



ATLEC

**Assistive Technology Learning
Through a Unified Curriculum**

ICT based Assistive Technology increases opportunities
Learn it, use it, train others!



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Assistive Technology Learning Through A Unified Curriculum

“Learning Content for UK Piloting Group (Access Level)”

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For further information related to the ATLEC project please visit:

ATLEC project website (atlec-project.eu);

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Vocabulary

Accessibility

Physical access, sensory access to buildings, services and information, via speaking browsers, sign language animations, Braille, etc. It is now a legal requirement under disability discrimination legislation in the UK.

Assistive Technology

Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Attitude

The way that our beliefs affect the views we have about how people should live their lives.

Auditory impairment

A broad term used to describe many different conditions from having difficulty with hearing to being completely deaf. Individuals may require visual representations (captions or transcripts) of information contained in audio files.

Barrier-free design

A term describing barrier-free access to buildings and public environments via kerb cuts, textured paving, ramped entry, wider doorways, corridors, and accessible toilets. This is denoted by a wheelchair symbol.

Cognitive impairment

A broad term used to describe many different conditions in which an individual experiences mild to severe difficulty in understanding or processing information. People may require information to be presented in multiple formats to process it fully.

Community alarm systems

Systems that support vulnerable or disabled people to remain in their own homes with the security of knowing that they can call for help in an emergency, such as a fall, or feeling ill, at any time, even when the telephone is out of reach. Users call for assistance through activating a pendant alarm button (worn around the neck, wrist, or waist) or by pulling a pull cord. Alert calls are received by a monitoring centre (or warden/carer) who may communicate with the individual at home via a speech unit.

Design for All

A European Union (EU) term equivalent to 'Universal Design' but with an emphasis on information. The current goal is the establishment of national centres of excellence in 'design for all' education and dissemination across Europe. These are envisaged as virtual rather than physical centres.

Ethics

The shared set of moral values that guide the way we behave.

Evaluate

A means of assessing a particular event, incident, or process to establish whether it has achieved its intended aims and/or what the outcomes may be.

Electronic Assistive Technology

Electronic equipment which enables people with a wide range of disabilities to improve their functional abilities and enhance their independence by facilitating their inclusion in society, communication, comfort and safety whilst at home, school, work, or at leisure.

Factor

Anything that can have an effect on a situation, such as personal history, present circumstances, or the behaviour of others.

Hardware

The physical constituents (including the mechanical, magnetic, electronic, and electrical devices) that comprise a computer system, such as the motherboard, disk drives, keyboard, and screen.

International Classification of Functioning, Disability and Health (ICF)

A unifying framework created by the World Health Organisation that categorises all known diseases and health conditions.

Information and Communication Technology (ICT)

Technology used to process and facilitate communication.

Medical model of disability

The view that 'disability' is directly related to an individual's condition or impairment. Remedies often include medication, rehabilitation, surgery, and adaptive aids/equipment.

Mobility Impairment

A broad term used to describe many different conditions which limit someone's movement or their ability to perform certain actions. For example, they may not be able to use a mouse or a keyboard. Assistive technologies and adaptations may be used to alleviate this difficulty and allow them to control their computer.

Social model of disability

The view that 'disability' is caused by a particular environment or context. It proposes modifications to the environment in addition to wider social change in terms of attitude.

Software

A general term used to describe a collection of computer programs, procedures, and documentation that perform particular tasks on a computer system. The term includes application software, such as word processors, which perform productive tasks for users and system software, such as operating systems, which interface with hardware to provide the necessary services for application software.

Telecare

A system whereby support is given remotely through the use of sensors and monitors. The use of such a system often allows vulnerable individuals to remain living in their own homes.

Telehealth

The remote exchange of physiological data between a patient at home and medical staff at hospital to assist in diagnosis and monitoring (this could include support for people with lung function problems or diabetes, for example). It includes a home unit to measure vital signs such as body temperature and blood pressure for clinical review at a remote location (for example, a hospital site) using phone lines or wireless technology.'

Telemedicine

The use of telecommunication to provide diagnostic and therapeutic medical information between patient and doctor over a distance without necessitating that they meet in person.

National Occupational Standards

Standards of competence defined by the sector body.

National Vocational Qualification (NVQ)

A work-related, competence-based qualification accredited by the Qualifications and Curriculum Authority (QCA) in England, Wales, and Northern Ireland. It is relevant to the needs of industry and awarded by approved awarding bodies.

Reflective practice

The process whereby an individual assesses their performance in a certain situation. They reflect on what was successful and what could be improved. They can then use this reflective knowledge to aid in their future practice.

Visual impairment

A broad term used to describe a condition which limits an individual's ability to use their visual senses, making them rely more heavily on other senses to compensate, such as hearing and touch. Most commonly used to describe blindness, but it can also refer to colour blindness and low or blurred vision.

Introduction

The learning content in this document reflects the profile of our piloting groups in the UK, which were as follows:

Oak Field School and Sports College

Piloters are learners who have severe learning and additional physical disabilities. The group members have very low level or no literacy skills. All learners are under the age of 19. They have a range of disabilities and challenges including Autistic Spectrum disorder, Down's syndrome, and Cerebral Palsy. They all have a range of experience in the use of ICT-AT devices and equipment, both at school and in the home. They all currently follow a 6th Form curriculum which incorporates ICT-AT through cross curricular activities. The progress levels range from Pre-National Curriculum levels (P Levels) up to level 3C of the National Curriculum. In addition, all participants are working towards or have achieved accreditation in ICT.

GHI

The group range in age from 26-37. All of the members are former students of Oak Field School and have a variety of disabilities, including Down's syndrome, William's syndrome, severe learning disabilities, and physical disabilities. The group presents with varying abilities and experiences of ICT and AT. The group have very low level or no literacy skills.


N.B. As the group are not readers, this document will not be presented to them as a learning resource. It is suggested that trainers and learning facilitators use the lesson plans and resources to meet the learning objectives within the ATLEC competences framework. The learning content presented in this document is, therefore, offered as suggestions for simple text that may be used by group trainers and facilitators to introduce the learning objectives for the unit.

As the group of learners is heterogeneous in skills profile across the curriculum, this content should be seen as a flexible guide only. Content will therefore need to be adapted and resources produced (for example, with symbols and/or extra images) on an individual basis in order to meet the learning needs of each pilot group member.

ATLEC Course Content

The UK partners will deliver content to meet the learning objectives as presented in the access level section of the ATLEC competences framework below:

ICT-AT Competence framework for persons with disabilities

	Access level	Foundation level	Intermediate level	Advanced level
	<p>This level is relevant for persons with disabilities (and their immediate environment – formal and informal carers, educators) who aim towards having awareness of the use of personal ICT-AT solutions and very basic skills in using them proficiently with high levels of support where necessary.</p> <p>Upon reaching this competence level the learner will be able...</p>	<p>This level is relevant for persons with disabilities who aim towards having basic knowledge of personal ICT-AT solutions and adequate skills in using them proficiently with little or no support.</p> <p>Upon reaching this competence level the person will be able...</p>	<p>This level is relevant for persons with disabilities who aim towards having in-depth knowledge and critical awareness of personal ICT-AT solutions and proficient skills in using these independently to increase their level of activity and participation.</p> <p>Upon reaching this</p>	<p>This level is relevant for persons with disabilities who aim towards having wider knowledge of ICT-AT solutions for a wide range of other users in order to be able to support them appropriately.</p> <p>Upon reaching this competence level the person will be able...</p>

			competence level the person will be able...	
Knowledge & understanding				
ICT-AT knowledge	<ul style="list-style-type: none"> -To recognise the key components of a relevant electronic device, e.g. (touch)screen, mouse and touchpad, keyboard. -To recognise, name, and demonstrate understanding of the primary functions of individual mainstream ICT-AT devices, including computers, tablets, smart phones, and AV equipment. -To demonstrate awareness and basic knowledge of personal ICT-AT solutions. -To recognise and describe, in their own terms, their assistive 	<ul style="list-style-type: none"> -To name and describe, using appropriate technical terms, stand-alone mainstream ICT devices, e.g. computers, tablets, smart phones, AV equipment, and explain their primary functions. -To name and describe, using appropriate technical terms, various components of a PC workstation, e.g. (touch)screen, mouse and touchpad, keyboard, and other electronic devices (input and output devices). -To explain the difference between 	<ul style="list-style-type: none"> -To describe in detail the functioning of relevant ICT equipment. -To describe, using appropriate terminology, the concept of ICT-AT and how it relates to mainstream ICT. -To list and comment on the categories of relevant AT. -To describe in detail the functions and functioning of their assistive solution, using appropriate technical terms. -To have complete knowledge of the process that has led to 	<ul style="list-style-type: none"> -To describe, using appropriate technical terms, mainstream ICT applications and their functioning. -To list most categories and sub-categories of ICT-AT and relate them to categories of functional needs. -To relate the main categories of ICT-AT to the needs of individuals with different disabilities. -To describe main categories of 'Smart' technology solutions and adaptations in the home. -To describe different components of

	<p>technologies and the most relevant components of their ICT -AT solution.</p> <p>-To demonstrate awareness and basic knowledge of their ICT-AT solution and where it came from.</p> <p>-To specify an appropriate individual who can support them in the use of their ICT-AT solution.</p>	<p>hardware and software.</p> <p>-To describe, in their own terms, the concept of ICT-AT and how it relates to mainstream ICT.</p> <p>-To list some categories of ICT and assistive technologies relevant to them.</p> <p>-To describe the main features and functions of their assistive solution using the appropriate terminology.</p> <p>-To demonstrate knowledge and understanding of the different ways in which the devices can be used.</p> <p>-To indicate which software (including games and apps) are available to use on their ICT-AT device.</p> <p>- To suggest an individual who can advise them on the use of their personal</p>	<p>the acquisition of the ICT-AT solution(s), to distinguish the actors in this process, and to know the resources that can be utilised to solve issues.</p> <p>-To demonstrate knowledge and understanding to generate a range of information resources.</p> <p>-To demonstrate knowledge and understanding to generate a range of teaching and learning resources.</p>	<p>an assistive solution.</p> <p>-To describe possibilities of personalisation and adaptation.</p> <p>-To list and discuss possible criteria for the evaluation of assistive devices.</p> <p>-To demonstrate knowledge and understanding of the UN Convention on the Rights of Persons with Disabilities and the articles related to Accessibility, AT, and Universal Design.</p> <p>-To demonstrate good knowledge of the ICT-AT market and understanding of the procurement processes and service delivery system.</p> <p>-To know the names of the main providers of ICT-AT and resource centres for the evaluation of complex needs</p>
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		ICT-AT solution and who to contact when their ICT-AT device has a malfunction or requires an update.		and/or AT assessments.
Awareness and understanding	<p>-To demonstrate understanding of the main functions of ICT equipment relevant to them</p> <p>-To demonstrate awareness of sequencing processes necessary to use their ICT-AT device.</p> <p>-To demonstrate awareness of the main function(s) of their ICT-AT solution.</p> <p>-To demonstrate awareness of the benefits of using their personal ICT-AT.</p> <p><u>Some relevant basics</u></p> <p>-To demonstrate understanding that every action has a</p>	<p>- To give examples of the presence and function of ICT in daily life. For example, an ATM to access cash from the bank account or a smartphone to navigate the internet.</p> <p>-To understand the benefits of ICT-AT solutions for persons with disabilities in a personal context (social media, digital books), taking into account disabilities.</p> <p>-To describe the benefits of using the personal solution compared to not using it.</p> <p>-To demonstrate an ability to reflect on other</p>	<p>-To discuss the presence of ICT in daily life and to illustrate its functions and benefits.</p> <p>-To demonstrate critical awareness of basic accessibility issues.</p> <p>-To give some examples of the emerging technologies in ICT-AT.</p> <p>- To demonstrate understanding of the theories of ergonomics and the impact on human functioning in general and access to technology in particular.</p>	<p>-To explain the core concepts of the ICF informed view on disability, AT devices, and AT solutions.</p> <p>- To discuss basic principles of ergonomics and of their impact on human functioning in general and access to technology in particular.</p> <p>-To describe the meaning of the term “assistive solution” and elaborate on the difference between mainstream ICT and ICT-AT. In addition, to elaborate on the meaning of ‘e-Accessibility’ and ‘Universal</p>

	<p>consequence.</p> <ul style="list-style-type: none"> -To demonstrate very basic awareness related to their personal needs. -To demonstrate understanding that they can influence what happens around them. -To demonstrate understanding that their opinions are valuable. -To demonstrate understanding that peers might learn from each other. 	<p>needs and wishes where ICT-AT might provide a solution or be an opportunity.</p> <ul style="list-style-type: none"> -To explain that not all software and apps are free. -To assess, with support, which software costs money and whether they are easily affordable or expensive. -To demonstrate knowledge and understanding with regards to potential dangers when using the internet and social media. <p><u>Some relevant basics</u></p> <ul style="list-style-type: none"> -To demonstrate awareness that their opinions are valuable as are the opinions of others. -To demonstrate awareness that it is acceptable to say “no” and to disagree with others. 	<ul style="list-style-type: none"> -To elaborate on the benefits of using the personal solution compared to not using it. -To demonstrate critical awareness of the limitations of the personal ICT-AT solution. -To reflect on other personal needs and wishes where ICT-AT might provide a solution or be an opportunity. -To discuss different aspects of internet safety. -To demonstrate understanding of the concept of ‘best value’ and how this relates to ICT-AT. -To demonstrate understanding of individual 	<p>Design’.</p> <ul style="list-style-type: none"> -To discuss the fundamental concepts of technology and ICT, e.g. electronic data transfer and being aware of technological evolution and the principles of an information society (e-government, e-health, e-learning). -To describe how technology develops and provide examples of evolutions in the field of AT. -To discuss factors that might have an impact on the successful process of deployment of ICT-AT solutions. -To explain the main impact factors related to the use or non-use of ICT-AT. -To understand the potential benefits and
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		<p>-To demonstrate awareness of how they can influence what happens around them.</p> <p>-To demonstrate awareness of how they can improve behaviour and performance.</p> <p>-To demonstrate awareness of their strengths and limitations.</p> <p>-To understand what peer support is as an instrument for collaborative and supportive learning.</p>	<p>rights as a citizen and how ICT-AT relates to this.</p> <p>-To demonstrate understanding of consumer rights in the ICT-AT market.</p> <p>-To understand that they can share in-depth knowledge and skills about ICT-AT with others.</p> <p>-To demonstrate understanding of mentoring in ICT-AT and who it involves.</p> <p><u>Some relevant basics</u></p> <p>-To demonstrate understanding of the two-way nature of discussion and debate.</p> <p>-To demonstrate understanding of the behaviour and views of</p>	<p>outcomes of a mentor-mentee relationship with regards to ICT-AT.</p> <p>-To describe the basic principles of conducting and positively concluding a mentoring relationship.</p>
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			others. -To demonstrate understanding of the importance of valuing themselves and others. -To demonstrate understanding of peer support and pressure and how to respond positively to it.	
Skills	(demonstrated with high levels of support)	(demonstrated with little or no support)	(demonstrated independently)	
ICT-AT skills	-To demonstrate the ability to recognise their own personal ICT-AT device. -To demonstrate how to switch their ICT-AT device on and off. -To demonstrate that they can operate a number of simple ICT functions independently or with support.	-To operate mainstream personal ICT equipment in everyday situations. -To demonstrate that they can use their ICT-AT device to complete a variety of everyday tasks as part of their daily routine. -To demonstrate that they can use ICT-AT	-To demonstrate proficiency in using ICT-AT devices, being able to identify relevant solutions in different contexts, and performing a wide range of activities. -To demonstrate proficiency in using a wide	-To use the most commonly utilised ICT devices and applications efficiently, where possible. -To operate personal ICT and ICT-AT equipment including activation standard accessibility options where required. -To deliver the

	<p>For example, switching on the TV or launching a computer game.</p> <ul style="list-style-type: none"> -To demonstrate that they can use the main functions on their ICT-AT device. -To demonstrate that they can navigate their ICT-AT device. -To demonstrate how to use relevant software applications with regards to ICT-AT. -To demonstrate satisfaction/dissatisfaction with outcomes related to set objectives. 	<p>meaningfully in a personal context to complete specific tasks, such as reading, writing, finding information, controlling an environment.</p> <ul style="list-style-type: none"> -To demonstrate that they can communicate with others using their ICT-AT device. -To demonstrate that they can communicate in a variety of ways using their ICT-AT device. -To demonstrate that they can play games on their ICT-AT device. -To demonstrate that they can perform small maintenance tasks related to their personal ICT-AT solution. -To demonstrate that they can recognise a malfunction on their ICT-AT device. -To demonstrate the different 	<p>range of applications and software programmes.</p> <ul style="list-style-type: none"> -To operate personal ICT equipment including activation accessibility options where required. -To demonstrate innovative thinking in using their ICT-AT solutions to find strategies for addressing new challenges. -To demonstrate that they are skilled in using the internet to communicate with others and to search and retrieve information. -To demonstrate how to acquire or purchase goods and services using their ICT-AT 	<p>required knowledge to address the needs of a person with disabilities regarding basic standard accessibility of mainstream devices.</p> <ul style="list-style-type: none"> -To discuss opportunities and benefits of the use of ICT-AT for specific needs and in specific situations. -To correlate ICT-AT solutions with specific personal, emotional, and environmental factors. -To reflect on personal experience, practice, and skills in the area of ICT-AT to enhance the knowledge and skills of others. -To participate in a decision making process whereby the most appropriate ICT-AT solution for
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		ways of using social media. -To demonstrate self-assessment skills with some support. -To inform others about their experience with ICT-AT.	solution. -To critically self-evaluate performance in using ICT-AT solutions.	an individual with a disability is proposed and discussed. -To react appropriately to ICT-AT issues. -To demonstrate ability in searching and researching information on the internet and through ICT-AT providers. -To conduct bibliographical research into evidence-based practice and outcomes of AT. -To recognise unmet needs. -To refer individuals to specialised services where there may be complex needs.
Wider skills related to ICT-AT use (e.g. communication skills and knowledge transfer skills)	-To demonstrate a development in social and personal skills. -To demonstrate a development in self-assessment skills. -To demonstrate a development in self-expression	-To demonstrate that they have developed their skills in appropriate and effective communication. -To demonstrate that they can express their feelings and opinions appropriately	-To demonstrate that they have developed self-assessment skills. -To demonstrate that they have developed self-evaluation	-To demonstrate appropriate social skills and communication competences, in particular with regards to interpersonal relationships involving people with disabilities. -To recognise opportunities for

