



smILE too
Social skills make inclusive life easier too



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LET'S TALK ABOUT SOCIAL SKILLS



Ljubljana, 2022

SMILE too! project booklet

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Published by Centre IRIS – Centre for Education,
Rehabilitation, Inclusion and Counselling for the Blind and
Partially Sighted

For the publisher: Romana Kolar, principal of the Centre IRIS

Website www.freepik.com was used to produce illustrations.

Booklet is available in digital form.

First edition

The publication is freely available on the Centre IRIS website.

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Co-funded by the
Erasmus+ Programme
of the European Union

Katalogni zapis o publikaciji (CIP) pripravili v Narodni in
univerzitetni knjižnici v Ljubljani
COBISS.SI-ID 123438595
ISBN 978-961-6590-78-5 (PDF)

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Co-funded by the
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INTRODUCTION TO WORKBOOK

SMILE too is an Erasmus project undertaken by 6 leading schools for the Visually Impaired across Europe. The partner schools are:

- Jordanstown School in Northern Ireland,
- Centre IRIS in Slovenia,
- Gymnázium pro zrakově postižené a Střední odborná škola pro zrakově postižené in Czech Republic,
- Royal Visio in the Netherlands,
- Royal Blind School, Sight Scotland in United Kingdom,
- Lega del fillo d'Oro in Italy.

The staff involved in the SMILE too project are experienced Qualified Teachers of the Visually Impaired. They are also involved in outreach work and support children who have Visual Impairment in mainstream and special schools.

SMILE too stands for Social Skills Make Inclusive Life Easier. As the name suggests, the aim of this 3 year project is to share knowledge about the development of social skills in children and young people who are Visually Impaired with the aim of making resources for educators to support social skills in this population.

WHY TEACH SOCIAL SKILLS?

It is well documented that the development of social skills relies heavily on observation and imitation. Children and young people with visual impairment often do not have this advantage. Much of social interaction is non verbal and social cues and body language may be abstract concepts to the child with Visual Impairment. The development of social skills needs careful consideration as it differs considerably from that of their sighted peers.

“Sighted children observe and imitate people’s social behaviours, learning from any visual cues given. This is known as incidental learning. If these opportunities aren’t available to a child, understanding and development of appropriate social behaviour can become fragmented. Having appropriate social skills is crucial to a child’s everyday interactions. They enable the child to interact with others, establish friendships and later develop personal and work relationships”.

RNIB website 8 November 2017

“If you’re blind, how do you know where to look when someone is talking to you? Or when to shake someone’s hand? Or what “personal space” means? These are just some of the skills children who are blind must explicitly be taught, since they don’t have the benefit of observing the actions and reactions of their family and friends in social situations.”

Perkins school for the Blind

Children who are visually impaired can find it difficult to acquire social skills that are vital for developing relationships and understanding social situations throughout their lifetime. It cannot be assumed that they will develop social skills automatically like their sighted peers. This has an impact both

in school and in the wider world.

A GROWTH MINDSET APPROACH

The resources that have been developed in this workbook include lesson plans that encourage a Growth Mindset approach. This approach develops confidence, perseverance and resilience which are vitally important for young people with Visual Impairment.

“A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset. Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life”. (biglifejournal.com)

