



oMERO Project
an eu curriculum for visual disabilities Rehabilitators

Lesson Plan
“Raising awareness of visual impairment in school settings”

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TITLE	Raising awareness of visual impairment in school settings															
ADDRESSED LOs	LO6-G-H-1 Raise awareness and inform students on how to relate with a visually impaired peer.															
	<p>This lesson plan addresses and combines various didactic tools to raise the students' awareness of the situation of pupils/children with visual impairment or blindness in school settings and to teach how to organise learning situations at school to foster an inclusive environment, with special attention to classmates of VIC. It combines:</p> <ul style="list-style-type: none"> • Theoretical knowledge of the subject and implementation strategies • Group discussion using case-studies • Role-play • Implementation of real-life lessons in school (optional) • Experiencing an activity where everyone is blindfolded • Individual reflection 															
STRUCTURE OF THE LESSON	<table border="1"> <tr> <td><i>Activity 1</i></td> <td><i>Theoretical introduction: inclusion and awareness</i></td> </tr> <tr> <td><i>Activity 2</i></td> <td><i>Group discussion on the need of educational intervention</i></td> </tr> <tr> <td><i>Activity 3</i></td> <td><i>Lecture on how to implement group activities at school</i></td> </tr> <tr> <td><i>Activity 4</i></td> <td><i>Simulation of activities for raising awareness at school</i></td> </tr> <tr> <td><i>Activity 5</i></td> <td><i>Real-life activity at school (optional)</i></td> </tr> <tr> <td><i>Activity 6</i></td> <td><i>Implementation of an adapted physical activity: goalball</i></td> </tr> <tr> <td><i>Activity 7</i></td> <td><i>Individual reflection and evaluation (homework)</i></td> </tr> </table>	<i>Activity 1</i>	<i>Theoretical introduction: inclusion and awareness</i>	<i>Activity 2</i>	<i>Group discussion on the need of educational intervention</i>	<i>Activity 3</i>	<i>Lecture on how to implement group activities at school</i>	<i>Activity 4</i>	<i>Simulation of activities for raising awareness at school</i>	<i>Activity 5</i>	<i>Real-life activity at school (optional)</i>	<i>Activity 6</i>	<i>Implementation of an adapted physical activity: goalball</i>	<i>Activity 7</i>	<i>Individual reflection and evaluation (homework)</i>	
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DURATION	<p>The overall duration is 9 hours, to which can be added two optional hours and 6–8 hours of homework and assessment.</p> <ul style="list-style-type: none"> • ACTIVITY 1: Theoretical introduction: inclusion and awareness (120 minutes: 2 hours) • ACTIVITY 2: Group discussion on the need of educational intervention (90 minutes: 1h30) • ACTIVITY 3: Lecture on how to implement group activities in school (120 minutes: 2 hours) • ACTIVITY 4: Simulation on activities for raising awareness in school (120 minutes: 2 hours) • ACTIVITY 5: Real-life activity in school (optional) - (60 minutes: 1 hour per workshop) • ACTIVITY 6: Implementation of an adapted physical activity: goalball (90 minutes: 1h30) • ACTIVITY 7: Individual reflection and evaluation (homework 6–8 hours) 															
OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN	<p>LO12-A-1 Describe and apply basic methods and techniques for individuals and groups training in special education for VIPs and vision rehabilitation</p> <p>LO12-3-1 Communicate and cooperate effectively with educators and teachers and generally with professionals from relevant disciplines</p> <p>LO16-E-1 Enact critical thinking attitude in daily work</p>															

ACTIVITY 1: Theoretical introduction: inclusion and awareness

DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 1 is a theoretical lecture that introduces this lesson plan and how it relates to the selected learning outcomes. A background is presented about the history of special needs education and inclusive schools (cf. a school for all). For each country, specific national laws, regulations and other relevant documents for inclusion in schools also have to be addressed. Moreover, the teacher explains the idea behind inclusion in schools.</p> <p>The theoretical introduction also includes how awareness related to pupils with visual impairment or blindness could be fostered in school, and how it is possible to work for an inclusive school environment and acceptance of disability, especially among classmates and peers.</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 gives this introduction and lecture.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students have the possibility to ask questions to the teacher during the lecture. There may also be short discussions on a specific topic in smaller groups with 2–3 students related to how they are seated.
DURATION	120 minutes (2 hours) with a small break in between.
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	This activity will be assessed in activity 7.