	<p>skills.</p> <ul style="list-style-type: none"> -To demonstrate a development in appropriate and positive communication skills. -To demonstrate that they have developed skills that enable them to safely participate in social media. -To demonstrate that they have developed competence in acting as a critical consumer - making choices and giving opinions. -To demonstrate that they have an increased understanding of their ability to make decisions in a range of environments that may influence others. -To demonstrate that they are able to show their skills and to motivate others. 	<p>and positively.</p> <ul style="list-style-type: none"> -To demonstrate that they have developed higher levels of self-esteem through recognising strengths, values, and abilities. -To demonstrate that they have developed their listening skills. -To demonstrate that they have developed their skills in communicating appropriately. - To demonstrate that they understand that their ICT-AT can help them to form and maintain positive relationships. - To demonstrate an interest in others and their use of ICT-AT. 	<p>skills.</p> <ul style="list-style-type: none"> -To demonstrate that they have developed their communication skills. -To demonstrate that they have developed self-regulation and monitoring skills. -To demonstrate that they have developed their ability to challenge prejudice as appropriate. -To demonstrate that they have developed skills at implementing and applying equal opportunities policies. -To demonstrate that they have developed self-advocacy skills. -To demonstrate 	<p>persons with disabilities and barriers in society, e.g. public places and transport.</p> <ul style="list-style-type: none"> -To understand how to address barriers. -To identify what the mentee/learner aims to gain. -To create an action plan and assess progress over a period of time. -To discuss the progress with the mentoring supervisor (using a mentor assessment form). The mentoring supervisor can be a teacher or coordinator of a volunteering organisation, for example. -To define the roles of mentor and mentee and to be aware of the "do's" and "don'ts", whilst understanding professional boundaries. -To be aware of
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			<p>that they can independently organise appropriate work/teaching spaces for themselves and others.</p> <p>-To demonstrate an increased ability to enjoy and contribute to respectful relationships.</p> <p>-To demonstrate that they have developed the necessary communication skills and empathetic abilities required for mentoring others.</p>	<p>professional roles and responsibilities (confidentiality and trust between trainer and learner).</p> <p>-To be aware of certain ethical responsibilities such as privacy, confidentiality, well-being, and cultural/social differences between people with disabilities.</p> <p><u>Additional competences for teacher</u></p> <p>-To identify, together with the learner, training needs and a realistic learning path to meet these needs.</p> <p>-To demonstrate skills in creating teaching and learning resources using a range of ICT-AT equipment and software packages.</p> <p>-To tailor training materials and strategies to the</p>
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				needs of the learner. -To demonstrate teaching skills. -To write tutorials and user instructions for other end users.
Personal outcomes	(with high levels of support)	(with little or no support)		
Activity and participation	<p>-To demonstrate that they have increased their level of participation in some basic everyday activities related to their needs through the use of their ICT-AT.</p> <p>-To demonstrate that they have developed their ability to communicate with others using ICT/ICT-AT.</p> <p>-To demonstrate that they can participate positively in a group activity, motivating others through the use of their ICT-AT.</p> <p>-To demonstrate that they have</p>	<p>-To demonstrate that they can use their ICT-AT device to complete specific personal, everyday tasks.</p> <p>-To demonstrate that they can perform tasks in learning and work environments.</p> <p>-To demonstrate that they can participate in social discussion groups and online discussion forums with facilitation and support.</p> <p>-To demonstrate that they can use e-health and e-government sites with facilitation and support.</p>	<p>-To demonstrate that they can use their ICT-AT solutions to learn, work, and communicate effectively.</p> <p>-To demonstrate competence in full participation in the information and communication society.</p> <p>-To demonstrate full competence to participate in discussion forums and debates on a wide range of issues.</p> <p>-To support</p>	<p>-To participate in teams aiming at supporting persons with disabilities.</p> <p>-To participate in professional forums on ICT-AT.</p>

	developed their participation in the information and communication society.	-To recognise a potential need in a peer and to provide some relevant knowledge, experience, emotional, social, or practical help within the personal context, with some support where required.	peers with disabilities in making proficient use of appropriate ICT-AT solutions.	
Independence	<p>-To demonstrate that, in developing personal skills in using their ICT-AT device, they have increased their independence.</p> <p>-To demonstrate that their improved skills in effective communication have increased their independence.</p> <p>-To demonstrate that their increased participation in the information and communication society has increased their independence.</p>	<p>-To demonstrate their use of ICT-AT in making informed choices.</p> <p>-To demonstrate their use of ICT-AT in planning and carrying out daily activities.</p> <p>-To demonstrate their use of ICT-AT in the independent acquisition of goods and services.</p> <p>-To demonstrate increased independence in dealing with a provider/seller - to understand terms of sale, written guarantee, etc.</p>	<p>-To demonstrate that they can use, personalise, and maintain their ICT-AT device with complete independence.</p> <p>-To demonstrate that their skills of critical awareness allow them to make independent judgements.</p> <p>-To demonstrate an increased competence in being a critical consumer.</p>	<p>-To formulate, with a high level of independence, informed judgements on ICT-AT, correct ICT-AT use, and related training needs.</p> <p>-To demonstrate understanding of the limitations of their knowledge base and skills.</p> <p>Mentors:</p> <p>-To support individuals with disabilities in making proficient use of appropriate ICT-AT solutions.</p> <p>Teachers:</p> <p>-To guide and</p>

	-To demonstrate that their increased competence in having an influence on decisions affecting them has increased their independence.			monitor the ICT-AT learning process of individuals with disabilities.
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Scheme of Work

In order to meet the learning objectives of the competences framework of the ATLEC project, UK partners will utilise the following scheme of work. However, this is flexible and the content may be delivered to a different framework to suit the time available or the needs of the learners or organisation.

Sub Unit No.	Sub Unit theme
Pre-course	Introduction to curriculum and baseline Casper
1.1	ICT is everywhere
1.2	ICT makes life easier
2.1	What is ICT-AT?
2.2	What is the impact of ICT-AT?
2.3	Acquisition and personalisation of ICT-AT

3.1	Social and personal skills – Effective communication
3.1(a)	Social and personal skills – Express yourself
3.1(b)	Social and personal skills – Empowerment
4.1	The Information and Communication Society – Introduction and benefits
4.1(a)	The Information and Communication Society – Exercising citizenship
4.2	Become a critical consumer
5.1	Peer Support
Post- course	Final assessment and review

After each session, an assessment of the lesson should be conducted to incorporate any recommended additional learning objectives or resources or to make appropriate changes to better meet the needs and skills levels of group members.

The evaluation of each lesson will be conducted using the form below.

Lesson Evaluation Form

Group Reference:
User ID:
Date of session:
Session Number:

Key: 1 – Very positive.....4 – Very Negative	1	2	3	4	
Statements					Comments
How well were the learning objectives met?					
How well did the participant engage in the lesson/activities?					
How suitable was the overall content for the participant?					
How well was the content personalised to the needs of the individual learner?					
How suitable were teaching methods/strategies and resources?					
How well did the participant demonstrate knowledge/understanding from previous lessons?					
Were concepts understood accurately?					
What went well? (timings, content, etc)					
Future improvements The lesson could be improved if...					

Introduction and Initial Assessment

A PowerPoint presentation should be used to introduce the ATLEC project and its learning objectives in a simple and visual way. This presentation will explain the 'What', 'Why', and 'How' of learning delivery.

Teachers and facilitators should describe their methodologies in delivering the project, the scheme of work, and the expected learning outcomes for the group members.

It may be useful to develop a code of practice for the group, particularly if members demonstrate behaviours that challenge group dynamics. Members should be encouraged to adopt a peer support approach to group work.

Teachers and facilitators will then conduct an initial assessment of the skills of the members pertaining to the curriculum using a tool such as CASPER (Competences and Skills Progression Radar). This will clearly demonstrate the learning effectiveness and impact of the ATLEC curriculum.

It should be made clear to the learners that it is the effectiveness of the curriculum that is being tested, not their skills and abilities.

Session 1.1 – ICT is everywhere

Lesson plan

Tutors:	Module Title: ICT
Piloting Group:	Date & Time:
Sub-Unit Title: ICT is everywhere	Lesson Topic: ICT
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Introduce students to the topic of ICT • Support students to begin to understand the concept of ICT and where it is used 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • With support, learn about ICT equipment • With support, identify different types of ICT equipment 	
Brief rationale for the way the lesson has been planned For flexible use with a range of students with severe or profound learning disabilities	

Content & Teacher Activity	Aids & Equipment	Student Activity
<p>Introduction to subject – ICT is everywhere</p> <p>ICT can refer to any item that helps you communicate with a piece of equipment.</p> <p>Demonstrate components of a computer: Mouse Keyboard Screen Speakers Cables Printer</p> <p>Radio, television, mobile phone, computer hardware and software</p> <p>Summary and evaluation</p>	<p>Whiteboard or flip chart</p> <p>Real life equipment, pictures, PC, laptop, tablet</p> <p>Components</p> <p>Items/pictures of everyday equipment, e.g. TV, radio, remote control, mobile phone, PS3, Xbox</p>	<p>With support, identify equipment, pictures/images. Use VIPI true/false quiz and games.</p> <p>With support, identify components of the computer, using images, pictures, actual items.</p> <p>With support, students identify equipment that is used at home, such as TV, radio, and games consoles. Discussions on TV programme. Group discussion on the equipment used by students, how they work with it, and what barriers they face.</p>

Learning Content

N.B. This content is written to be delivered at 'Access' and 'Foundation' levels by using differing resources and levels of support, except where it is marked "Foundation level".

What is ICT?

ICT stands for 'Information Communication Technology'. A helpful way to think about ICT is to consider the many digital technology products that already exist to support individuals, businesses, and organisations process information.

ICT includes any product that will store, process, retrieve, transmit or receive information electronically; for example, personal computers, digital television, email, and even robots.

ICT includes mobile devices from the most basic models to the latest smartphones with many features. It also covers 'smart' credit cards and, increasingly, any device that is able to connect and therefore contribute to the internet's vast amount of data. The use of such devices promotes a connected world view.

Learning Objectives for this lesson

- Begin to learn that ICT is used everywhere in our daily lives
- Begin to identify where it is used – school, college, day services, leisure activities, shopping, employment
- High Level: use of ICT to support an undergraduate student at university

What types of ICT do we use in our daily lives?

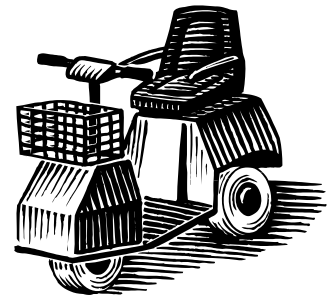
Paying for goods	debit/credit card
Car parks	debit/credit card
Appointment systems	email, telephone
Utility bills	online banking, telephone, printed paper bill
Entertainment	television, online gambling, games
Communication	mobile phone, ipad, iphone, desktop computer, laptop
Telling the time	digital clock
Travelling	satnav
Household items	washing machine, microwave, dishwasher

Studying

Virtual Learning Environments, CAD, simulation tools, online forums, video conferencing (Skype), multimedia content, YouTube

TASK 1

Match the following pictures to the correct subject boxes below



Entertainment

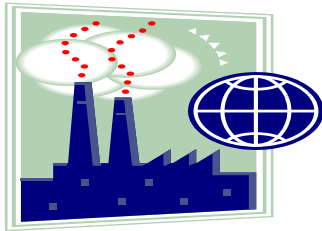
Communication

Travel

Household

Study

Where might ICT be used in our daily lives?



- Home – any room with internet access, using equipment without access
- Work – office, shop
- Leisure – gym
- Travel – airport, train, bus, car, electronic timetable
- Shopping – tills, stocktaking

We encounter many new technologies in our everyday lives in many different environments; for example, at home, at work, on holiday, on business trips, in public places, during conversations, and through the media. Some uses of ICT are extremely important and we may need ICT Assistive Technologies to help us in our daily lives. Some forms of technology can have profound implications such as space travel! There are a number of ways we can come into contact with ICT either directly or indirectly:

- We can see, hear, or read about it in the media (advertising).
- We can learn about it through the knowledge and experience of others.
- We can see it being used in our local environment.
- We can be given a form of ICT as a gift, such as an ipad (tablet) or an iphone (mobile phone). Tutors should be careful not to promote one particular brand/company, laptop, or desktop computer.
- We can learn about it and how to use it in formal education.

- We can learn about assistive technologies that then enable us to use ICT if impairment occurs (acquired sight loss, for example) or an existing condition deteriorates.
- We may attend a particular event that brings us into contact with ICT.
- We can have ICT installed at home to monitor our health, i.e. Telecare equipment.
- We can be issued with ICT equipment which will enable us to live at home instead of going to prison, i.e. electronic tagging devices.

ICT can be used in:

- | | |
|----------------------|---|
| • Education | schools, colleges, university, studying at home |
| • Employment | offices, factories, transport, retail |
| • Health | Telecare systems |
| • Active citizenship | online voting |
| • Leisure | gaming (computer/games console), gym, library |
| • Entertainment | cinema, online entertainment, gambling |
| • Banking | online banking, sourcing credit |
| • Shopping | online shopping (food/clothes/health products) |

ICT is often categorised into two main types of product:

Traditional computer-based technologies

- | | |
|--------------------|--|
| • Word processing | Microsoft Word – write letters/reports |
| • Spreadsheets | Microsoft Excel – perform calculations |
| • Graphic/database | Oracle/Adobe software |

Specialist computer-based technologies

- | | |
|-------------------------|---------------------|
| • Accounting package | Sage/Oracle |
| • Computer aided Design | Design, engineering |

Why use ICT?

ICT can be used anywhere with internet access, whether this be in the form of Wi-Fi or 3 or 4G connectivity. ICT is everywhere and we use it to enhance our lives.

Employment

- Many employers offer their workforce the option of working from home. A secure internet connection provides access to the company's network, shared files, email, and printers.
- At the place of business the workforce can access the same as those who work from home.

Advantages of working from home:

- No travel costs or time wasted travelling to and from work
- Working in the comfort of a familiar environment

Disadvantages of working from home:

- It may prove difficult to separate work life from home life
- More distractions at home than in the office
- Feelings of isolation and being disconnected from colleagues
- Utility costs (heating and lighting)

Education

- Send homework to teachers via email
- Use the internet to research a specific subject
- Type up essays and reports instead of writing them out by hand
- Online discussion and collaboration with other students (Wikis Google Docs)
- Cloud-based storage enabling access to documents and resources (no more lost disks or files)

Advantages:

- Reduced written work
- Access to information without having to go to the library

Disadvantages:

- Cost of buying a computer and paying for an internet connection
- Desktop computer or laptop may malfunction or 'crash'
- ICT not fully accessible to those with special needs, thereby incurring additional costs for AT equipment
- Availability of accessible resources in the educational institution (sharing access to ICT)

TASK 2

In groups of 3 or 4, discuss any other advantages and disadvantages of using ICT in communication and social media.

Access Level – offer prompts and choices in order to encourage discussion. Specific examples from particular media websites may help, e.g. I can chat with friends on Facebook.

What is social media and what is it for?

The term “social media” refers to the means whereby individuals communicate with one another online. They create online profiles, post their thoughts and feelings, share ideas and opinions, and chat (through private messaging or otherwise). We can interact with people from all over the world. Lots of people enjoy using social media – which do you prefer?

TASK 3

There are many benefits to using social media but there are also risks and challenges. Can you recognise some of these social media logos? And can you list some of the benefits and risks of using social media?

Matching social networking logos with the same logo or the correct word

Do you know what to do or who to speak to if you experience negative communication on a social media site?

- What is negative communication? Show examples of unpleasant correspondence
- Use images of familiar/unfamiliar people to whom they could relay any concerns about upsetting correspondence

Case study

Michael is a 19-year-old student with Asperger’s Syndrome. Recently he has reported to a member of his mentoring team at university that he is concerned he is going to be significantly marked down with regards to his contribution to a social media based task set by his lecturer.

