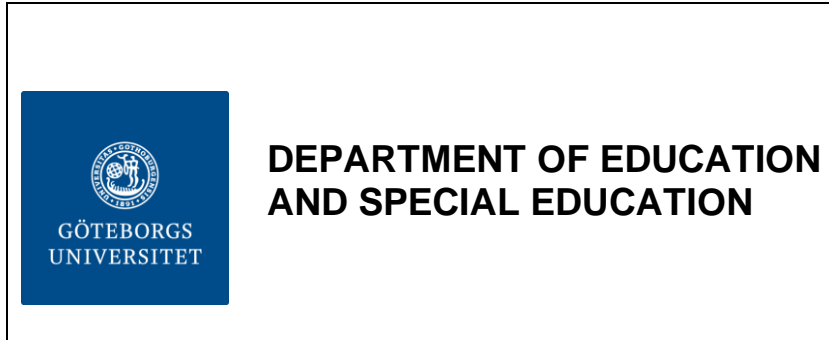




*an eu curriculum for
visual disabilityEs
RehabilitatOrs*



Role-play on raising awareness for VIP in work situations

Inger Berndtsson

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INTRODUCTION

This learning material relates to the lesson plan “Being aware of the work situation for VIP”. It addresses the learning outcome 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”. The overall aim of this learning outcome is to raise awareness about the working situation of VIPs and to foster inclusion. For this reason, innovative strategies such as reflection in smaller groups and practical activities will be used. For this lesson plan, in particular, a role-play will be performed. The aim with this scenario is to reflect on the work situation for a visually impaired or blind person, but also to be prepared as a VDR to work with persons with visual impairment in preparing them for the labour market. This activity can also prepare students for future work in this field, especially when they encounter situations similar to those used in the role-play.

The use of role-play for this learning outcome is motivated by the understanding that personal experiences can facilitate the comprehension of a specific phenomenon, such as the work situation for visually impaired or blind individuals. By actively involving one's own body in the activity, it enhances and deepens the understanding of the situation being portrayed. Engaging in a role-play that involves using one's own body provides the opportunity to understand this phenomenon experientially, allowing you to put yourself in the situation of the visually impaired person. However, it is impossible to physically inhabit another person's body (Merleau-Ponty, 2012), but trying to put yourself in that person's shoes or sit on his or her chair, in a literal meaning, means something in the perspective of understanding disability (Berndtsson, 2016). However, it is not enough to just bodily try to experience the situation that a visually impaired person may face. The bodily lived experience should be accompanied by reflection, both individual reflection as well as organized in a group having had similar experiences. It should be noted that this role-play also brings in and highlights experiences associated with the profession of VDR, as this role is also included as one of the characters in the role-play.

ORGANISATION OF THE ROLE-PLAY

Students work in small groups of three people where they play different roles. One person is the VIP, the second student is the VDR or a work colleague, and the third one is the observer. The students swap roles for the various scenarios stipulated below.

This activity is planned for 120 minutes (2 hours). 15 minutes for the introduction by the teacher in the class, 90 minutes for the students to play the 3 situations in the role-plays (3 x 30 minutes) and 15 minutes for reflection in class. For the organisation of this activity a classroom and smaller rooms for each of the student groups are needed.

The teacher starts with an introduction of the aim of the role-plays and which learning outcome it will cover. A smaller introduction to how attitudes may change as a result of meeting others with visual impairment could also be given to the students, followed by a reflection on this activity. This introduction should reflect basic components in the learning outcome LO7-E-1, besides introducing the practicalities for performing the role-play scenarios.

The students shall be divided into groups of three people. It is recommended that the teacher takes responsibility for organising the groups. Following this, more practical instructions will be provided. The three role-play scenarios should be presented, and the students should choose which role they want to play in the three situations. It could also be mentioned that Student 1 is the most responsible person for having the role-play ongoing. The selected situations have been chosen due to their significance in everyday workplace settings, making it important to examine and determine how they can be effectively managed on a daily basis. Specifically, the scenarios revolve around the interactions between visually impaired individuals and VDRs or colleagues. These scenarios also shed light on common attitudes that may hinder visually impaired individuals from successfully carrying out certain tasks. Additionally, they provide an opportunity to reflect on aspects of (Goffman, 2022).

Prior to starting scenarios 1–3, the students should be informed that they need time for preparation. In the role-play, student 1 assumes the most responsible role, followed by student 2 who must respond and engage in dialogue with student 1. Student 3 is the observer in all the three scenarios. The groups also need to decide upon a relevant eye disease, visual acuity and when the visual impairment or blindness have entered into the person's life.

After each role-play the students should take some time to reflect on what they have learnt. This may be scheduled after each role-play or as a common reflection at the end of the three role-plays. The student groups have a total of 90 minutes available for the three role-plays.

Role-play scenarios:

SITUATION 1

A VDR who prepares a VIP for his/her first job interview

Student 1 – VDR

Student 2 – VIP

Student 3 – Observer

SITUATION 2

An online meeting between a VIP and a work colleague

Student 1 – Work colleague

Student 2 – VIP

Student 3 – Observer

SITUATION 3

Meeting at the office. The work colleague does not believe that the VIP can complete a special task

Student 1 – Work colleague

Student 2 – VIP

Student 3 – Observer

PERFORMING THE ROLE-PLAY

Preferably, each student group of 3 should have their own room for the role-plays. They decide among themselves who is going to play the various roles in situation 1–3. In the group they also decide how to use the total time for role-plays and reflections.

At least three chairs are needed as props.

Note: the teacher should not be present during these role-plays.

AFTER THE ROLE-PLAY

Along with the other activities in the lesson plan “Being aware of the work situation for VIP” the goal for this activity is to promote students’ intellectual and bodily understanding of the subject.

When all the groups are done with their activities, they should all meet together in a session led by the teacher.

Each group of students are now encouraged to talk about their experiences, both individually and in the group. As a teacher you should facilitate and lead the discussion but otherwise observe and listen.

Of course, you never know what will be reflected and told by the students. But as a way to prepare for the final discussion, the following questions could be addressed and reflected in the student groups, when relevant. The teacher should act as moderator.

SITUATION 1

- What do you believe is needed in order to be employable when having a visual impairment or being blind?
- How is the person prepared to express his/her own visual disease, visual acuity or visual fields at a job interview?
- How does the person prepare to convey their needs for assistive devices to perform daily living skills?
- How is the person prepared to talk about his/her own needs at an employment interview?
- Have you discussed the person’s attire when meeting with a possible employer?
- Have you discussed the need of being honest about their own visual impairment and skills?

SITUATION 2

- What has been of special interest to discuss and consider related to the online meeting?
- How/was the visual impairment reflected in the meeting?
- What kind of challenges were identified related to the online meeting?
- What kind of benefits were identified related to the online meeting?
- Have you identified differences in understanding another person’s life challenges and situation, when meeting online or face-to-face?

SITUATION 3

- How did you in the group face this task?
- How did you find playing the role of the work colleague?
- How did you find playing the role of the VIP?
- How did it end up, was the work colleague convinced about the skills of the VIP colleague?

Questions about what has been learned during the various role-plays are also relevant to address. For example, the group can discuss which role-playing experience has provided the most insight into the work situation of VIP.

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