/products/list?iso=051512</a></p> <p><a href="https://www.ecb.europa.eu/euro/visually/html/index.en.html">https://www.ecb.europa.eu/euro/visually/html/index.en.html</a></p> <p>EDD Stockholm declaration, 2004 "Enhancing the quality of life through Design for All": <a href="https://dfaeurope.eu/what-is-dfa/dfa-documents/the-eidd-stockholm-declaration-2004/">https://dfaeurope.eu/what-is-dfa/dfa-documents/the-eidd-stockholm-declaration-2004/</a></p>
<b>TEACHER PROFILE</b>	Preferably, the teacher should be an Ergo-therapist (Occupational Therapist), a Psychologist, an Educator or a Pedagogist
<b>ONLINE LEARNING</b>	Not envisaged.
<b>ICTs SUPPORTING THE LESSON</b>	REALTER can be used to support the blindfolded experience. One of the activities requires the use of mobile phones (at least one per small group).

<b>CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT</b>	A classroom equipped with: <ul style="list-style-type: none"><li>- A pc and a projector for slides;</li><li>- Mobile chairs to support working groups</li><li>- A board to support the discussion and the wrap-up activity.</li></ul>
<b>NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS</b>	Up to 15 students in small groups (3-4 persons) for each teacher involded