Can you identify what factors may be contributing to him struggling with this particular task? What measures would you put in place to ensure he is able to contribute fully?

Case study

Gillian is a 16-year-old female. She joined a social media site to communicate with her friends. Gillian did not know much about privacy settings and didn't ask anyone about how to keep messages and posts private. Gillian sometimes posted inappropriate comments on her page and this was seen by someone who decided they didn't like Gillian even though they hadn't met her. This individual started to post nasty comments that upset Gillian. Initially, she didn't know who it was but later found out that it was a student from school. Gillian got into an online conflict with this individual and got into trouble with her teachers at school. This experience upset Gillian a great deal; it made her cry and she missed some days at school because she felt anxious. Eventually, Gillian felt able to talk to her mum who then spoke to her teachers. The school organised a meeting which both girls attended and the issue was discussed and resolved. The girls learnt that online bullying (cyber-bullying) is unacceptable and both agreed to be more considerate in future.

Some facts about social media sites

- Your control online is limited
- Pressing the delete button doesn't always erase content
- Employers regularly access social media sites
- Police are able to access social media sites
- You are responsible for what you post online

Safety Online

There are many useful websites you can use with your group. These include:

- <http://www.coventry.gov.uk/info/442/libraries-computers-and-the-internet/895/be-safe-and-stay-smart-online>
- <https://www.staysmartonline.gov.au/home-users/protect-your-children>
- <https://www.getsafeonline.org/>

These websites provide information about the risks of using the internet and guidance on how these risks may be avoided or reduced. They are particularly useful for vulnerable individuals.

How can ICT help with independent living skills, personal development, and progress?

Home and independent living

- use a calculator to work out income and expenditure
- research recipes to create healthy meals
- communicate with others using mobile phone, email, social media sites
- use computer/telephone to make appointments
- use ambient climate control to be more comfortable and healthy at home
- access the internet to look up train times, bus times, ticket prices

Employment

- communicate with colleagues via phone/email
- use computer to create documents
- use CAD (computer aided design) to design and produce cars and for many other manufacturing applications

Education

- research subjects on the internet
- gain knowledge
- gain ICT skills

TASK 4

In a group, discuss what type of ICT could be used to help an individual with their independent living skills (use the case studies and personas).

Session 1.2 – ICT makes life easier

Lesson plan

Tutors:	Module Title: ICT
Piloting Group:	Date & Time:
Sub-Unit Title: ICT makes life easier	Lesson Topic: How ICT helps in everyday life
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Introduce students to ICT in daily life and show them how it can make our lives easier 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • understand how ICT can make life easier • identify specific examples of ICT that makes life easier 	
Brief rationale for the way the lesson has been planned: For flexible use with a range of students with severe or profound learning disabilities	

Content & Teacher Activity	Aids & Equipment	Student Activity
<p>Introduction to subject – ICT makes life easier</p> <p>Teacher led - ICT can help us do our work in school, at home, and in employment.</p> <p>ICT can help us communicate in different ways. People use many strategies to communicate.</p> <p>Look at different communication devices</p> <p>Summary and evaluation</p>	<p>Whiteboard/flipchart</p> <p>Computers, mobile phones, tablets</p> <p>Videos, photos, sign language, gestures. ICT-AT</p> <p>Communication devices: Talk Block Talk Board Talking Mirror Flashcards ICT-AT software</p>	<p>With support, discuss how ICT makes life easier – what ICT do students use? How does it help them? VIPI games, Edexcel, Special Needs</p> <p>With support, discuss what communication aids students use and how this makes everyday life easier.</p> <p>With support, students identify different devices and their use.</p>

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Learning Content

What is ICT?

ICT stands for 'Information Communication Technology'. A helpful way to think about ICT is to consider the many digital technology products that already exist to support individuals, businesses, and organisations process information.

ICT includes any product that will store, process, retrieve, transmit or receive information electronically; for example, personal computers, digital television, email, and even robots.

Learning objectives for this lesson

- Understand how ICT can make life easier
- Identify when and where ICT makes life easier

What types of ICT can make our lives easier?

For an extensive ICT curriculum, learning portal, and additional learning resources in basic ICT skills, please see <http://www.vipi-project.eu>.

TASK 1

Identify the following pieces of ICT equipment. Match the picture to the word/below.

Computers, PC / laptop, printers, keyboard, mouse, ipad, tablets, iphone, other smartphones



Various organisations/industries use specific ICT for their businesses. In their fight against crime, the police force uses many different types of ICT:

- Social media sites to encourage members of the public to identify criminals
- Surveillance equipment for observing behaviour
- Bugging equipment to listen to people's conversations

- Vehicle communication systems to alert officers to an incident

TASK 2

What type of ICT would the following organisations use?

- | | |
|----------------|--|
| • Banks | computer (accounts) software, centralised telephone system |
| • Shops | computerised cash register, stocktaking records |
| • Library | computer software for lending and returning books |
| • Doctors | computer software for record-keeping, telephone system |
| • Hairdressers | telephone system |
| • Gyms | electronic equipment, computer and telephone |

How ICT make life easier?

ICT is in our lives from a very young age. Using a baby monitor application on a smartphone, a mother can listen to her sleeping baby and even see him/her in the cot. This technology can also be used when the baby is being cared for by others (relatives, friends, a babysitter) and parents can be in immediate contact with home using a mobile phone. There are usually many items of technology within the home that we use on a daily basis. As we grow up, we begin school and benefit from ICT as it is incorporated into specific lesson plans and our broader schedule of learning. There is usually a computer in the classroom and many more in the school library. ICT has become very sophisticated over time and some very young children are able to use the latest smartphones and tablets.

ICT can be particularly valuable for students with special needs as verbal and written communication can often present a challenge. There are many items of assistive technology (AT) that may benefit individuals who have a sensory impairment. Using AT equipment can encourage social inclusion and integration.

Specific examples of *how* ICT makes life easier at home

- Washing machine
we can set the washing machine on various different programmes to wash, rinse, and spin which saves time and energy; this method is also more hygienic
- Dishwasher

we can set the dishwasher on various different programmes to clean and dry all the crockery which saves time and energy; this method is also more hygienic

- **Television**
we can access many forms of entertainment at the touch of a button; we can watch our favourite programmes/films (saving money on the cinema), listen to radio stations on specific channels, and receive news from around the world
- **Computer**
we can complete work-related tasks, play games, communicate with people, book appointments, book holidays, buy concert tickets, and download music/films/podcasts
- **Mobile phone**
we can ring family/friends/colleagues for a chat, send and receive text/picture messages, make a doctors/dentist appointment, contact the emergency services if necessary, and access the internet to conduct research, check emails, post on a social media site, and download relevant applications (apps) to enhance our mobile phone experience



SMART technology allows for additional functionalities of these devices. For example, an Android smartphone will display an error/fault code when on top of a malfunctioning Samsung washing machine. This will inform the engineer what is wrong with it.

SMART televisions can stream movies, videos and music, access social networking sites, and receive the latest news, weather, and financial data. Some provide a web browser that allows you to access the internet without the use of an application. You can search for content online using your HDTV, just as you can with a computer. Some can combine TV channels, compatible DVR, apps, the internet and the home network so it becomes one searchable device. For example, you can type in the name of a TV programme, film, or subject, press search, and be shown the time and channel it is on, plus any related video content that is available on the internet.

TASK 3

In a group, discuss the following:

Identify the devices from the pictures. What devices do *you* use and what is their main function? What ICT applications are available via each device?



Specific examples of *how* ICT makes life easier outside the home

- Banking
we can control our bank accounts online; check bank balance, transfer money, and set up direct debits to pay bills
- Shopping
we can order our food online; we can buy almost anything and it is delivered to our address at an allotted time
- Doctors
we can make appointments and order repeat prescriptions online
- Dentists
we can receive appointment reminders via text message
- Travel
we can book plane/bus/train tickets online; we can use a satnav to help us travel to a particular destination
- Entertainment
we can listen to music via an mp3 player, mobile phone, or the radio

TASK 4**Can you think of any other ways we use ICT outside the home?****Group discussion or worksheets (with images and symbols) as required.****In what situations might it be inappropriate to use a phone or tablet?**

Students discuss the types of places where we should not use these devices and why:

- In church
- In formal meetings for work or during doctors/dentist appointments
- In interviews
- Whilst having a meal with others

- Whilst in conversation with someone

Why should we not use these devices in such places?

- How does using ICT make us feel? Included – like everyone else!
- What does owning and using an ICT device mean to us? How would we feel if we didn't have it?
- What frustrations might we feel if a device went wrong?
- What can we do if it malfunctions?

Session 2.1 – What is ICT-AT?

Lesson plan

Tutors:	Module Title: ICT
Piloting Group: Access level	Date & Time:
Sub-Unit Title: What is ICT-AT?	Lesson Topic: Identify and understand ICT-AT
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Introduce students to ICT-AT 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • Identify commonly used examples of ICT-AT • Understand how ICT-AT is different from non ICT-AT 	
Brief rationale for the way the lesson has been planned: To provide a basic and adaptable introduction to the idea of ICT-AT for people with profound and complex needs	

Content & Teacher Activity	Aids & Equipment	Student Activity
Discuss the difference between ICT-AT and non ICT-AT.	Pictures/examples of non ICT-AT – walking aids, etc.	Match a picture of a non ICT-AT solution to its relevant definition.
What is ICT-AT? AT can help you with vision, hearing, communication, learning, and access.	AT equipment pictures: switches track ball mouse accessible keyboard	Match a picture of an ICT-AT solution to its definition.
Discuss how various AT products can offer solutions to people with differing needs.	Examples of ICT-AT that are relevant to the individuals present.	Activity to show how ICT-AT solutions enable individuals to achieve.
Summary and evaluation		

Learning Content

N.B. The concept of assistive technology, its potential applications, choice of appropriate device, sourcing, and personalisation are complex for people at 'Access' level to understand and learn. We are grateful to Paul Doyle of the Access Centre at Hereward College for kindly giving us permission to use the learning content from their ATVET project  and their accredited City and Guilds Certificate in 'Supporting Users of Assistive Technology' for use in these lessons, having been previously tested and used with learners at this level.

What is ICT-AT?

For a number of years, Assistive Technology (AT) has enabled individuals to achieve greater levels of independence in a wide variety of settings such as employment, education, and leisure.



What is technology? Technology can be defined as the development and application of tools, machines, materials, and processes that help to solve problems. As a human activity, technology pre-dates both science and engineering. Technology therefore describes an array of items, including simple drawing tools and cooking implements. Only recently has it been identified with the phrase 'high-technology' which includes items such as computers and smartphones.

Technology can accurately describe the following items:



The cave paintings can be viewed as a form of primitive information technology; the cast iron pot as food technology; and the shovel as construction technology. It is only recently that electronics has become synonymous with technology in terms of 'high technology'.

In view of the definition of technology above, we can assert that assistive technology is *any* level of technology which enables an individual to carry out an activity.

The image to the right depicts an item of assistive technology that facilitates learning and communication. Individuals employed in certain areas often associate particular assistive technology equipment within the context of their working environment. For example, keyboards, screen readers, and specialist mice are often regarded as assistive technology items by individuals working in education.



Many assistive technology items can be provided through the National Health Service (NHS) following a consultation with a healthcare professional. However, recent changes in AT provision may lead to an individual accessing the private sector to make a purchase. Even high street shops have started to sell items of assistive technology.

A range of assistive technology items, such as lifting and handling equipment, bathing equipment, or door openers, may be provided following an assessment by an Occupational Therapist. These items are often viewed as equipment for daily living. Individuals working within a care environment may describe this group of equipment as assistive technology.



Sometimes we forget that everyday items can also be items of assistive technology.



To the left is a picture of an individual using an off-the-shelf mouse alternative in conjunction with a wrist rest to access a computer. In this instance, the equipment was not designed as assistive technology but is being used as such.

In conclusion, assistive technology is used to describe both 'low' and 'high' technology and does in fact cover a very broad spectrum. Indeed, it is likely that most people will use some piece of assistive technology during their lifetime.

The next chapter will discuss the assistive technology spectrum in a little more detail. Before moving on, have a go at the quiz below to test your understanding of assistive technology.

TASK 1

Read each statements below and answer true or false.

1. Assistive technology usually describes items of equipment used in the area of education.
2. Assistive technology can be provided via the National Health Service or purchased privately.
3. Technology is a relatively recent development.
4. Lifting and handling equipment tends to be assessed for by Occupational Therapists.
5. Assistive technology normally describes 'high-technology' items.

Answers:

1. FALSE (assistive technology describes technology used in a variety of settings, not just education).
2. TRUE
3. FALSE (technology has been around for a long time and in differing contexts).
4. TRUE
5. FALSE (assistive technology describes both high- and low-technology items).

Session 2.2 – What is the impact of ICT-AT?

Lesson plan

Tutors:	Module Title: ICT
Piloting Group:	Date & Time:
Sub-Unit Title: What is the impact of ICT-AT?	Lesson Topic: Understand the impact of ICT-AT on people's lives
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: Help students to become aware of how ICT AT can impact on their own and others lives.	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • Be able to recognise feelings of frustration and achievement relating to the use of ICT AT • Understand how people can change their emotions through the use of ICT AT 	
Brief rationale for the way the lesson has been planned Lesson has been planned to give people with profound and complex needs an introduction to the impact that ICT AT can have on their lives.	

Content & Teacher Activity	Aids & Equipment	Student Activity
What impact can ICT-AT have on people's lives?	<p>Pictures of people with disabilities who are unable to use a keyboard/telephone. They are finding this frustrating.</p> <p>Same people as above using an AT solution (e.g. adapted keyboard or switch)</p> <p>Emoticon pictures showing relevant emotions in relations to the scenarios.</p>	Match the emoticon with the different scenes (e.g. angry/frustrated in scene one and happy in scene two)
Discussion of individual experiences	Flip chart/pens or whiteboard to write down/draw individual experiences and emotions.	Students take turns to share their experiences of how their ICT-AT item has helped them in certain situations (this might be an example of achieving a goal or overcoming a particular difficulty). Depending on students' abilities, they can either draw or choose an emoticon to reflect how their ICT-AT makes them feel.



Summary and
evaluation

Learning Content

You may have noticed that some definitions of assistive technology focus on specific areas or technologies. People may describe assistive technology in relation to their roles and the environment they work in. Traditionally, assistive technology has been characterised by mobility aids and equipment for daily living in the care and healthcare contexts. However, in terms of education and employment, ICT-AT is associated with electronic devices that help individuals to access computers and communicate effectively. The bathroom on the left has been specially adapted to accommodate an individual with mobility issues. When asked what AT is, people employed in this setting will probably list the equipment they can see in the care environment.

The learning area on the right has been specially adapted to accommodate a wide variety of students, including those with additional needs. When asked what ICT-AT is, people employed in



an educational setting will probably list the equipment they can see in the learning environment.

Nevertheless, assistive technology should be regarded as all-encompassing and can be defined as any product or service designed to enable independence for disabled and older people.¹

There are many pieces of equipment that enable independence. Some are very sophisticated high-technology items whilst others are simple low-technology devices. There is a broad spectrum of assistive technology equipment with many tools falling in the middle range.

The AT spectrum includes low- and high-technology devices for the following areas:

- Communication
- Vision
- Hearing
- Learning/Cognition
- Motor/Access
- Ergonomics/Positioning

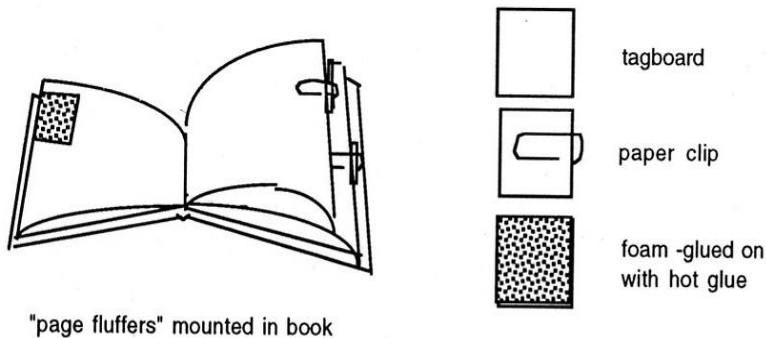
TASK 1

Before moving on, try to think of any examples of low-technology devices that you know about. Could you define low-technology AT?

Low-technology “generally refers to simpler interventions, such as custom-designed hand tools; workstations modifications; and simple, easy to use, inexpensive devices.”² For example, some easily adapted everyday tools to make ‘page fluffers’ for people with fine motor difficulties.

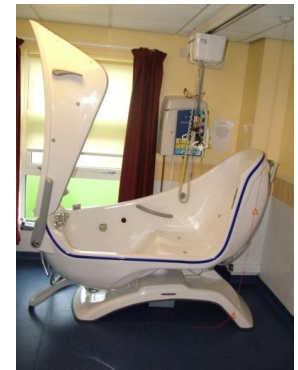
¹ King’s Fund Consultation, 2001

² Galvin & Scherer, 1996



Again, before moving on, try to think of any examples of ICT-AT devices that you know about. Could you come up with your own definition for ICT-AT?