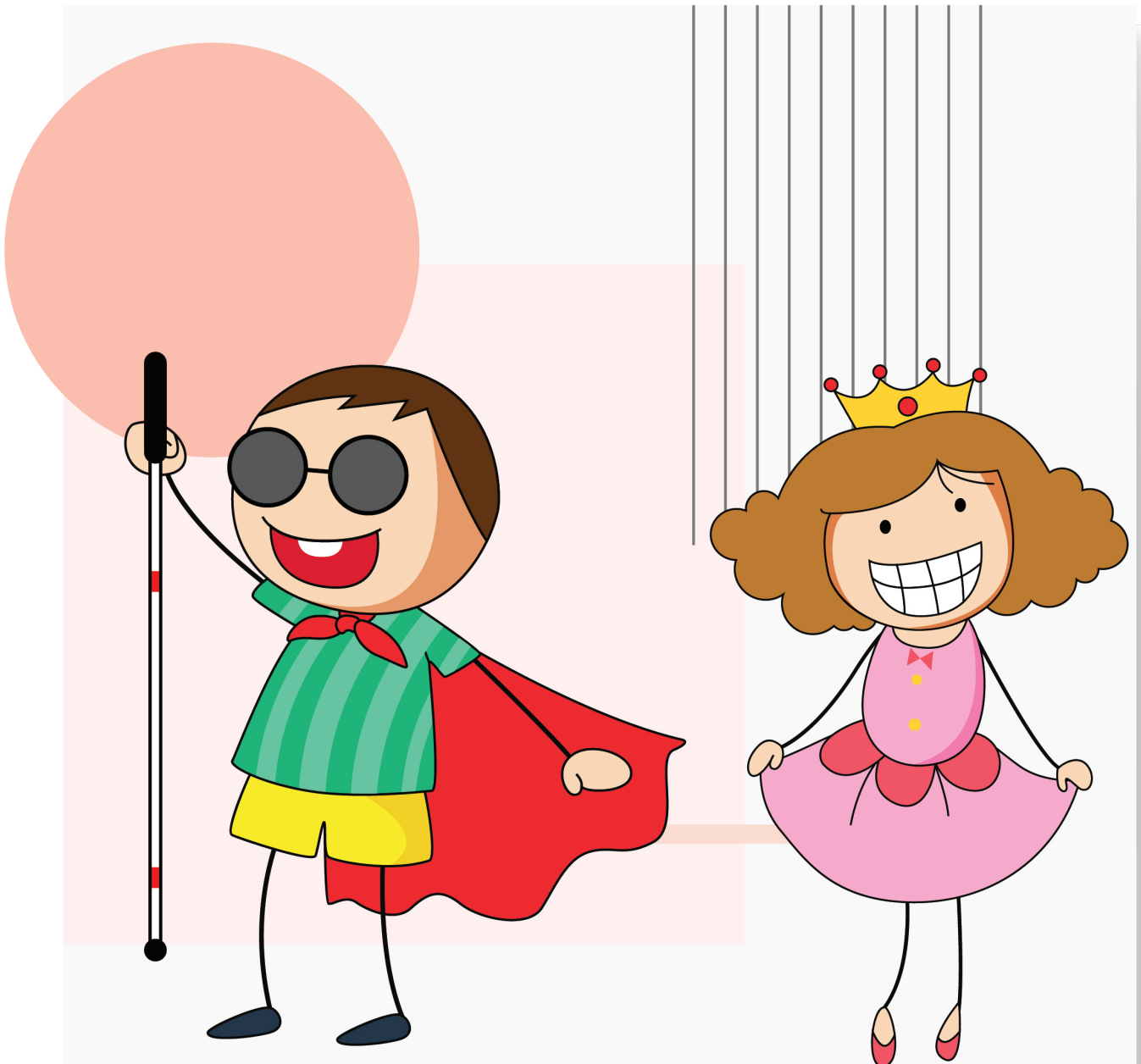
The resources and lesson plans that we have developed in the SMILE Too initiative aim to give parents and educators the confidence and tools to nurture and develop the social skills of young people who are visually impaired or blind. We very much hope that you find them useful and that you use them as springboard for some amazing ideas of your own!

The lesson series is built around 5 themes in an order that we think is the most likely way to increase and develop social skills. The aim of the first 3 themes (Who am I, How do I feel, Empowerment) is to start with reflection how to think and feel about themselves. In theme 4 (How do I communicate) and 5 (My social network and activities) the aim is to let them practice new social skills with others in a way that suit them. In each learning preparation, chapters with which the topic is linked are also added at the beginning. Be creative, use materials as best suited your needs.



1. WHO AM I

- Becoming aware of who you are; what characterizes you as a person?
- Becoming aware of who you are outside, body posture.
- Awareness of who you are, grooming.
- Becoming aware of who you are, what do i see / sight description.



1.1 BE LIKE A TREE

Theme1: Who am I?