ACTIVITY 2: Group discussion on the need of educational intervention

DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 2 is a group discussion highlighting how to assess the need of an educational intervention to raise awareness of visual impairment and blindness in school situations, primarily related to schoolmates and peers; moreover it could also be relevant to address this topic with regard to assistants and teachers in the class.</p> <p>This activity is structured in 3 steps:</p> <p>STEP 1: Students are divided into heterogeneous groups with respect to their professional profile. Each group receives a written case to discuss. Case studies should reflect authentic school situations with a focus on teaching, learning, play or social aspects where problematic situations related to inclusion or lack of awareness are addressed.</p> <p>STEP 2: Groups have to focus on reflections and discussions regarding the situation of the pupil/child with visual impairment or blindness at school, and on how to plan an activity to simplify or solve the situation. Each group should propose an activity that could be performed at school to raise awareness of visual impairment or blindness and decide who will be the subject of the educational intervention.</p> <p>STEP 3: Each group presents the results of its work to the teacher and the whole class. Each presentation should take about 10 minutes plus 5 minutes for discussion.</p>
ROLE OF THE TEACHER	The teacher introduces and structures the activity and acts as a moderator at the end of the session.

STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students are divided into groups of 3-5. If possible, groups should be heterogeneous and therefore students should belong to different professional profiles just like in a MDT.
DURATION	45 minutes for the group discussions and 45 minutes for the general discussion, depending on the number of groups
NEEDED ICTs and/or DEVICES	No specific ICTs or devices are needed.
ASSESSMENT OF THE ACTIVITY	No assessment is planned for this activity.

ACTIVITY 3: Lecture on how to implement group activities at school

DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 3 is a lecture on how to organize group activities at school with the aim of facilitating and promoting awareness among pupils of how it is to live and study with visual impairment or blindness.</p> <p>A theoretical background on working with groups, including the dynamics within groups, will be covered.</p> <p>This presentation is relevant for raising disability awareness, but also for understanding the situation of a visually impaired pupil or child in various group constellations at school and during leisure time.</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 be presented to the whole class, but small tasks will be carried out in groups of 2-3 students in order to make them reflect on specific topics.
DURATION	120 minutes (2 hours) with a pause in the middle of the lecture.
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	This activity will be assessed during activity 7.

ACTIVITY 4: Simulation of activities for raising awareness at school

DETAILED DESCRIPTION OF THE ACTIVITY	<p>In Activity 4, students are encouraged to use what they have learnt in Activity 1 and 3, as well as in the group discussions on the need of educational intervention in Activity 2.</p> <p>This activity is structured in 3 steps:</p> <p>STEP 1: Students are divided into groups, the same as in Activity 2. Groups are given the task of planning a practical activity that promotes awareness of what it means to</p>
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	<p>be a VIC in an inclusive class. The planned activity could include the help of a sighted guide, the use of simulation glasses or blindfolds, of a cane or optical devices, the performance of something related to schoolwork, a discussion on a specific topic, etc. Students can choose whatever they think could to foster awareness.</p> <p>STEP 2: After the planning, each group has the opportunity to display the proposed activity staging a simulation (in form of role-play) in front of the whole class. During this simulation, one student plays the role of VDR and all the other students act as pupils. After each simulation, time is given for small reflections.</p> <p>STEP 3: Finally, based on their experiences in the simulations, the whole class discusses various ways of relating to a visually impaired peer and ways to promote awareness among peers and possibly also among teachers and assistants.</p>
ROLE OF THE TEACHER	The teacher introduces and guides the simulation.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students are divided into groups of 3-5, the same as in Activity 2.
DURATION	<p>STEP 1: 30 minutes</p> <p>STEP 2: 60 minutes (1 hour)</p> <p>STEP 3: 30 minutes</p>
NEEDED ICTs and/or DEVICES	<p>No specific ICTs or devices are needed.</p> <p>During the simulations, photos could be taken to be used in the final discussion with the whole class.</p>
ASSESSMENT OF THE ACTIVITY	No specific assessment is planned for this activity.