ICT-AT usually refers to complex electronic devices, such as computers, augmentative-alternative Communication (AAC), and also devices that can control the environment. For example, on the right you can see a 'Parker' bath with electronic temperature control, motor control for positioning/ tilting of the bath itself, and a handset that enables the user to access all functions remotely.



In the past, separation between low- and high-technology was due to cost. However, with technical advances, the definition of high-technology is a little more challenging. It refers to the complexity of electronic devices that are developed through a high degree of automated and/or industrial processes.

Assistive Technology Alternatives



Sometimes ICT-AT may not be the best solution for an individual's needs. Focusing on a deficit in function only, such as the loss of a limb, may lead to the 'prescription' of assistive technology without considering the individual's personal circumstances and environmental factors.

At times, it may appear more appropriate to suggest human support or make adjustments to the environment instead. For example, a solution for the individual pictured above could be moving to a bungalow so that all rooms are on the ground floor. In other cases, it may be more appropriate to provide human support; for example, an amanuensis could be put in place to aid an individual to complete an examination. In this case, human support may take precedence over assistive technology, such as voice recognition software or an electronic note taker. The choice of a technology-based or non-technology-based intervention should lie with the individual since it is often linked to personal preference. Other factors influencing the provision of non-technology intervention may be more commonly related to cost considerations and funding limitations.

Meeting needs through assistive technology

There are many individuals using ICT-AT or alternative interventions. Determining suitability is dependent on many different factors, such as the individual's previous experiences, their preferences and, of course, what they are trying to achieve. Some individuals may face limitations using certain pieces of technology and will benefit from alternatives or other support mechanisms. Assessments for individual items of AT are conducted by a variety of professionals. In general, the majority of assessments are undertaken by occupational therapists, either through Social Services or the NHS depending upon the severity of the individual's impairment. Assistive technology can also be prescribed through clinical specialists, including physiotherapists and speech and language therapists. In education and employment, the same mechanisms are applicable but, in addition, AT may be provided by specialist technicians in schools and colleges and through the Access to Work funding stream. There is also a significant provision of AT through charitable and voluntary organisations. More recently, with the advent of 'direct payments' system, Assistive

Technology may be purchased privately through an increasing network of retail outlets.

An example of an individual and their assistive technology needs



Kate has had a visual impairment since birth which has left her with very blurred vision. She has recently changed jobs and it is now necessary for her to travel to her new place of employment as it is a considerable distance from her home. Kate has chosen to buy a car to reduce commuting time as it can take up to three hours a day on public transport. For the past few months, Kate has been suffering from repeated eye infections which have made it difficult for her to continue wearing her contact lenses. Kate has worn contact lenses since she was 16 as she had been repeatedly bullied as a child with a particular focus on her wearing glasses.

TASK 2

Read the case study and answer the questions below:

1. What impact might Kate's health condition have on her current situation?
2. Identify the assistive technology used by Kate.
3. What alternative AT would be available to her?
4. What alternative non-AT interventions would be available to her?
5. Which of these would you regard as long- and short-term solutions?

Answers:

1. Unable to drive without contact lenses which means she is unable to get to work by car.
2. Contact lenses
3. Prescription glasses
4. Use public transport – short-term
5. Catch a lift – short-term
Laser eye surgery – long-term

Counselling – long-term

6. See above

Session 2.3 – Acquisition and personalisation of ICT-AT

Lesson plan

Tutors:	Module Title: ICT-AT
Piloting Group:	Date & Time:
Sub-Unit Title: Acquisition and personalisation of ICT AT	Lesson Topic: Choosing and personalising your device
Number & Age Range:	Knowledge/ability assumed: None

Aims

The aim of the lesson is to:

- Learn about the process of acquiring and personalising ICT AT

Objectives

By the end of the lesson students will begin to:

- Recognise and have some awareness of suitable devices available
- To know/have some awareness of the different routes of acquisition e.g. where/how to purchase appropriate devices

Brief rationale for the way the lesson has been planned:

To help inform and empower people with disabilities to engage in the process of acquiring ICT AT appropriate to individual needs

Content & Teacher Activity	Aids & Equipment	Student Activity

<p>Use of ICF, ATLEC mobile application, and askSARA.org.uk to introduce process of selecting an appropriate device to meet an individual's needs</p> <p>Introduce the concept of personalising a device</p> <p>Identify the devices and software used within the group</p> <p>Support the recognition of the main functions of the devices/software</p> <p>Demonstrate how to activate and deactivate the device and demonstrate the range of adjustments available and</p>	<p>Atvet accessible ICF resources www.askSARA.org.uk</p> <p>ATLEC mobile device</p> <p>Range of devices and software used in the group</p>	<p>Listen and ask questions</p> <p>Use of ATLEC mobile application and www.asksara.org.uk</p> <p>Students identify ICT-AT devices/programmes</p> <p>Students describe the main functions of their devices/programmes</p> <p>Students explore devices and adjustments and demonstrate adjustments to own requirements</p>
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how they make a difference		
Summary and evaluation of learning		

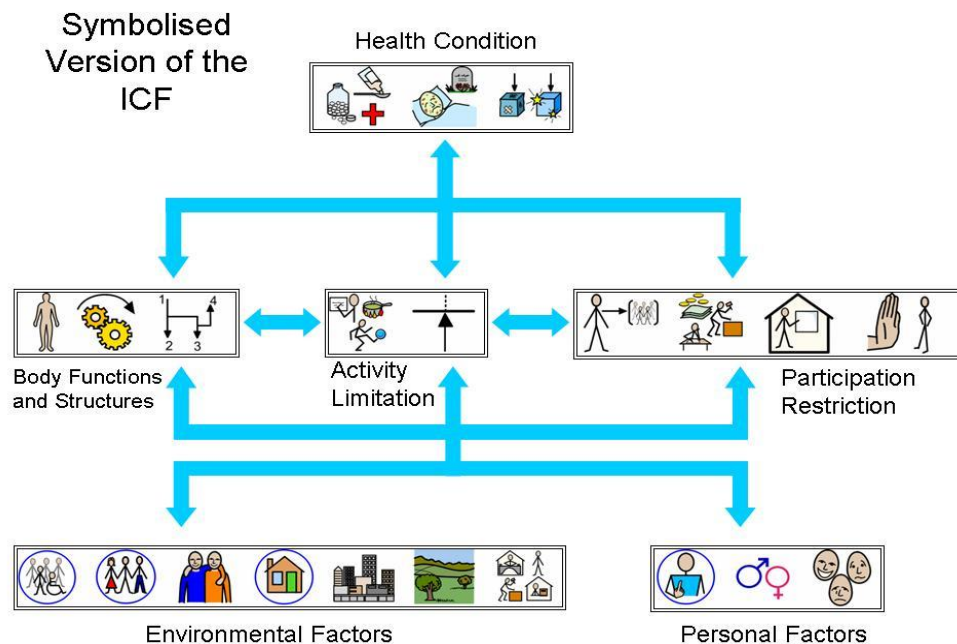
Learning content

The International Classification of Function, Disability and Health (ICF)

ICF stands for 'International Classification of Functioning, Disability and Health' and was developed by the World Health Organisation (WHO). As the name indicates, this model places emphasis on health and functioning, rather than on disability. Previously, disability began where health ended; once you were disabled, you were in a separate category. However, modern insights dictate that we should move away from this line of thinking. The ICF is a tool for measuring functioning in society, no matter what the reason for impairment. It therefore becomes a more versatile tool with a much broader use than a traditional classification of health and disability. This is a radical shift from emphasising people's disabilities to a focus on their level of health.

ICF places the notions of 'health' and 'disability' in a new light. It acknowledges that every human being can experience deterioration in health and thereby experience some disability. This is not something that only happens to the minority. ICF thus 'mainstreams' the experience of disability and recognises it as a universal human experience. By shifting the focus from cause to impact, it places all health conditions on an equal footing allowing them to be compared using a common metric – the ruler of health and disability.

In order to measure the impact of disability, the WHO developed the ICF diagram. This represents many different factors that can have an impact on an individual and can be seen below.



The terminology used is more positive than that of the medical model of disability:

Human Functioning	vs	Disability
Body Functions/Structures	vs	Impairment
Activities	vs	Activity Limitations
Participation	vs	Handicap

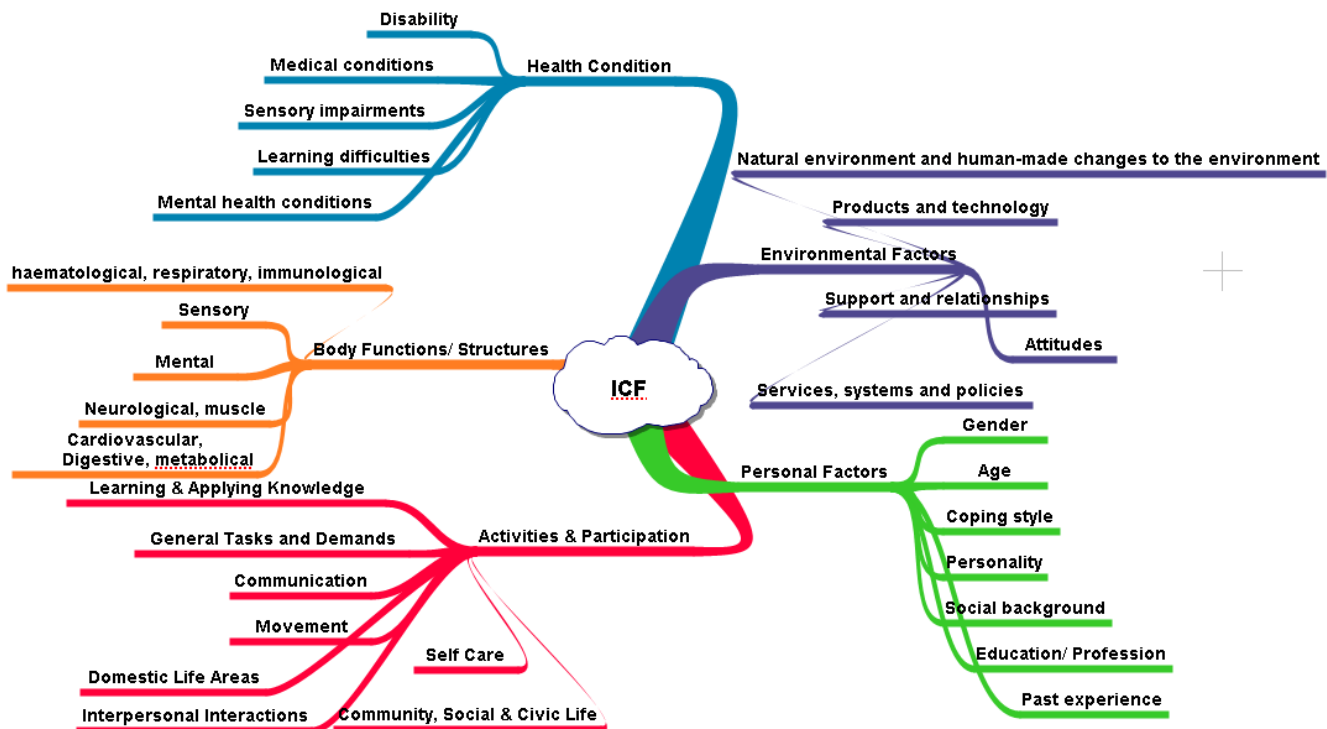
Discuss what is meant by the various aspects of the diagram:

- **Body Functions** are physiological and psychological functions of body systems.
- **Body Structures** are anatomical parts of the body such as organs, limbs, and their components.
- **Activity Limitations** are difficulties an individual may have in accessing or performing certain activities.
- **Participation Restriction** is the challenge experienced by an individual when they attempt to participate in an activity.
- **Environmental Factors** comprise the physical, social, and attitudinal environment in which people live and conduct their lives.

- **Personal Factors** relate to the individual's attitudes, beliefs, culture, gender, and social background.
- **Health Condition** describes diseases, disorders, and injuries.

The mind map below depicts examples for each of the categories:

As previously mentioned, we can use the ICF model to acquire an accurate depiction

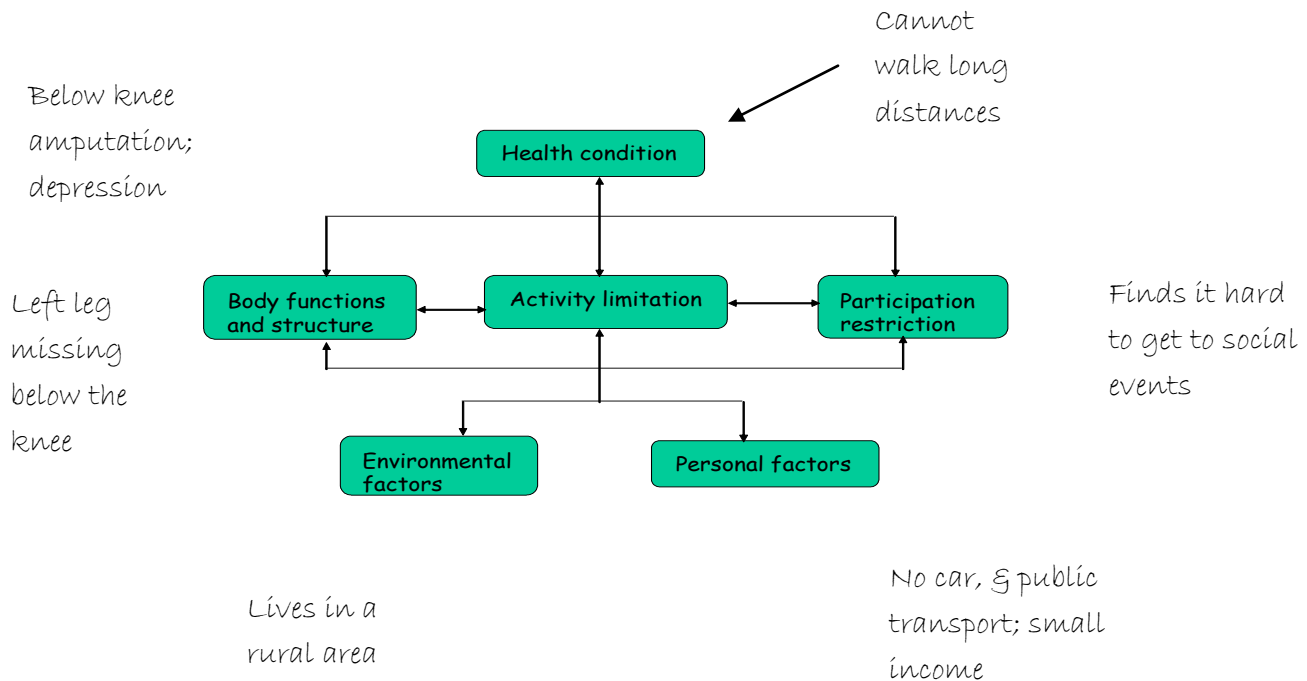


of an individual's circumstances, physical state, and the effect these factors have on their ability to access and participate in certain activities.

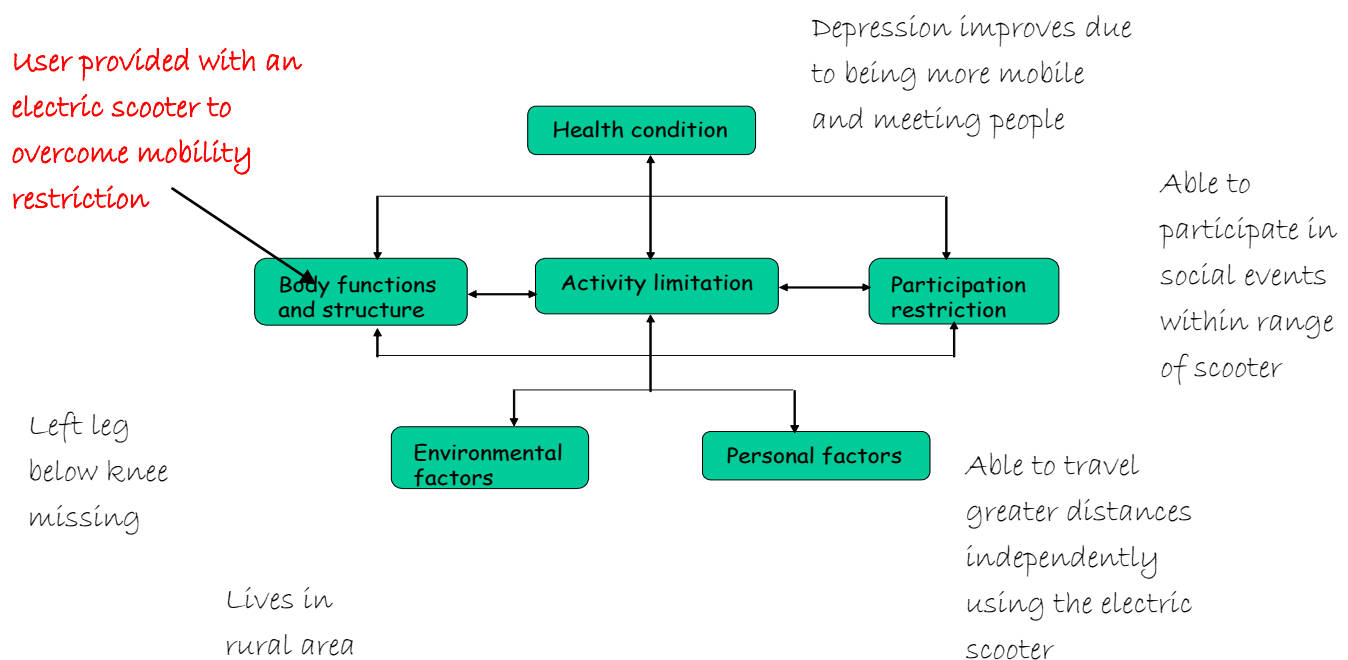
An example

John is an ex farm labourer who lost his leg in a farming accident and now uses a prosthetic leg. He lives in a remote cottage which is 4 miles from his local village. There is no local bus service. John has never learned to drive and used to access his local amenities on foot. Recent attempts to visit his local public house have failed due to his stump becoming very painful after walking only a short distance.