Theme 3: Empowerment.

Suitable for age 8 and upwards

Lesson takes 30-40 minutes

Aim: To introduce Growth Mindset ideas. To encourage students to talk and think about their personal strengths and how they can continue to develop and 'grow' these

Materials for use:

- Green card cut into different leaf shapes (optional)
- Paper
- Braille machine
- Picture of a tree with roots or a real tree/plant

Concepts/Words that are important to know or learn: growth, resilience, roots, strength, support

Starter (5 minutes)	Ask pupils if they know the names of any trees. Do they have any trees at home or in school? Have they ever planted a tree? Do they know what tree roots do?
Activity / core (30 minutes)	Introduce the idea of 'Be like a Tree'. Discuss the following points. Encourage the students to think carefully and give examples. They

	<p>could write/braille their answers on leaf cut out of card, work in pairs/groups or it could be a class discussion.</p> <ul style="list-style-type: none"> • Connect with your roots- a tree needs roots to get food and water. Roots also help the tree to withstand storms. We can think of our families and people who support us as our roots. Who are your roots? • Turn over a new leaf- What new thing can you try? Could you learn a new skill? Is there a bad habit you could start to drop? • Bend before you break- a tree bends when it is stormy. This is like being resilient. How can you be resilient? Have you had a challenge that you have overcome? • Enjoy your unique and natural beauty- Think of 1 beautiful quality about yourself and 1 beautiful quality about a friend • Keep growing- How have you grown so far (e.g. new skills) how can you keep growing? What new thing would you like to learn or develop?
Evaluation (10 minutes)	<p>What have you learned? In what way can you 'Be Like a Tree'? Think of one thing that will help you to keep growing</p>

1.2 BECOMING AWARE OF WHO YOU ARE; WHAT CHARACTERIZES YOU AS A PERSON?

Theme1: Who am I?

Objective: awareness of your inner self.

In this lesson it is important that they can say of themselves what they see, experience, notice and what the difference is between you and the other. This can be a difference between girls and boys, what values have you received from home, etc. topics we discuss are:

- Difference between boys and girls
- Difference in culture
- Difference between inner self and your body posture


Introduction:

In order to give the pupils a complete and honest picture of themselves, it is important that they feel safe in the environment where this lesson takes place and that they feel safe with the people around them.

Material:

- Large sheet of paper
- markers
- assignment they have to make
- Digi board with internet.

Concepts: person, personal, individual, appearance en inner self

<p>Circle discussion (10 minutes)</p>	<p>The teacher explains that inner is what you cannot see / grasp.</p> <p>The teacher explains about inner self.</p> <p>Dictionary definition: in someone's mind, in what you think and feel</p> <p>Asks whether the young people know how to give an example of the inner self.</p> <p>The teacher gives an example of his inner self. (what do you think about,... ..)</p>
<p>Do activity (10 minutes)</p>	<p>Worksheet 1 contains sentences. The pupils are allowed to choose 3 sentences or more that they want to answer and explain 3 sentences in the group. The teacher asks clarifying questions. Example: "Who has that too?" Or "Who recognizes this?"</p> <p>For the pupils who are unable to work from the worksheet, the sentences from the worksheet can be discussed orally.</p> <p>The Iceberg:</p>  <p>A larger picture can be found in the attachment.</p>
<p>Feedback / evaluation (10 minutes)</p>	<p>Then make a round of what the pupils think they find more important. The inner self or the appearance?</p> <p>Close this theme with a movie:</p> <ul style="list-style-type: none"> • Micheal Jorden Failure. • The Pursuit of happiness.

1.3 INFORMATION ABOUT ME

Theme1: Who am I?

Theme 3: Empowerment.

Theme 4: How do I communicate?

Suitable for Primary school age and above

Lesson takes 45 minutes

Aims:

- To become acquainted with ways to give information
- To distinguish appropriate strategies from inappropriate ones
- To participate in role play

Background Information:

We may give information about ourselves for various reasons: to introduce ourselves, to explain something about ourselves, to share interests or hobbies with others, to make friends or to form a relationship of any kind. A blind or VI student may also need opportunities to talk about their sight or any equipment they use e.g. cane, and how it helps them.