ACTIVITY 5: Real-life activity at school (optional)	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 5 is an optional activity that allows students to implement the activity planned and simulated in Activity 4 in a real-life educational setting, preferably in an inclusive classroom.</p> <p><u>Note:</u> Attention should be paid to the role of the VIC in the selected class, and it is recommended that the class teacher of the real-life educational setting participates in the activity. Ethics must be addressed in both the planning and execution of the activity.</p>
ROLE OF THE TEACHER	The university teacher does not need to be present. Contact must be established in advance with the class teacher of the real-life educational setting in order to plan the activity together in the best way possible.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students perform the real-life activity in the same groups as in Activity 4.
DURATION	60 minutes (1 hour) for each educational intervention or real-life activity.
NEEDED ICTs and/or DEVICES	No specific ICTs or devices are needed.
ASSESSMENT OF THE ACTIVITY	Not relevant.

ACTIVITY 6: Implementation of an adapted physical activity: Goalball	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 6 allows students to experience an APA (Adapted Physical Activity) to be performed with a blindfold on, thus becoming aware of living it with a disability.</p> <p>Goalball would be a perfect adapted physical activity for the students, because it is easy to implement. You don't need to learn a lot of rules.</p> <p>A 30-minute discussion should be scheduled at the end of the activity.</p>
ROLE OF THE TEACHER	<p>This activity requires the involvement of a sports association that practices APA. It can be led by an APA educator or a physiotherapist.</p> <p>The university teacher does not need to be present.</p>
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	<p>The whole class plays the APA.</p> <p>Teams are composed of 3 field players and 3 substitutes. The number of substitutions is limited to 4 per game, with at least one in the first half (otherwise no substitutions).</p>
DURATION	90 minutes (1 hour and 30 minutes)
NEEDED ICTs and/or DEVICES	A blindfold for each student is needed.
ASSESSMENT OF THE ACTIVITY	Not relevant.

ACTIVITY 7: Individual reflection and evaluation (homework)	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 7 supports the evaluation and assessment of the competences acquired in the lesson.</p> <p>Students are given the following homework assignment: they have to write an individual paper on "<i>how to raise awareness of how to relate to a visually impaired peer</i>". The content of the paper should be based on the theoretical elements presented in Activity 1 and 3, but also on the individual experiences of the group discussions, the simulations and the adapted physical activity.</p>
ROLE OF THE TEACHER	The teacher assigns the homework and then assesses the individual papers.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Each student has to perform this activity individually.
DURATION	About 6-8 hours.
NEEDED ICTs and/or DEVICES	No specific ICTs or devices are needed.
ASSESSMENT OF THE ACTIVITY	This activity supports the evaluation and assessment of the competences acquired in the whole lesson.

GENERAL INFORMATION – SUM-UP	
CONTENTS DETAIL	<ul style="list-style-type: none"> - The history of special needs education and inclusive schools; - How to promote awareness of visually impaired or blind students at school; - The need for educational intervention on visual impairment and blindness awareness in school situations; - The organisation of group activities at school with the aim of facilitating and educating students on how to live and study with visual impairment or blindness; - Playing with a blindfold while being aware of the disability.
REFERENCE MATERIALS	<ul style="list-style-type: none"> - Written cases to discuss in activity 2 (step 1): reflecting authentic school situations with a focus on teaching, learning, play or social aspects where problematic situations related to inclusion or lack of awareness are addressed. - Specific instructions for organizing a group activity for raising awareness of disabilities (Activities 4 and 5). - Goalball instructions : <u>U.S. Association of Blind Athletes</u>
TEACHER PROFILE	<p>Lectures can be led by a university teacher with knowledge in the field of special education or inclusive education, or by another teacher with similar competences. Group sessions should also be led by a teacher with a similar profile and experience.</p> <p>For activity 6, an APA expert is required.</p>
ONLINE LEARNING	Activities 1 and 3 can be run online.
ICTs SUPPORTING THE LESSON	A PC connected to the web, a projector and audio speakers.
CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT	Most of the activities can be carried out in an ordinary classroom with projector. The practical sessions in activities 2 and 4 could also be implemented outdoors in a comfortable and ergonomic environment.
NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS	The total number of students to be involved in the lesson can be 25-30, but it is also possible to have a larger group if necessary. Students should be divided into small groups of 3-5 in activities 2, 4 and 5 (optional). In activity 6 (goalball), students will be organised into teams.