We can use the [ICF Model](#) in the following way to describe John's situation:



After an assessment of his needs, John is provided with an electric scooter. We can now use the [ICF Model](#) to measure the impact of the assistive technology on John's situation:



Assistive technology has the potential to significantly improve lives provided that the user's needs and aspirations remain central to the assessment and delivery process.

TASK 1

Use the ATLEC mobile application to research, consider, and choose an appropriate piece of ICT-AT equipment or application to meet your needs. Compare and contrast different devices using a website such as www.asksara.org.uk.

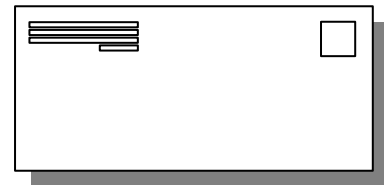
Session 3.1 – Social and personal skills: effective communication

Effective Communication – Access to Foundation Levels (activities and text can be adapted within lessons to meet the level of each individual learner)

What is communication?

Communication is the act of imparting or exchanging information, messages, or news.

Learning Objectives



- Understand that effective communication is a two-way process, requiring listening skills as well as good speaking and/or written skills
- Understand that communication can be both verbal and non-verbal, including body language, expression, and gesture
- Learn the various barriers to effective communication, including environmental barriers
- Learn the benefits of communicating more effectively
- Learn that communication channels, methods, and styles are contextual
- Understand that emotion affects communication

Why do we communicate?

Establishing and developing effective communication is important in order to be heard. You must express yourself accurately and appropriately so that people are aware of your wants/needs and thoughts/opinions. This way you will be able to effect the necessary changes in your life.

Our ability to communicate is closely related to our interpersonal skills.

Communication is essential to our wellbeing and personal development. It is a key component of social behaviour and inclusion and is especially important in a working environment to prevent misunderstandings and to assure success and progression.

How we communicate:

Communicating is about more than just the written or spoken word.

TASK 1

- **In small groups, ask members to take turns to convey an important message without using words**
- **Play the game 'Chinese Whispers'**
- **Watch a piece of drama with the sound muted – ask the group to guess what is going on**

Speaking and Listening Skills

Discussion: Why is it important to listen carefully to what other people are saying? Is this the same as being a “good listener”? If not, what do people mean when they say someone is a “good listener”?

What is needed to make verbal communication effective?

- Be sure about what you want to say
- Speak slowly and clearly and do not talk for too long or repeat yourself
- Do not use jargon or idioms (a group of words established by usage as having a meaning not deducible from those of the individual word) unless you are sure that the other person will understand you
- Make an assessment as to whether the other person understands what you are trying to say and, if not, simplify your language
- Allow breaks in your speech to prompt a reply, show an interest in their response, and ask them to repeat or explain if you do not understand them.

Remember! Everyone has a preferred way of speaking/being spoken to and it is important to respect this.

Understanding and Expressing Emotion – Assertive vs Aggressive Communication

Another important factor in effective communication is the element of emotion. You need to understand your feelings and the feelings of the other person in order to:

- Express your emotions effectively; this prevents frustration and reduces the likelihood of negative behaviour.
- Learn the difference between assertive and aggressive communication; this helps you to express yourself without upsetting other people and exacerbating a situation.
- Express yourself effectively and without frustration and/or distress when wanting to change your situation or request something, particularly if your request is likely to cause distress and/or irritation in others.

TASK 2

Using a resource such as **Key Education Listening Lotto Faces and Feelings**, the **Emotional Literacy Wordbank**,³ or emoticons, show a range of facial expressions and match these with the emotions they portray.

Body Language

When you are in conversation, the way you stand or sit and every movement of your body and facial features sends signals to the other person. This is known as body language. We can emit positive or negative signals when we talk to people.

Albert Meridian established this classic statistic with regards to communication:

- 7% of meaning is in the words that are spoken
- 38% of meaning is in the way that the words are said (tone, volume, etc)
- 55% of meaning is in facial expression

³ Key Education and Key Education Publishing (15 Dec 2007)

It is important to consider what information you are revealing with your body language (your non-verbal communication). For example, what impression are you giving? Is your body language conveying positive or negative messages? Are you saying one thing while your facial expression is saying something quite different?

Activities:

- **Using a range of press photos, write or interpret a story, identifying and including the emotions portrayed in the images.**
- **Write a list of emotions or adverbs and ask group members to act them out without using words.**

Barriers to Effective Communication

A 'barrier' is something that "gets in the way" or prevents another thing from happening. There are many potential barriers to effective communication. They may be categorised as personal, cultural, or environmental factors.

TASK 1

Can you read the following statements? If not, what is the barrier to legibility?

1. If you can read this then you certainly don't need to wear glasses!

2. This would be much easier to read if it was in a darker colour.

3. 三民主義，吾黨所宗；
以建民國，以進大同。
咨爾多士，為民前鋒；
夙夜匪懈，主義是從。
矢勤矢勇，必信必忠；
一心一德，貫徹始終。⁴

⁴ National Anthem of Republic of China

Issues with effective communication may be present if there is/are:

- sensory barriers
- barriers of understanding
- technical barriers (for telephonic or digital communication)
- lack of clarity or overly difficult language levels
- environmental barriers (too much noise in the background, poor lighting, etc.)
- poor listening skills leading to misinterpretation
- literal interpretation, ignoring emotion and non-verbal communication
- use of jargon, slang, or idioms
- cultural and language barriers

Conversational Skills

Let's see if you have learned enough to practice your conversational skills.

TASK 2

In pairs, use a resource, such as **Learning Resource's Conversation Cubes⁵**, or an equivalent worksheet, to develop your conversational skills. Remember both verbal *and* non-verbal communication. Remember to listen as well as to speak!

Can you report back to the wider group at least 3 things that your partner has said?

Now repeat the exercise speaking about a different topic at exactly the same time as your partner. How many things can you remember your partner saying?

Now you will understand the importance of listening skills in communication!

⁵ Learning Resources Ltd

Session 3.1(a) – Social and personal skills: self-expression

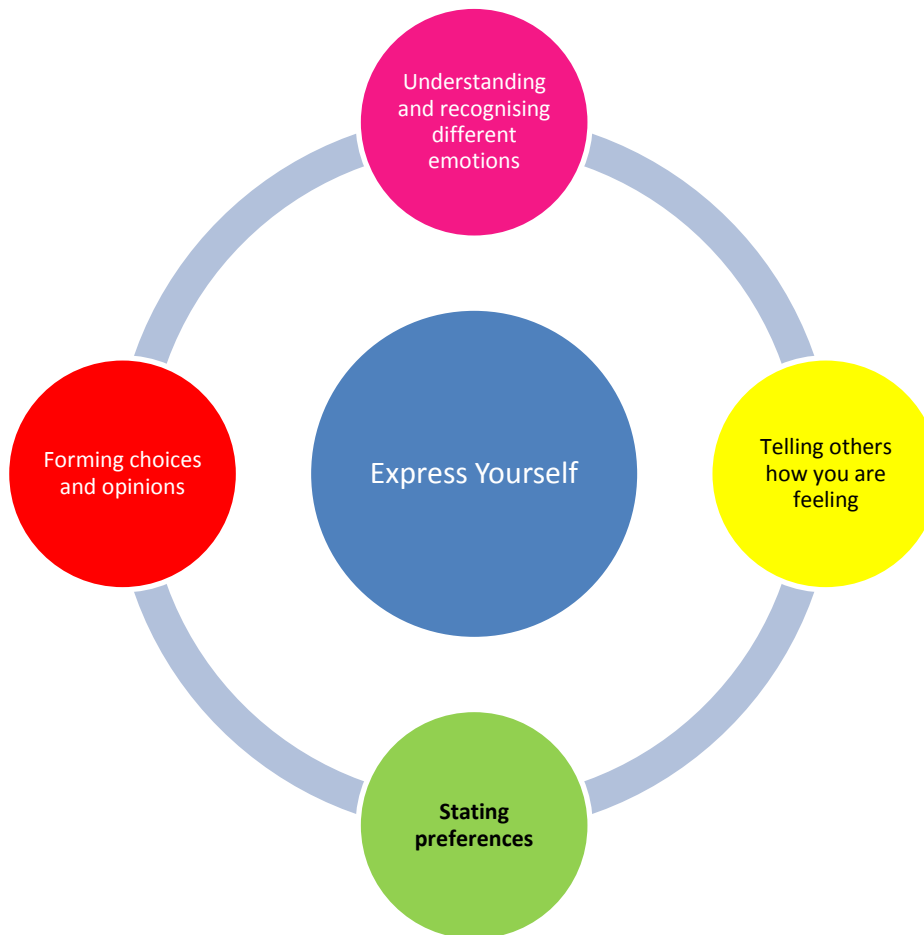
Lesson plan

Tutors:	Module Title: ICT
Piloting Group: Access level	Date & Time:
Sub-Unit Title: Self-expression	Lesson Topic: <ul style="list-style-type: none"> • Learn to recognise your feelings and express them appropriately • Learn how to form and express an opinion • Learn how to complain appropriately
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to:	
Objectives By the end of the lesson students will begin to:	
Brief rationale for the way the lesson has been planned:	

Content & Teacher Activity	Aids & Equipment	Student Activity
<p>What makes us happy?</p> <p>Emotions – our feelings affect our behaviour and bodies</p> <p>I like, I hate, I fear</p> <p>Expressing our feelings appropriately</p> <p>Summary and evaluation</p>	<p>Emotional and Social Skills Games</p> <p>Prepared lists and selection of possible images</p> <p>Feelings lotto; emotional skills board games</p>	<p>Express how you feel about particular subjects or items portrayed in pictures held up by tutors (these may be 'good' or 'bad'). Use emoticons or facial expressions.</p> <p>"How do you feel" and "exploring feelings" exercises</p> <p>"Favourite things", "Things I hate", and "Things that scare me" lists. How do they make you feel? What differences are there between the feelings?</p> <p>Feelings lotto; emotional skills board games</p>

Learning content

Learning objectives for this session:



Recognising Emotions

The way we feel can affect everything else – our work, our communication, our behaviour, and even our health. Ask the group if they are able to identify general triggers for their emotions, through the following questions:

- What makes you happy?
- What makes you unhappy or sad?
- What makes you embarrassed?

- What upsets you?
- What frustrates you?
- What makes you angry?
- What makes you feel scared or worried or anxious?
- What makes you think negative thoughts about yourself?

TASK 1

Discussion: Why is it important to understand our emotions and have emotional self-awareness? How can we understand others if we do not understand how our own emotions affect us?

Other people's emotions:

It isn't always easy to deduce what another person is thinking or feeling from what they are saying. Do you remember what you learned about other kinds of communication? Please refer to lesson 8 – non-verbal communication.

Why is it just as important to be able to recognise what other people are feeling?

How good do you think you are at recognising what other people are feeling?

TASK 2: Emotions - Pairs Game

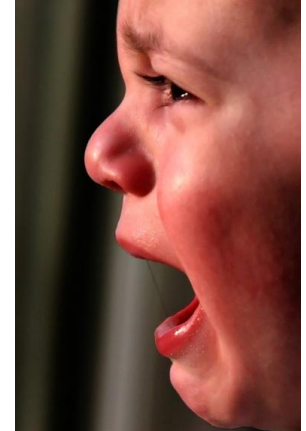
Repeat the matching emotions game from the Lesson 8 Effective Communication module, using emoticons with matching adjectives describing corresponding emotions or play one of the games in Faces and Feelings: Develop Listening Skills and Learn to Identify Feelings and Facial Expressions, While Having Fun Playing Lotto! (Listening Lotto)_or Social Skills Board Games or Personal & Emotional Skills Board Games, both from Aquarius trading.

The perception of other people's feelings can also be applied to situations. **Empathy** is a word that describes being able to understand, be aware of, be sensitive to, and be able to experience the thoughts and feelings of another person without that person telling you directly what they are thinking or feeling.

TASK 3

Empathetic Skills

Can you describe what emotion the person is feeling in each picture? Can you imagine a situation that might have caused them to feel like this?



How would you feel if you were told the following?



How would you feel if this happened to a friend? What would you say to them?

Expressing yourself without anger

We have all experienced anger in some form – this might range from a mild annoyance to being utterly furious. Anger is a completely normal, usually healthy, human emotion. However, when it spirals out of control and turns destructive, it can lead to problems in your relationships with people at school, college, or work and can generally affect your life as a whole. It can also make you feel 'out of control'. When we feel challenged, it is natural to defend ourselves and there are certain situations (for example, when we are physically threatened) when it is natural for this defensive behaviour to be displayed as aggression (as wild animals would respond). On the other hand, it is destructive and inappropriate to physically 'lash out' at every person or object that irritates or annoys us; laws, social norms, and common sense place limits on our anger.

People have different ways of dealing with their angry feelings. The three main approaches are expressing, suppressing, and calming. Expressing your angry feelings in words without being aggressive is the healthiest way to express anger; making clear what your feelings and needs are without hurting others. This is called being assertive, which means expressing how you feel clearly whilst being respectful of those around you. Anger can be suppressed by thinking about or doing something else (this isn't easy to do when you are at the height of your anger). If you hold your anger inside without expressing it in any way, it can turn inwards and make you ill. It

can also lead to less direct but equally unpleasant behaviour such as telling tales and being rude to others. This behaviour will have a negative effect on your relationships with other people. Finally, you can calm down using various relaxation techniques. These help to lower your heart rate and blood pressure and the angry feelings should then subside.

TASK 4

Play 'Mountain of Emotions' (Smart Kids Social Skills Game) or practice keeping calm by trying some of the following techniques to see what works best for you.

Keeping Calm



- ✓ Say to yourself "stop", "calm", "breathe" or any key word that works for you
- ✓ Walk away
- ✓ Take deep breaths
- ✓ Count to 10 or more if you need to
- ✓ Talk about your feelings
- ✓ Go somewhere else and shout
- ✓ Write down how you feel and then delete your writing or rip it up and throw it away
- ✓ Think of somewhere peaceful and beautiful or imagine that you are in your favourite place
- ✓ Tell yourself you can cope with whatever is causing your bad feelings
- ✓ Tense and then relax your muscles
- ✓ Give yourself time to 'think twice' before you rush into something you'll regret

- ✓ Go and do something energetic, like exercising, cleaning a car, or walking to the shops
- ✓ Learn some calming stretching exercises – yoga, tai chi, Qi Gong

Session 3.1(b) – Social and personal skills: empowerment

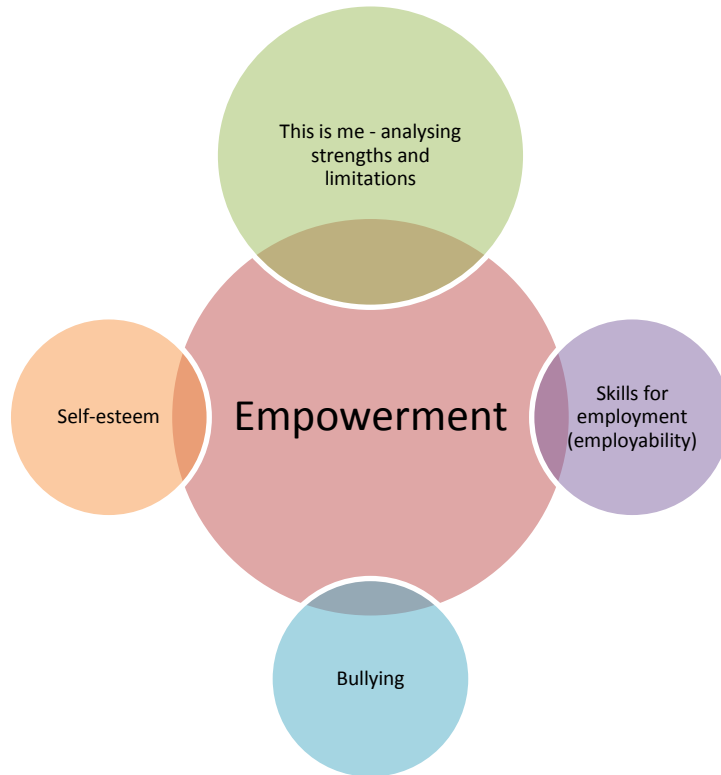
Lesson plan

Tutors:	Module Title: ICT
Piloting Group:	Date & Time:
Sub-Unit Title: ICT-AT social skills	Lesson Topic: Empowerment – it's ok to be me
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Introduce students to the unit and topics covered within it • Students will get to know their assets and strengths (to increase self-confidence and self esteem) with support. • They will be introduced to the concepts of bullying and speaking out against bullying 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • Recognise the importance of social and personal skills in the development of communication • Develop awareness/understanding about bullying and ways to express a feeling/desire effectively 	
Brief rationale for the way the lesson has been planned: To promote an understanding of appropriate and effective methods of communication. To recognise that every individual has the right to opinions and should be able to express their feelings.	