Materials for use: chairs

Teacher Tips:

- The lesson is divided into three activities: talking to students, role play and evaluation
- Provide a relaxed atmosphere and encourage group discussion.
- There are no wrong answers.
- Encourage the students to describe how they felt during the role play and what could be improved in the future.

<p>Starter (10-15 minutes)</p>	<p>Teacher led discussion-</p> <p>Giving information about yourself means introducing yourself to someone, perhaps telling them your name, how old you are, where do you live, what you like/dislike. Blind or VI students can also talk about their sight and support needs.</p> <p>Why would you give information about yourself? to introduce yourself, to explain something about yourself, to share hobbies or interests with others, to make friends or to form a relationship.</p> <p>What kind of information about ourselves do we give? We can discuss general things like our name, age, what school and class we attend, where we live, what are our hobbies, what we like/dislike, who our friends are, our families, our pets...</p> <p>We can share information about our blindness/VI for example: how we see/don't see, how long we have been blind/VI, how this impacts our lives, what the white cane means to us, how we use electronic devices, how we meet new people, how we go from place to place...</p>
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<p>Activity / core (20 minutes)</p>	<p>Role play: Put students into pairs. Try to put students that do not know each other very well together. First task: one student has to introduce themselves and tell the other 3 things about themselves. Then they change roles. Second task: One student asks the other what information he would like to know about him. Then they change roles.</p>
<p>Evaluation (10 minutes)</p>	<p>Evaluation What was harder? To talk about yourself or ask for information? How did you begin the conversation? What information did you give? How did you feel? Were you afraid? Was it uncomfortable?</p>

1.4 WHO YOU ARE OUTSIDE

Theme1: Who am I?

Suitable for students in late Primary and early secondary.

Timetable: 45 minutes

Objective: awareness of who you are outside, body posture
 This is about how you stand, hold and move your head, because of the movement of your whole body and the clothes you wear. In this lesson you will learn how to be more aware of your attitudes and mannerisms, and how this appears to others.

Introduction

Appearance is what you show/express to other people. People often make a judgment at the first "glance".

It is important that you are aware of your own behaviours and expressions when you are interacting with others. In these lessons you will develop a little more awareness about your own attitude and appearance. It has been proven that if you have self-confidence, you know that you are good at something, your body will express it.

Material

A space where all pupils can move freely

Concepts

emotions (repeating the basic emotions) attitude/expression

<p>Introduction (5-10 minutes)</p>	<p>Today we are going to become aware of how we stand and what we show with it. We'll start with how you sit now. Sit still, but check for yourself, how "are" you now? Is that lying down, upright, maybe you are looking out the window or with your head down. What do you communicate with that? And does that also match your feeling?</p> <p>The teacher indicates what the expression of a posture can achieve, the difference between standing upright and sitting down. Also think of eye drilling or jumping (which is common with blind people) But also what the dangers are. This provides an opportunity for dialogue with each other.</p>
<p>Main part (20 minutes)</p>	<p>Stand firmly and adopt a firm posture yourself. All pupils (and the teacher) join the circle. The teacher indicates how you can make a strong posture.</p> <ul style="list-style-type: none"> • Stomping feet in the ground, • Knees slightly bent, • Straight up, shoulders back (maybe turn in circles before going back) • Face straight ahead, chin slightly up <p>Teacher checks whether it is a "natural" appearance / attitude by the pupils Walking around in space and then back again is this posture</p>

	<p>To gain more insight into your body posture, we will "play" with the postures.</p> <p>In pairs, students are going to portray a moment or emotion. One of the two really makes a statue of the moment or emotion. The other will look for the right moment or emotion by looking and feeling the statue. (e.g. very happy, arms in the air, mouth open, face to the sky)</p> <p>If the guess is right, the other is. If it is not guessed, that person may portray another moment or emotion one more time.</p>
<p>Evaluation (10 minutes)</p>	<p>The teacher asks the following questions:</p> <ul style="list-style-type: none"> • What it was like to have a firm stance? • Could you notice how the other person feels from the attitude of the other? • What do you now take with you from this lesson at other times?