Content & Teacher Activity	Aids & Equipment	Student Activity
"This is me"	Prepared templates and "identify yourself" exercise	Simple format self-assessment diagram, e.g. "this is me" exercise. What I like about X, what they like about me, what I like about myself.
My strengths and limitations	Social skills, symbols, and games	Add to "This is me" with "These are my good points"
It's ok to be me	"Good to be me" game	Empowering others – discuss how we can support others when they are feeling bad about themselves
Bullying (direct and indirect)	Bullying game	Bullying game
Summary and evaluation		"Do you really want to hurt me?" discussion and examples of the difference between joking, teasing, and being cruel

Learning content

Learning objectives for this lesson:



What is empowerment?

The word empowerment means to enable someone to develop a skill or ability. So within the context of ICT or ICT-AT, we could give the following example: “Computers or ICT-AT devices empower students to become intellectual explorers or to gain more independence.”

People can also be empowered by developing their social skills. This results in flourishing self-confidence which, in turn, helps them to “stick up for themselves” and have a strengthened belief in their abilities.

Self-esteem

Self-esteem is the view we have of ourselves and the 'good' or 'bad' qualities we perceive in ourselves. Two main concepts that deal with this are self-worth and confidence. If you have a high degree of self-worth, you might think, "I am a valuable person and I deserve to receive love and care from other people" but if your self-worth is low you might think "I am worthless, I don't know why anyone bothers with me." If you have confidence in yourself and your abilities you might think "I can do this; I can do anything I put my mind to."

TASK 1

Discuss the following picture - what does it say about the cat's self-esteem? If the images were the other way round what would it say about the lion's self-esteem?⁶



⁶ Image taken from <http://www.sunnyskyz.com/happy-pictures/248/Cat-sees-lion-in-mirror> - the open invitation to share this image via social media allows us to assume that this is a copyright free image in the public domain.

Show the **'Who inspires you?'** PowerPoint.⁷ Discuss your role models and how they often began their extraordinary journeys as ordinary people, just like you and me.

TASK 2

How do you view yourself in relation to how you view other people? Think of someone you look up to and choose one or more of the following words to describe them.

Trustworthy	Respectful	Affectionate
Generous	Caring	Humorous
Forgiving	Empathising	Patient
Distant	Selfish	Cruel
Two-faced	Ungrateful	Mean
Argumentative	Arrogant	Dishonest
Cooperative	Loyal	Encouraging
Grumpy	Moody	Cold-hearted

Now think of yourself – which words would you use in this instance?

There is a quote from a poem by famous Scottish poet Robert Burns: **"O wad some Power the giftie gie us"**⁸ (Oh, would some Power, the gift to give us). Discuss with the group what they think this means.

Ask the group to get into pairs (or you may choose to allocate the pairings yourself). Ask each student to choose three of the positive words that most describe the other person and write them down. Then swap papers. How does this make them feel? Surprised? Pleased? Get them to keep this paper so that they can refer to it when they aren't feeling good about themselves. This will remind them that other people see them positively.

⁷ This resource and the other resources cited in this module are free resources available by registering at the Times Educational Supplement resource website: <http://www.tes.co.uk/teaching-resources/>. On this site teachers share and download free [lesson plans](#), [classroom resources](#), [revision guides](#), curriculum worksheets, [SEN teaching strategies and approaches](#), [VCOP activities](#), or [secondary classroom activities](#). You, download them for free and adapt them to suit your classroom activities.

⁸ Robert Burns poem, "To a Louse, On Seeing One On A Lady's Bonnet, At Church" 1786

Do the following self-esteem quiz:

1. Do you like yourself?
2. Do you want to look different?
3. Do you compare yourself to others?
4. Are you concerned about what others say about you?
5. Do you focus on your failures instead of your successes?
6. Do you blame others for things that go wrong?
7. Are you confident all the time?
8. Do you stand up for yourself?
9. Do you think that you are talented?
10. Do you think you can handle any situation?

Building self-confidence

Self-confidence is extremely important in almost every aspect of our lives, yet so many people struggle to find it. Sadly, this can be a vicious circle; people who lack self-confidence can find it difficult to become successful.

TASK (Foundation)

Think of a situation in which you experienced confidence and a feeling of satisfaction and self-worth. Answer the following questions:

1. What was the situation?
2. What do you say to yourself about the situation (self-talk)?
3. How do you feel physically? What sensations and feelings do you have in your body? What difference does this make to your day?

Now think of a situation in which you experienced a lack of confidence that you would have liked to have been able to change. Answer the following questions:

1. What was the situation?
2. What do you say to yourself about the situation (self-talk)?
3. How do you feel physically? What sensations and feelings do you have in your body? What difference does it make to your day?

NOW

Using the information that you have learned about yourself in Part One, look at Part Two and ask yourself:

1. What positive statement could I affirm to remind myself of my abilities (power) and make me feel better about myself? (Remember the pairs task from above regarding how others see you).
2. What could I do that would help me feel differently? Could I consider this as a temporary setback or just part of a journey of self-improvement?
3. What could I do differently if I encounter this situation again? What actions would empower me?
4. Are there simple goals that I can set myself to show progress and success?



TASK

Now play the **SmartKids** Personal and Emotional skills 'Good to be me'⁹ Game.

Strengths and limitations

Self-appraisal can be a difficult task and is strongly influenced by circumstances, mood, and even physical wellbeing. Sometimes it is easier to judge ourselves for our skills and talents than for our social skills and personal traits.

⁹ 6 Personal & Emotional Skills Board Games: Smartkids, available from Amazon and other educational resource sellers.

TASK (Foundation):

Ask the group to imagine that they are applying for a job and therefore need to describe their good points. Give them a piece of paper and ask them to list their strengths. Ask them to be honest.

Now suggest that they are applying for a training course and must convince their line manager that they need to attend so that they can be considered for promotion. Give them a piece of paper and ask them to list their limitations (without exaggeration).

Goal Setting

Setting and achieving goals is a key part of thinking about the things that are really important to you and real self-confidence comes from this. Goal setting is the process whereby you set yourself targets and then measure your success in achieving those targets. By setting sharp, clearly defined goals, you can measure and take pride in their achievement and you'll see progress in what may have initially seemed an insurmountable task. You will also raise your self-confidence as you recognise your own ability and competence in meeting your objectives.

Skills for Employability

Employability Skills can be defined as the transferable skills required by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on your knowledge, skills, and attitude, how you use those assets, and how you present them to employers.

TASK

Discuss what the group would consider to be the top ten employee skills/qualities and why.

The ten most commonly identified skills/qualities for employability are:

1. Communication
2. Teamwork
3. Time management

4. Problem-solving
5. Organisational and planning skills
6. Learning, initiative, and personal development
7. ICT/digital skills
8. Self-motivation and commitment
9. Creativity
10. Leadership

However, this is open to debate. Does the group agree? Are there other skills/qualities that they think are more important?

Bullying¹⁰

What is bullying?

There is no legal definition of bullying. However, it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often due to race, religion, gender or sexual orientation, or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing/name-calling
- making threats
- cyber bullying

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours, or in the workplace.

Anti-bullying advice

Bullying affects many young people within school. Appropriate management of this issue is crucial to maintaining the physical and psychological wellbeing of the pupils

¹⁰ Bullying resources are taken from www.bullying.co.uk and www.beatbullying.org

These sites provide open source resources on bullying and cyber bullying, as well as advice for children, parents and teachers and helplines.

involved. Bullying can build up from the odd rude comment or inappropriate joke to something a lot more sinister and destructive.

TASK 1

There is a saying, “Sticks and stones may break my bones but words can never hurt me.” Ask for a show of hands for who agrees/disagrees with this saying. Ask them to explain their answers in order to generate discussion.

Now show the following YouTube clip on “words can hurt” or other YouTube anti-bullying videos from beatbullying.org.

How do they know if they have hurt someone? What are some of the signs?

Bullying can have even more serious effects – leading to depression, self-harm, or even suicide.

Gossiping or making offensive comments via social media or email is every bit as hurtful as doing it in person. This activity has introduced the term “troll”, which is internet slang for an individual who causes trouble on the internet by posting inflammatory or off-topic messages in an online community (such as a forum, chat room, or blog), with the deliberate intent of provoking an emotional response.

This is called cyber-bullying and will be dealt with in a future lesson. Both of the websites referenced can offer help, support, and advice on this issue.

Session 4.1 – the Information and Communication Society: introduction and benefits

Lesson plan

Tutors:	Module Title: ICT-AT
Piloting Group:	Date & Time:
Sub-Unit Title: Participating in the Information and Communication Society	Lesson Topic: Information and Communication Society: Introduction and Benefits
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Introduce students to the concept of the information and communication society • Students are supported to understand the benefits of full participation in the information and communication society • Help students to understand that they can fully take part in our information and communication society 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • Be able to use the internet to examine a number of applications to increase their independence and wellbeing • Understand why people participate in online communities • Understand how to participate in online communities 	

Brief rationale for the way the lesson has been planned:

To promote a wide range of benefits of [participating in the information and communication society for independence and wellbeing that will be meaningful for the students involved

Content & Teacher Activity	Aids & Equipment	Student Activity
Introduction to the concepts of the Information and Communication Society	Laptop, tablet, mobile phone, the internet, etc. Actual items or pictures of them.	Listen and ask/answer questions
Identify devices used	Definitions of each device	Match the device to its definition
What is the internet?	Video clip about the internet	
What do we use the internet for?	Flipchart and pens or interactive whiteboard if	Students create charts showing why people use the internet and what sites they visit

	available	
Digital Citizenship – introduce this concept	PowerPoint presentation/video on digital citizenship	Students match scenarios with the relevant element of digital citizenship
Staying safe online	PowerPoint presentation/video using the internet safely	Students complete the staying safe online worksheet activity. Safe or unsafe game/activity
Summary and evaluation of learning		

Learning Content

What do we mean by an Information and Communication Society?

The world we now live in is one where technology is readily available. This allows us to access information on any subject and to communicate with other people in a way that was unimaginable only a few years ago. We don't have to be at home, school, or a library to access this information either; the rapid advances in mobile technology, like smartphones and tablets, mean that this is accessible 'on the move'. We can get in touch with our friends and family at all times. Mobile phones mean that we are usually able to be contacted wherever we are and whatever we're doing (perhaps not always a good thing!)

So, what devices do we use to access this information and what technology do we use to communicate with other people?

Activity

Discuss what is meant by these terms; using pictures and/or physical props, identify examples of equipment used in an information and communication society (mobile phones, tablets, laptops).

Students share ideas of equipment they know and use. Create a chart showing who owns what type of technology and what it is used for:

Name	Device	Used For
e.g. Anne Droid	Smartphone	Texting, phoning, internet access, playing games

Adapt this activity to the learning level of the students where necessary:

- Pictures to be used to identify each device and its function
- Match a photograph of the person to the device(s) they use

Activity

Find copyright free images/pictures of tablets, smartphones, mobile phones, laptops, desktop computers, etc. Write a short, simple definition of each device. Match the picture/prop to its definition.

The internet

One of the most significant developments in the information and communication society is the internet. It's something many of us use every day, whether at home, school, college, or work. But what is it?

Show video entitled "what is the internet?" available via Commonsense media or access something similar.

<http://www.commonsensemedia.org/videos/what-is-the-internet>

<http://www.primaryresources.co.uk/online/internet.swf>

So, now we know that the internet is essentially a huge network of networks that link computers together all over the world using a range of wires and wireless technologies. The 'World Wide Web' (WWW) is the collection of linked pages that can be accessed using the internet and a web browser. But why do we use the internet? What do people use it for?

Activity

Students, with support if necessary, to write down why they use the internet and which websites they use for a particular activity.

Why we use the internet	Safe sites to use
To research homework topics or find answers to set questions	Wikipedia bbc.co.uk
To find out what is happening in the local area	Newspaper websites Local news websites
To play games	Friv.com kizi

If more appropriate, have a set of suggestions prepared on cards as pictures/widgets or words and ask the students to select from these.

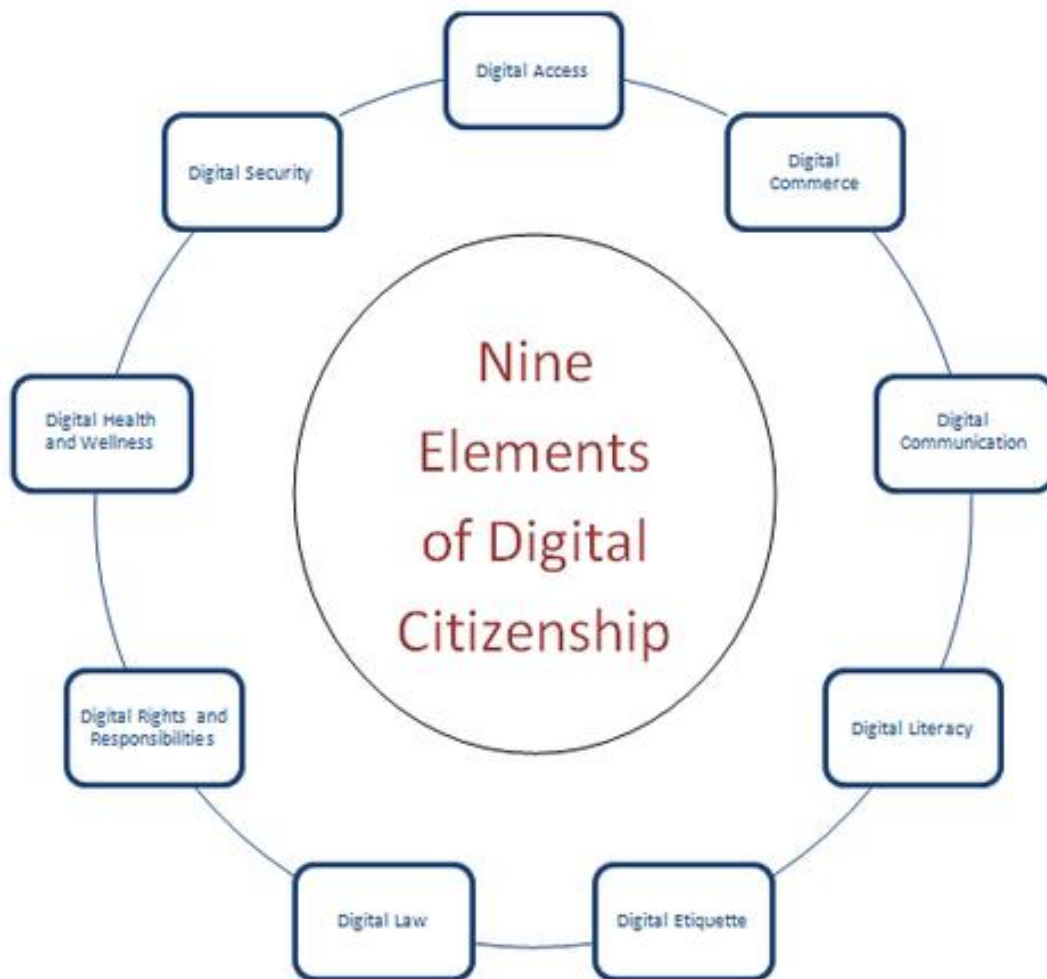
Part of being involved in an information and communication society is being a good 'digital' citizen.

What is digital citizenship?

Being a citizen is being a member of society; we are citizens of the country in which we live. Being a 'good' citizen requires an individual to abide by laws and adhere to social rules. By the same token, an individual who is part of an information and communication society is viewed as a 'digital' citizen and thus expected to follow rules and standards of citizenship.

In order to further demonstrate what is meant by this, show the students a video such as <http://www.cybersmart.gov.au/digital-citizens.aspx>.

The Digital Citizenship website (www.digitalcitizenship.net) states that digital citizenship can be defined as the norms of appropriate, responsible behaviour with regards to technology use. It proposes nine elements that constitute responsible digital citizenship:



Using the information contained in the following definitions, taken from www.digitalcitizenship.net, explain what is meant by each of these elements in terms relevant to and understandable by the students.

Digital Access: full electronic participation in society.

Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working towards equal digital rights and supporting electronic access is the starting point of Digital Citizenship. Digital exclusion makes it difficult to grow as a society using these tools. Helping to provide and expand access to technology should be the primary goal of all digital citizens. However, it must be borne in mind that some individuals may have limited access and therefore other resources may be required. In order to become productive citizens of this digital society, a commitment to developing and achieving participation for all is essential; digital access that is both comprehensive *and* inclusive is key.

Digital Commerce: electronic buying and selling of goods.

Technology users need to understand that a large share of market economy is now active on an electronic platform. Legitimate and legal exchanges are occurring, but both buyer and seller must be mindful of any issues. The fact that many conventional items such as food, clothing, and toys can now be purchased online has become commonplace in recent times. Conversely, an equal amount of goods and services which are in conflict with the laws or morals of some countries are also surfacing (for example, activities such as illegal downloading, pornography, and gambling). Users need to learn how to be effective consumers in this new digital economy.

Digital Communication: electronic exchange of information.

One of the most significant changes within the digital revolution is an individual's ability to communicate with other people. The expanding digital communication options have transformed the way we 'connect' with one another. There are now infinite opportunities to keep in regular contact with family, friends, and colleagues. This ability to be in constant communication – with anyone at any time – serves to strengthen our support networks and encourages collaboration.

Digital Literacy: process of teaching and learning about technology and its uses. Although schools have made significant progress in the area of technology infusion, much remains to be done. There is continuous debate with regards to what

technologies should be taught and how technology should be used. New technologies currently being utilised in the workplace are not making their way into schools (e.g. videoconferencing, online sharing spaces such as wikis). Learners must be taught how to learn in a digital society. In other words, they must be taught to learn anything, any time, anywhere. It is important to keep pace with new technologies as they emerge; learners will need to understand how to use the latest equipment quickly and appropriately. Digital Citizenship involves educating people in a new way – these individuals will require a high degree of information literacy skills to achieve their goals.

Digital Etiquette: electronic standards of conduct or procedure.

Technology users often see this area as one of the most pressing problems with regards to Digital Citizenship. We recognise inappropriate behaviour when we see it, but before people use technology they do not learn digital etiquette (i.e. appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Rules and regulations are being created frequently but sometimes the technology is simply banned to prohibit inappropriate use. These policies, whilst organising and regulating online interactions, are developed and delivered after the fact. In such a fast-paced and complex digital society, a proactive approach is the most appropriate way forward. Teaching individuals to become responsible digital citizens is at the heart of this.

Digital Law: electronic responsibility for actions and deeds.

Digital law relates to the ethics of technology within a society. Unethical use manifests itself in the form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are clear rules in a digital society that users must acknowledge and adhere to. These laws apply to anyone who works or plays online. There are many examples of 'unethical' activities online. These include 'hacking' into commercial or personal information systems, downloading illegal music, plagiarising, creating and then circulating destructive worms, viruses, or Trojan Horses, sending spam, and stealing an individual's identity or property.

Digital Rights & Responsibilities: those freedoms extended to everyone in a digital world.

There is a basic set of rights extended to every digital citizen. For example, the right to privacy and the right to freedom of speech. Fundamental digital rights must be acknowledged, discussed, and understood in the digital world. These rights go hand in hand with a set of responsibilities. Users must be part of the framework for outlining how each new technology should be used. In a digital society, rights and responsibilities must be in step with one another for everyone to achieve maximum productivity.

Digital Health and Wellness: physical and psychological wellbeing in a digital technology world.

Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. There are also psychological issues that are becoming more prevalent, such as 'internet addiction'. Users must be advised of the inherent risks associated with technology if it is not used appropriately. The culture of digital citizenship is one where technology users are taught how to protect themselves through education and training.

Digital Security (self-protection): electronic precautions to guarantee safety.

In any society, there are individuals who steal items, deface property, or disrupt other people. The same is true for the digital community. Each user must be cognisant of their own online safety at all times. In our homes, we put locks on our doors and windows in an effort to guard against crime and keep ourselves safe. The same must be true with regards to digital security. We must have virus protection, backups of data, and surge control for our equipment. As responsible citizens, we must protect our personal and professional information from those who wish to cause us disruption or harm.

Activity

Match examples to their elements of citizenship.

Using the image showing the nine elements of digital citizenship, students stick prepared examples on the relevant element (via post-it notes). Suggestions:

- Downloading music illegally, i.e. without paying for it (DIGITAL LAW)
- Posting rude, nasty, or hurtful messages on an individual's Facebook page (DIGITAL ETIQUETTE)
- Using Assistive Technology to access the internet (DIGITAL ACCESS)
- Doing Christmas shopping online (DIGITAL COMMERCE)

- Ensuring the computer has up-to-date anti-virus software (DIGITAL SAFETY)
- Ensuring I don't spend all weekend on the computer! (DIGITAL HEALTH AND WELL-BEING)
- Learning how to use new technology appropriately (DIGITAL LITERACY)
- Respecting an individual's right to say something online, even if I don't agree with what they say (DIGITAL RIGHTS AND RESPONSIBILITIES)
- Using a mobile phone to text friends (DIGITAL COMMUNICATION)

Staying safe online

The following video shows children discussing their experiences and giving tips for staying safe online. The advice is appropriate to all ages:

<http://www.common sense media.org/videos/staying-safe-and-secure-digital-world>

Activity

Fill in the missing words to create a checklist of tips to stay safe online.

I should never give my details to an individual I don't know online

I should never arrange to meet I don't know

I should not tell an individual my online

I should not give my (or my parents'.....) to an individual online, unless I am certain it is a secure website

I should not take of myself and send them to an individual online

If I am worried about something on the, I should tell a parent, teacher, or carer.

personal

internet

bank details

passwords

photos

people

Activity

Play ViPi Staysafe game – <http://www.vipi-project.eu>

Activity**Create or print safe/unsafe cards from**

<http://www.teachingideas.co.uk/themes/stayingsafeonline/esafetygame.htm>

Present students with a variety of situations they may encounter online and ask them to say whether they are safe or unsafe. For example:

- You open an email from an unknown source and click on a link (UNSAFE)
- You check with a teacher or parent before accessing a website (SAFE)
- You give out your (or your parents') bank details in a chat room (UNSAFE)
- An individual online asks for your home address. You don't tell them and then inform a teacher or parent (SAFE)
- A stranger you have been talking to online asks you to send them some personal photos (UNSAFE)

After this activity, discuss the reasons why these situations were safe or unsafe.

Session 4.1(a) – the Information and Communication Society: Exercising citizenship

Lesson plan

Module Title: ICT	
Piloting Group: Access	Date & Time:
Sub-Unit Title: Participate fully in an information and communication society	Lesson Topic: Social media, participate in surveys, internet forums and campaigns
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Support students to understand that they can fully participate in the information and communication society • Support students to understand social media • Support students to be aware of cyber-bullying • Support students to express their choice or opinion (surveys) • Support students to be aware of fan forums • Support students to contribute to a discussion, campaign, support group, or answer a basic survey 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • Understand how and why people use social media • Understand the benefits and associated risks of participating in online communities 	

- Understand how to participate safely and appropriately in online communities
- Recognise cyber-bullying and know what to do should they encounter it

Brief rationale for the way the lesson has been planned:

To provide a basic and adaptable introduction to the idea of participation in online communities for people with learning disabilities

Content & Teacher Activity	Aids & Equipment	Student Activity
<p>Introduce the idea of social media</p> <p>Cyber-bullying What is cyber-bullying? How and why does it happen? Show cyber-bullying videos</p> <p>Surveys What is a survey? Why do people take part?</p> <p>Forums, campaigns, and surveys What is a forum?</p>	<p>Computer or tablet with internet access Cards with logos of popular social media sites</p> <p>Video clips: cyber-bullying, Emma's story</p> <p>Examples of paper-based and online surveys</p> <p>Examples of forums of interest to the students involved (e.g. Manchester</p>	<p>Suggest as many social media sites as possible Match the activity to its social media site</p> <p>Using yes/no cards, students decide if example scenarios are cyber-bullying</p> <p>Using emotion pictures/widgets, students decide how Emma felt in the video</p> <p>Create a list of 'top tips'</p> <p>Students create simple paper-based surveys</p> <p>Using online survey tools, students create a simple online survey</p> <p>Match the pictures of fans to the relevant forum.</p> <p>Research forums that are of personal interest.</p>

<p>What are the benefits of joining a forum?</p> <p>Introduce the idea of forums being used to tackle more serious issues (as well as hobbies and favourite shows)</p> <p>Summary and evaluation of learning</p>	<p>United, Dr Who)</p> <p>Examples of campaigning forums (38 degrees, Mencap)</p>	<p>Create a word cloud of why people join forums.</p> <p>Discussion on national and/or local issues that can be dealt with in an online forum</p>
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Learning Content

How we use ICT-AT to connect with others and engage in an information and communication society is an important subject.

Summarise the last session (why we use the internet). Refer to the chart created by the students. If it wasn't mentioned, introduce the idea of social media/social networking.

What is social networking?

Social networking involves the use of the internet to connect users with their family, friends, and acquaintances. Social networking websites often involve the user connecting with individuals they already know well. They are not typically about meeting new people online, although this may happen.

Activity

Discussion session to name as many social networking sites as possible. Students, with support as appropriate, record their ideas on a flip chart or whiteboard. Ensure there are prepared pictures of website logos (Facebook, twitter, flickr, pinterest, bebo, myspace, ask fm, etc).

Access Level:

- to match a website's logo with its name

Discuss why people use social network sites.

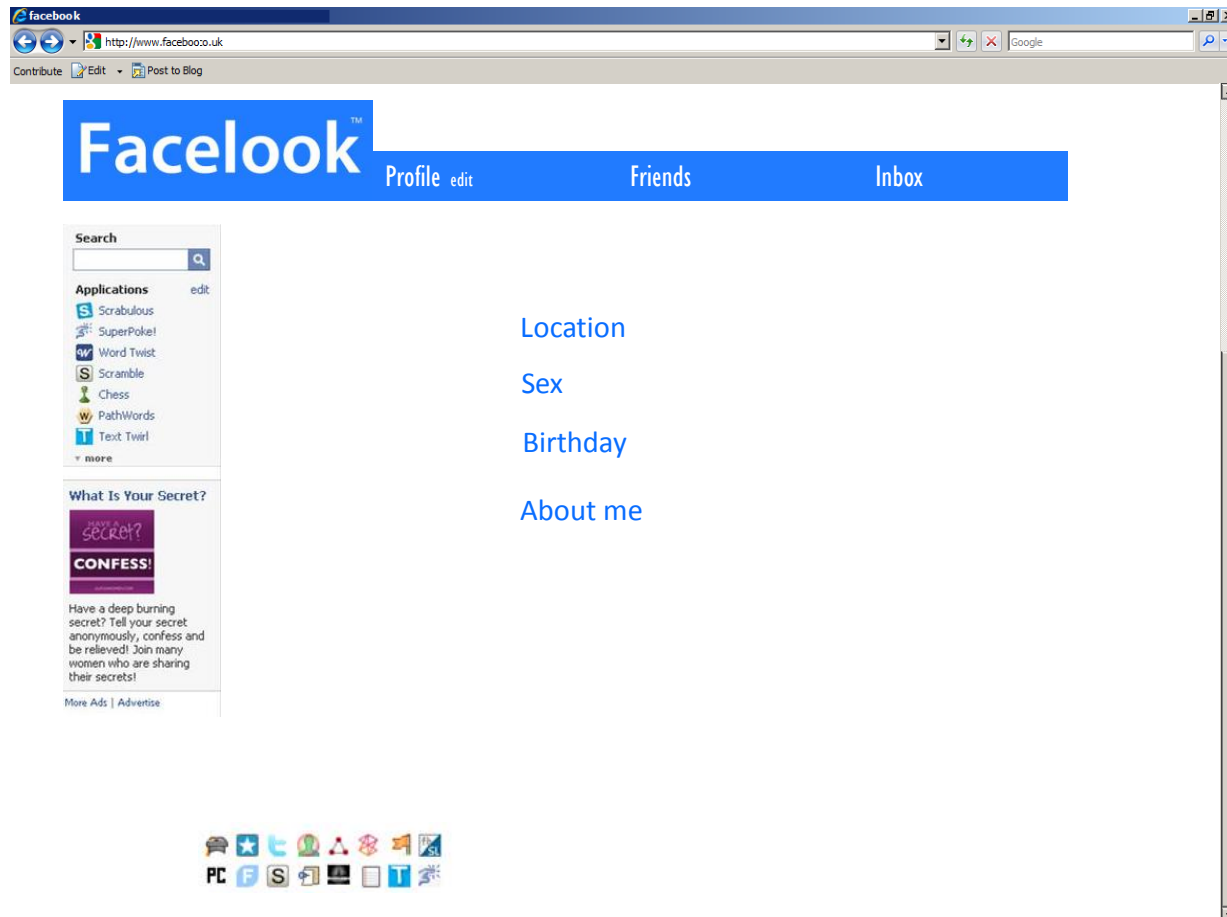
Activity

Using prepared cards with logos or the list from the previous activity, match the use to the website (e.g. photo sharing – flickr; hobbies/interests – pinterest; communicating with friends – Facebook; making professional/work connections – linkedin)

Access Level

- Familiarise students with a number of screenshots showing people using the different social networking sites

- Use Facelook (in-house) profile which emulates Facebook – available to use at Oak Field School and Sports College



Cyber-bullying

What do we mean by cyber-bullying?

Cyber-bullying is the use of electronic media – especially mobile phones and the internet – to intimidate, threaten, or upset an individual.

Cyber-bullying can include:

- texting rude or threatening messages by mobile phone
- sending unpleasant photographs by mobile phone
- using online message boards, chat rooms, or social networking sites to post cruel messages
- deliberately ignoring an individual's messages on a social networking site

Access Level:

- initial real life role play activities, e.g. bullying/ignoring in the context of a familiar environment (school)
- give photographs/symbols of unpleasant messages/images to another individual (role play activity), e.g. being aggressive, ignoring the person

Cyber-bullying is common amongst teenagers and research suggests that at least one in five children and young adults have been a victim. Incidences of cyber-bullying appear to be on the rise and this has now become a widespread issue.

Cyber-bullying is unique in that it can occur anywhere and at any time. Individuals can be bullied in their own homes from behind a computer screen. Where there is communication technology, there is the risk of cyber-bullying. As a result, an individual experiencing cyber-bullying often feels like there is no escape.

Activity

Discuss how cyber-bullying makes an individual feel – use pictures to identify relevant emotions.

Show a video entitled "Emma's story" available via commonsensemedia.com. If it is felt that students can deal with a longer and more emotional story, show <http://old.digizen.org/cyberbullying/fullFilm.aspx>.

Refer to the activity to think about how Emma/Joe felt when her/his friend(s) started saying horrible things about her/him (use emotion pictures).

Why do people bully others online? Why does it seem so easy to do? Discuss the idea of anonymity – an individual identified by only a username feels 'safe' behind their computer screen, so much so that they are able to say things that they might not say in person.

Staying Safe Online

Activity

Appropriate behaviours

Discuss some ideas for tips for online safety and behaviour using a flipchart or whiteboard.

Example:

Keep your password(s) secret

Access Level:

- Define and explain what a password is and use a practical example of a student logging into their school account.
- Question about secrecy and private information using basic 'yes' and 'no' answers.
- Treat others with respect. If you wouldn't say it in person, don't say it online.
- Put yourself in their place – how would you feel?

Access Level:

- Role play/emotion cards
- Don't give away personal information (as stated above)

Access Level: basic explanation and adult to note any responses

- Don't send personal/intimate pictures online
- Once it's online, you have no control over it and it cannot be deleted

Access Level: practical activity

- Using a giant image of a computer screen, ask the students to stick a photograph of themselves onto the screen and then ask them to try to remove it after it has dried! This will provide a practical example of how difficult it is to remove an image (or comment) once it is posted online

Using ICT (and ICT-AT) to exercise citizenship

One way in which technology can help us to be a fully involved member of society is through participation in online voting and the completion of surveys.

Depending on the ability levels and interest of the students, introduce these concepts in appropriate language. Exploring ideas of e-democracy and e-health can serve as a follow up should it be necessary.

Surveys

We have seen how using social networking sites is one way of connecting with other individuals in the information and communication society. Another way we can use technology to connect is by taking part in online surveys.

What is a survey?

Essentially, a survey is a method utilised by a person or a company (and sometimes the government) to gather information and/or views and opinions from a large number of people. A series of questions are asked and there is often a selection of answers from which to choose (multiple choice). Surveys can be completed online or offline (paper-based). Taking part in a survey allows you to give your opinion on certain interests, events, or ideas. These are sometimes geared towards entertainment, such as your favourite contestant to win the “X Factor” or who you think is the best looking member of the band “One Direction.” At times, they will focus on more serious issues, such as the accessibility of facilities in the local leisure centre. By completing a survey, you are engaging in society and letting your voice be heard.

Activity

Give examples of what you might use a survey for and show different forms of survey, both online and offline.

<http://www.surveymonkey.com/s/Z69BVXV>

<http://www.surveymonkey.com/s/Z69BVXV>

Activity

Print off a basic blank survey (example below). Ask the students to sit in pairs (or small groups if appropriate). One student to create a simple survey and the other to complete it.

Access Level: could be supported using photographs/symbols

Survey Example

What's your favourite.....?

Name	Answer	More Information

Activity

Find (or create) a brief online survey relating to individuals in the group. For example, in a school setting, a survey about school dinners or day trips would be appropriate.

Encourage students, if appropriate, to explore websites dealing with health issues (NHS Direct, webdoc, etc). Explain how much information is available online and where it originates (e.g. who may have written it?), with particular reference to health and wellbeing. Discuss the fact that, when actively searching for symptoms of an illness or health condition online, the information uncovered may not determine a specific (or even correct) diagnosis!