1.5 CONVERSATION SKILLS

Theme1: Who am I?

Theme 3: Empowerment.

Theme 4: How do I communicate?

**Suitable for older Primary age students and upwards.
Older students with learning difficulties may also benefit**

Lesson takes 30-40 minutes

Aim: To encourage pupils to be aware of developing a social circle beyond school. To discuss safe ways to meet and/or keep in touch with friends outside school. This may need to be handled sensitively as many children with VI have limited social circles, opportunities to socialise and may have limited independence.

Materials: A range of conversation starting cards that can be used for initiating communication. (for examples see Appendix. These are fun and suitable for all ages. They are good for parents too!)

Concepts/Words that are important to know or learn: social circle, social media, messaging, text, clubs, hobbies, conversation

<p>Starter (5 minutes)</p>	<p>Pupils list people who are important to them outside of school. Do we have different groups of friends? Discuss why having friends is important</p>
<p>Activity / core (20-30 minutes)</p>	<ul style="list-style-type: none"> • Think about the ways we could meet friends outside school. Do we go to any clubs to meet with friends? (Do we play sports? Church groups etc?) • How do we keep in touch with friends outside school? Students brainstorm in groups and feedback (Facebook, Insta, phone etc) • Are Facebook friends real? Discuss (This will need to be followed up with an internet safety session) <p>Now students think about their unique skills and abilities.</p> <ul style="list-style-type: none"> • What friendship qualities do I have? • What am I good at? • What do I enjoy doing? • What do I find tricky? Why? • Think of 1 way to socialise outside school. Explain what skills they could use. <p>Put the students into pairs or small groups. Use the conversation starter cards to practice social skills- See links above and Appendix</p>

Evaluation (10 minutes)	<p>Friendly feedback- students in each group or pair think of one thing they did well. Students can share anything they found difficult</p> <p>What do I need to work on? How will I do this? Who or what can help me? How can I develop my skills?</p>
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APPENDIX

Conversation starter ideas

- If you could have one superpower, what would it be?
- If you could have any animal as a pet, which animal would you choose?
- Who's the funniest person you know?
- If you could be any cartoon character, which one would you be and why?
- What's the best thing you have ever smelled?
- What is the ickiest thing you have ever smelled?
- If you were to make a silly sandwich, what would you put on it?
- If you could high-five anyone in the world, who would you high-five?
- What's your favourite game to play?
- If you were any character in any book you've read, who would it be and why?
- If you had the power to shrink anything and take it with you, what would you do with it?

- If you were stuck in the woods and all the animals were friendly, which one would you hang out with?
- If you could rename any fruit or vegetable, what would you call it? What would you call a potato? An apple? A cauliflower? A peach? Cantaloupe?
- If you could make a rule for a day and everyone had to follow it, what would it be?
- Tell me about a strange dream you have had.
- If you were an animal, what kind would you you be?

1.6 INITIATING CONTACT: STARTING A CONVERSATION

Theme1: Who am I?

Theme 3: Empowerment

Theme 4: How do I communicate?

Theme 5: My Social Network

Suitable for primary school age and older students

Lesson takes 90 minutes.

Aims:

- The child becomes acquainted with the term »initiates communication«
- The child distinguishes appropriate strategies from inappropriate ones.
- The child plays a role play.

Background information:

Communication is an essential aspect of social and personal development. Initiating contact with others is the first step towards successful interaction. Students with Visual Impairment (VI) may experience challenges for a number of reasons.

- Initial communication is very difficult because the person with VI cannot access all of the visual and non-verbal information from people around them.
- Little choice in selecting the right person to initiate communication with.
- Never knowing how another person will react.
- Feelings of uncertainty and anxiety.

Teacher tips:

How do you start communication when vision is absent?

1. Firstly you need to be aware that there is someone you can talk to. This can be done in a number of ways.
 - Use of the sense of hearing to listen for any cues.
 - Use of the sense of smell.
 - Take notice of the feeling that someone is occupying the space next to you.
 - Make use of any limited residual vision.