Forums/fan sites

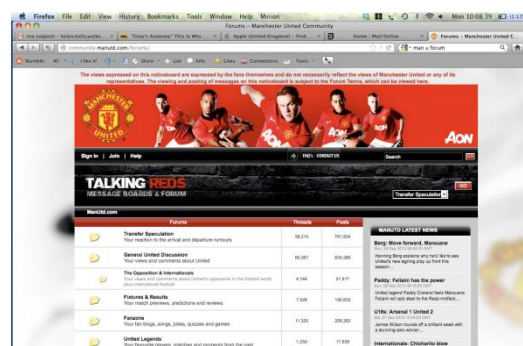
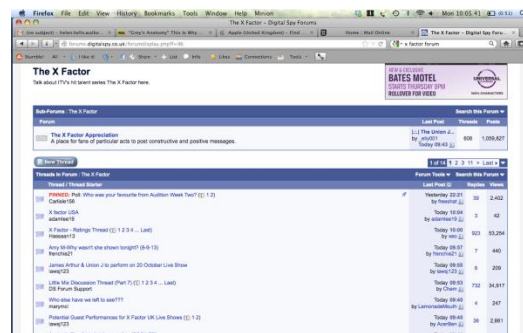
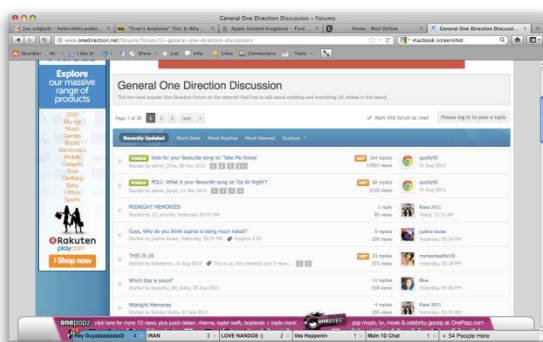
Refer to the reasons why we use the internet (a list created in an earlier session). If no-one suggested forums/hobbies/interests, introduce this as an idea.

Discuss what is meant by a forum/fan site.

Activity

Students, with support as appropriate, to write down some of their favourite things on a whiteboard/flip chart, for example, hobbies, TV shows, celebrities, animals, pop groups.

Show examples of fan forums and websites that are relevant to the age, ability, and interests of the group. For example:



Activity

Find copyright-free (or create) pictures of stereotypical fans of identified forums. Put the pictures face down and ask the students to take turns picking one up and matching the fan to the forum.

Activity

Create a word/picture cloud showing why individuals might enjoy being part of a forum; for example, sharing interests, learning more about someone/something they like, meeting new people, making new friends.

If possible, use Imagechef or a similar programme to create the word cloud (this can then be printed off for each student to take away). An Imagechef word mosaic:



If there is time, students to research age-appropriate fan sites and forums that interest them, with support if necessary.

Use this activity to lead into a discussion about those forums which tackle more serious issues such as campaigning, whether this be on an international, national, or local scale.

Find examples of local online campaigns that may be of interest to the group.

Activity

Students to discuss issues relating to school/college and then to identify how they could establish an online forum that deals with those issues. Create a mock website with the problem and their proposed solution.

Session 4.2 – Becoming a Critical Consumer

Lesson plan

Tutors:	Module Title:
Piloting Group:	Date & Time:
Sub-Unit Title: Becoming a critical consumer	Lesson Topic: Identify how to become a critical consumer
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> • Introduce students to the unit and topics covered within it • What is a consumer? • To be able to make choices of what AT I need that will aid me in my life. 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> • I will understand what a consumer is and how it relates to me • I will understand what choices are available • I will understand how to budget and the impact this has on my choices • Learners will have learnt what it is like to be an informed consumer and the impact it has on the choices you make. They will also explore the concepts of budgeting and the impact this has on the decisions you make. 	
Brief rationale for the way the lesson has been planned: To keep it simple and clear.	

Content & Teacher Activity	Aids & Equipment	Student Activity
Introduction to the module with a background of “what is a consumer?”	Flipchart	
“My Device” What do I have/need? Does it meet my needs? Explore these concepts and why they are important.	Flipchart PowerPoint	AT Bingo Facilitate exploration of AT equipment Facilitate use of Asksara.org.uk Facilitate use of ATLEC mobile application
Review of current equipment	Flipchart Create photo story	Create a photo story as a potential case study Ask questions and record responses, observing interaction and reaction to questions
What does it mean to be a consumer? What other choices are	PowerPoint Flipchart PowerPoint	Facilitate use of the ATLEC mobile application Mobile games

<p>available to me?</p> <p>What is a budget and how does it influence my decisions?</p>	<p>Flipchart</p>	
<p>How do I complain if I am not happy?</p>	<p>Online Logo Game</p>	<p>Facilitate discussion about complaints.</p> <p>Why do you complain?</p> <p>How do you complain?</p>
<p>Choice and influence - the power of advertising</p>		<p>Play logo game to reinforce the power of advertising. Discuss peer pressure - what is it? How does it affect our choices and opinions?</p>
<p>Summary and Evaluation</p>		

Learning content

This module will consider what it is to be a consumer and the impact this has on the choices we make. It will also explore the difference between 'want' and 'need' in relation to purchasing and using a piece of equipment. Once we have made a decision, it is essential that we understand our rights and are aware of how to make a complaint if we are unhappy with something.

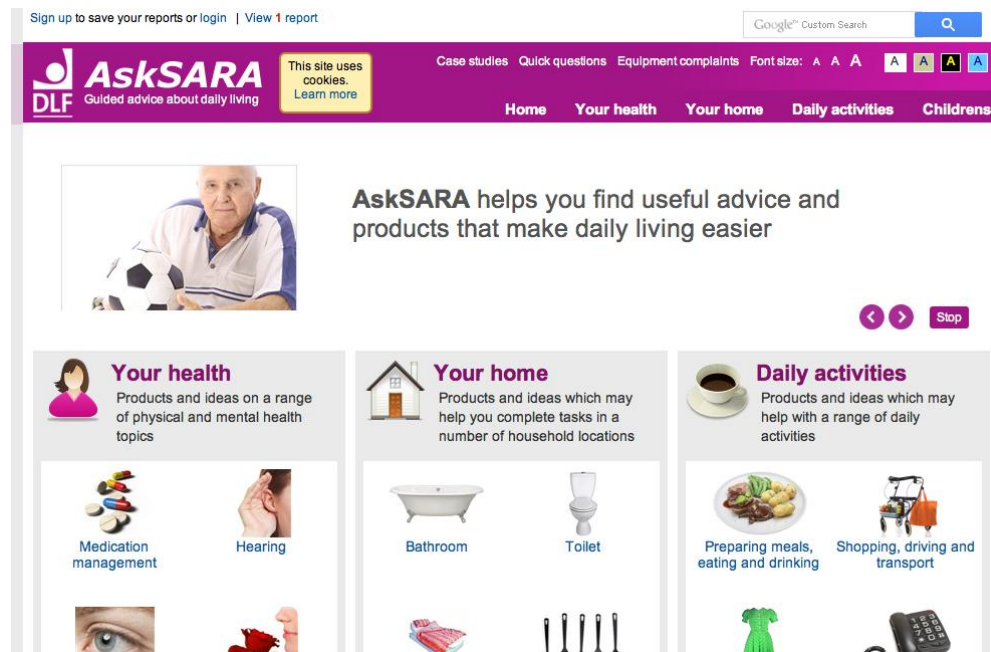
Consumerism

Consumer: A consumer is an individual or a group of people, such as a household, who are the final users of a product or service.

What does it mean to be a consumer?

A consumer is an individual who either uses or purchases something that they want or need. For example, if you buy a piece of AT equipment, then you are a consumer. When considering the purchase of a new piece of equipment, it is important that you are fully aware of what you are buying to ensure that it meets your needs. This way, you will be making an informed decision.

To identify your particular needs, a professional assessment should be conducted; you will be the focus of this assessment but it will also involve those who support you (family members, friends, and care staff). This assessment will hold key information which will need to be considered before purchasing new AT equipment, for example. If you feel able, you can assess your own needs in relation to daily living. There are online resources which may be helpful here: www.askSARA.org.uk.



This site presents you with a number of scenarios that individuals face within their daily living. It then provides different solutions to potential challenges you may face.

Sites such as AskSARA allow an individual to become a consumer in a facilitated way. It is important that individuals understand what it is to be a consumer and the rights they have.

Activity

Use the ATLEC mobile application <http://www.atlec-project.eu> to repeat the same research activity.

Choice

When making decisions about the acquisition of new equipment, it is absolutely vital that we are fully aware of all our needs and sometimes we will require support with this. If they feel able, individuals should assess their needs or they can have an assessment completed by an appropriate professional. This needs assessment will then serve as the foundation for all future service (e.g. AT equipment) delivery and be reviewed as necessary.

When considering new equipment, the following questions may be helpful:

- What do I need the equipment for?
- Will a piece of equipment improve my daily living?
- What equipment is available?
- Does the equipment/software available do everything I need it to do?
- What is the cost of the equipment?

Choice is decidedly subjective and an individual may be inclined to choose a certain piece of equipment for personal reasons. The potential for bias may lead them to neglect another, perhaps more appropriate, piece of equipment. As such, it is crucial that they do not make any rash decisions and instead consider all the factors above. The individual's immediate support network can facilitate where appropriate so that all (viable) options are explored.

Once a piece of equipment is selected, you then have to evaluate if it really is what you need. This is being a *critical* consumer.

As a critical consumer, there are many different factors to contemplate. The following questions will need to be considered:

- What do I like about my equipment?
- What don't I like about it?
- What would I like to change?
- Does the equipment meet all of my needs?
- Would I like a different device? If so, why?

Some of these questions can only be answered once the individual has been able to use the equipment for a reasonable period of time. It should also be borne in mind that an individual's needs evolve over time and, consequently, equipment that was once appropriate may no longer be suitable. In this case, a new piece of equipment should be sought or proposals made to adapt the existing one.

Want or Need?

Want: something that is desired
Need: something that is necessary

When considering any equipment purchase, it is crucial to understand the difference between what an individual *wants* and what they actually *need*. Occasionally, this may be the same thing but it may also be completely different.

When looking to buy equipment, an individual will first have to consider what they want the piece of equipment to do and what area(s) of their daily living it may improve. Their thoughts on this will need to be 'matched' with the piece of equipment they identified and they then have the opportunity to reflect on whether it would be suitable for their needs.

Criteria and Influence

Criteria: a standard, rule, or test on which a judgment or decision can be based.

Influence: a power affecting an individual, thing, or course of events, especially one that operates without any direct or apparent effort.

The criteria we use to make decisions may largely depend on what we need from a particular piece of equipment but there are also a number of other influences at play:

- What the equipment looks like
- The cost of the equipment
- The colour of the equipment
- What functions the equipment undertakes
- The advice given by family, friends, carers, or sales people
- If an individual has some experience of the equipment
- Web searches
- Advertising

When making a decision, or being supported to make a decision, it is imperative that individuals are acutely aware of these influencing factors as, in some circumstances, one or more of these elements may be the primary reason for choosing a piece of equipment that does not meet all of their needs.

Individuals are influenced by their own experiences, the experiences of others (in their support network, for example), and by the world around them. This latter influencing element is immeasurable within our contemporary digital society where information appears limitless and can be received via social media anywhere and at any time. Current trends amongst other people or what the media perceive to be the most current trend can also be powerful influences here. Companies may also be promoting a certain product which often influences the consumer. It is important to be mindful of the fact that this practice is based on their business agenda and the need to turn a profit.

When making a choice it is important that an individual tries to identify a piece of equipment well-suited to their need(s). To aid in the decision making process, a simple checklist can be used:

- Why do I need Assistive Technology (AT)?
- What do I need the AT to do?
- How much money do I have to spend?
- Where can I try the equipment out?
- Who can help me to decide what equipment to buy?
- Does the AT I have identified do everything I need it to do?

The use of the ATLEC mobile app or AskSARA.org.uk may help with the above questions.

The power of advertising

All companies utilise a number of different advertising techniques to promote their best-selling products. These are designed to inform potential customers of product functions, product availability and, most importantly, product price.

Advertising comes in many different forms. The main ones are as follows:

- TV adverts
- Internet adverts
- Adverts within the printed media
- Adverts within social media
- Email marketing

Again, it is important to remember that companies only undertake this activity as a way to influence and motivate their customer base. Their ultimate goal is to draw in as many customers as possible.

Quite simply, an advert is developed to showcase a particular product. A lengthy advertising campaign may be crafted purely for the purposes of demonstrating how your day-to-day life would be changed for the better if you were to use their product. Occasionally, adverts appear to have no relation to the product at all but they become memorable and you then always relate those images to a specific company or product.

It is important to take your time when considering a purchase of any kind, especially a piece of ICT-AT equipment as they can be extremely expensive. Do not be misled by advertising or become absorbed in a sales pitch. The salesperson will try to tell you

what you need and convince you of this fact. You should remain focused on what you need, not what they think you need (refer to section entitled “Want or Need” above).

Activity

Use a freely available online logo quiz to reinforce the concept of the power of advertising, e.g. www.logo-quizanswers.net/ for IOS or <https://play.google.com/store/apps/details?id=logos.quiz.companies> for Android.

Complaints

Complain: to express dissatisfaction with something. This could be a product or a service.

An individual may be disappointed with their piece of AT equipment. This could be for any number of reasons. Here are just a few examples:

- It does not perform all the tasks you thought it would.
- It stopped working soon after you started using it.
- Its functionality does not appear to be compatible with your needs criteria, i.e. the reasons you purchased it.
- The service/equipment provider has not met your expectations.

How to complain

When you are considering making a complaint with regards to your AT equipment or service, you will first need to determine the reasons for this and how you might initiate the process.

The following things will need to be considered:

- Why am I complaining?
- Is my complaint reasonable?
- Who do I need to complain to?
- How will I complain?
- Will I need support to make a complaint?

Why am I complaining?

The exact nature of your complaint will need to be outlined at this early stage. Is it because the piece of AT equipment is broken or does not perform the tasks you

expected? Was the advice you were given wrong or misleading in any way? If so, you should probably consider making a complaint.

Who do I need to complain to?

Before making a complaint, you must identify the individual to whom it must be sent. Is it the company that provided the AT equipment? Is it the manufacturer of the AT equipment? It is beneficial to think through these elements beforehand so that you are prepared and know exactly what the complaint entails and where it is going. This will also save time should the complaint progress.

How will I complain?

When preparing to make a complaint you will need to identify complaint procedures specific to that particular organisation. Can you send an email? Do you need to write a letter? Is the first stage actually to speak to someone about the issue you are experiencing? Sometimes this is the preferred method as a concern can often be resolved before it is escalated to the status of a complaint and this then precludes a long, drawn-out complaints process.

Will I need support to make a complaint?

If you need support then it is vital that you acknowledge this and ask for help when you need it, preferably from an individual you can trust to be responsible and reliable with both the information they receive and the advice they give. You may ask your family member or a close friend perhaps.

Session 5.1 - Peer Support

The UK piloting group working at 'Access' level demonstrated a great deal of support for each other during group activities but unfortunately did not demonstrate sufficient aptitude in peer support to undertake a formal unit in mentoring. However, should your group show sufficient potential, you may wish to introduce the following lesson plan and suggested learning activities.

Lesson plan

Tutors:	Module Title: Mentoring
Piloting Group:	Date & Time:
Sub-Unit Title:	Lesson Topic: Peer support
Number & Age Range:	Knowledge/ability assumed: None
Aims The aim of the lesson is to: <ul style="list-style-type: none"> Introduce students to the concept of peer support and what it involves 	
Objectives By the end of the lesson students will begin to: <ul style="list-style-type: none"> To understand what peer support is as an instrument for collaborative and supportive learning. 	
Brief rationale for the way the lesson has been planned: To promote a wide range of benefits of participating in the information and communication society for independence and wellbeing that will be meaningful for the students involved	

Content & Teacher Activity	Aids & Equipment	Student Activity
<p>Introduction to the concept of peer support</p> <p>Who can be a peer supporter? What is the role of a peer supporter? What are key points for successful peer support?</p> <p>How does it feel when you need help? How does it feel when you receive help? How does it feel to help others?</p> <p>What skills do you need to be a peer supporter?</p>	<p>Case studies</p> <p>Listening games</p> <p>Empathetic games</p>	<p>Students identify examples of occasions when they have helped another student or another student has helped them Listen and answer questions</p> <p>Listen and answer questions Complete exercises on case studies</p> <p>Exercises in empathy – “put yourself in my place”</p>

Listening skills Empathetic skills Respecting boundaries		
Summary and evaluation of learning		

Review and Evaluation of Learning

It is recommended that a final session be held whereby the CASPER assessment tool is completed for a second time. This will facilitate the evaluation of learning effectiveness and help to measure progress in a constructive way. This is also a convenient time to review the lessons and to reinforce learning in areas where there is uncertainty or where students are not able to recall certain elements or key learning objectives. It is also an opportunity for students to express their feelings about the course and to celebrate their accomplishments and those of their peers. This curriculum is not currently accredited; however, it is beneficial for all involved to celebrate achievements. To this end, the UK partners concluded with a high-profile presentation event where all participants were awarded a certificate and thanked for their involvement and contribution. This event proved to be very successful and was positive in terms of the students' self-esteem and increasing confidence. We would therefore recommend that groups organise something similar if at all possible.