2. You need to be aware of ways to initiate communication in different social situations.
 - Verbal: use learned phrases to identify if somebody is there and open to communication – this will depend on the situation. This should be practiced many times in role-play.
 - Non-verbal strategies: turning the face toward a person and smile, take a step backward or forward.

3. Choosing a particular person to start a conversation with.
 - Having similar or shared interests.
 - Proximity
 - Liking the person's voice.
 - Liking the way a person speaks.

How not to communicate with people with VI

1. The topic is only directed to the disability – remember that they have other abilities and interests!
2. Pity – this can be heard in the tone of voice.
3. Ignoring or passing by.
4. Short replies- yes or no gives very little information to go on.
5. Pointing with hands without verbal explanation or description.
6. Too much help. Offer help and wait to see if it is needed. Do

not provide more help than needed. For example, if a person with VI is helped to cross the road and you take them three streets further then the person may not know where they are. If you want to offer help, a light touch on the back of the palm and a calm “Can I help?” will let a person with VI know you are talking to them.

What makes it easier to start a conversation?

- Smaller places with fewer people.
- When two people are already talking.
- The presence of familiar people.
- Being in a familiar environment.

The lesson is divided into three activities: talking to students, role play and evaluation

Step 1: talking to students - conversation (30min)

Question	What is initiating communication?
Possible answers	To talk to someone, to ask someone...
Teacher's summary and explanation	Initiating communication means: starting a conversation
Question	What are the reasons we initiate communication?
Possible answers	To talk to them, to ask them something...
Teacher's summary and explanation	We may approach them for two main reasons: first, to make friends or to acquire information, for example asking for an address.

Question	How do you know when someone is there to talk to?
Possible ans.	We see them
Teacher's summary and explanation	We see them, hear them, smell them, feel them near...
Question	What can we do to initiate communication?
Possible ans.	We say hi, we touch them, we look at them...
Teacher's summary and explanation	We use phrases to identify somebody is there and to open communication for example "excuse me", "hi", "sorry to interrupt" We use non-verbal strategies: turning the face toward the person (eye contact), taking a step backwards or forwards,
Question	When it is easier to start a conversation?
Possible answers	When we know someone, when there is not a lot of people...
Teacher's summary and explanation	It is usually easier to ask for help than to communicate to make friends. Smaller places with only few people. When people are already talking. Among familiar people In a familiar area.
Question	What is unhelpful
Possible answers	We don't touch or grab, we don't ask too personal questions...

Teacher's summary and explanation	<p>Not listening to others, ignoring others. Ask open ended questions for example “Do you like music?” Pointing with hands, without describing it. We offer our help; we can draw attention by calling the name of the person we want to help or we slightly touch the back of the palm and ask.</p>
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Step 2: Role play (30min)

- Put students in pairs that do not know each other very well.
- Students find a spot in the classroom and role play initiating communication in a playground or initiating communication to establish friendship and to initiate communication for information to , for example asking for help on the street or in a shop.
- Remind students to focus on how they begin the conversation, how they use non-verbal communication, what do they talk about.

Step 3: Evaluation (30min)

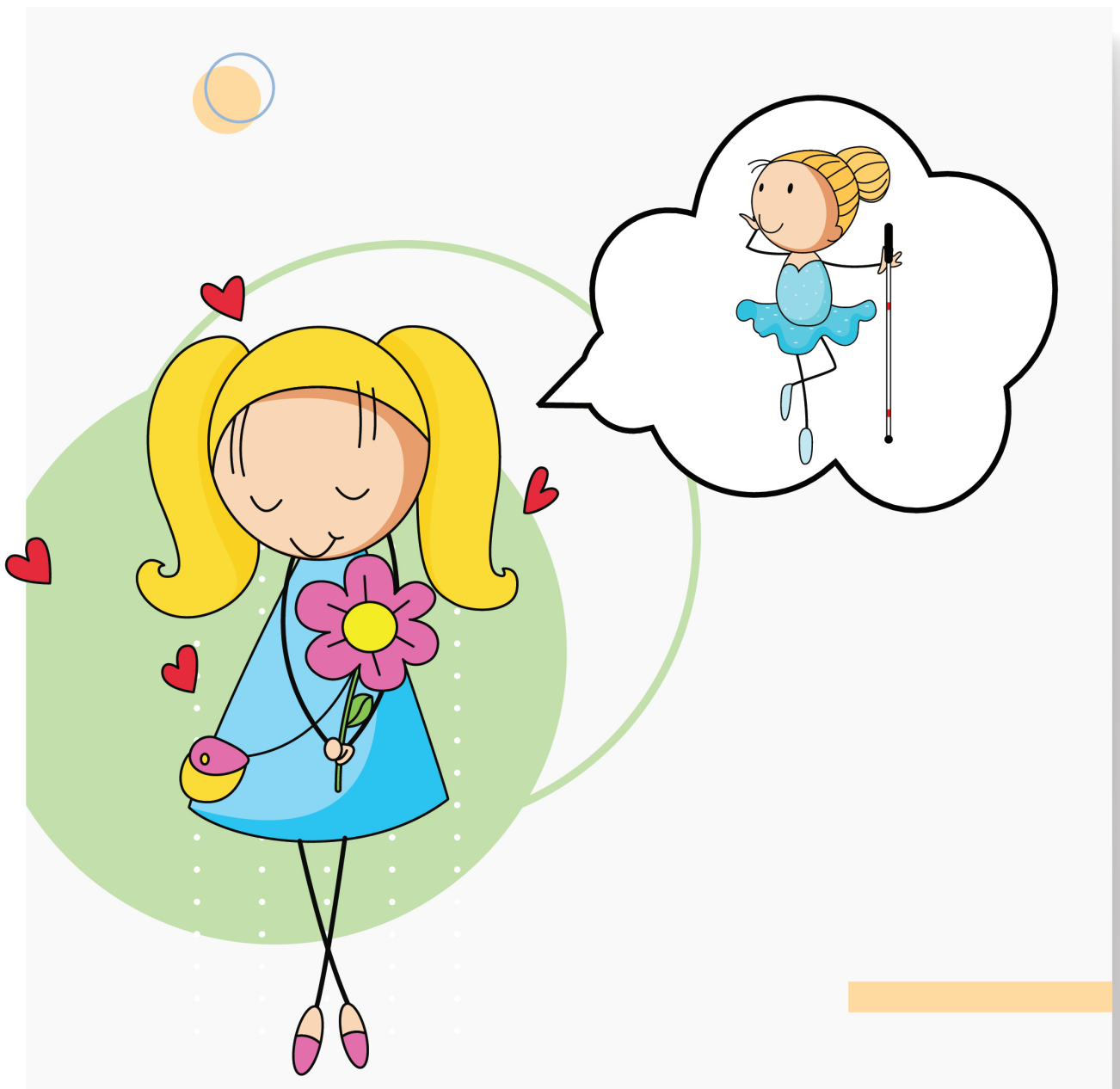
- Student feedback. Each pair describes what they did. The teacher encourages the students to describe how they felt during the role play, what could be improved in the future.

Possible questions:

- How did you begin the conversation- what did you say, what did you do?
- What did you talk about?
- Which non-verbal communication did you use? For example gestures, eye contact. Why?
- How did you feel? Was it comfortable/uncomfortable?
- Was it different asking for help or trying to make friends?

2. HOW DO I FEEL

- I am proud of.
- What are my talents.
- My confidence and expectations for the future.
- My feelings and how manage and to talk about these (Mindfulness).



2.1 FINDING CONFIDENCE THROUGH BREATHING AND MOVEMENT

Theme 2: How do I feel?

This lesson is aimed at VI pupils and those with special needs.

Aims: To facilitate relaxing and stress reducing effects using breathing and movement techniques. These activities have been developed so that children using wheelchairs can also participate fully. To build body awareness and confidence in movement

Introduction:

To introduce the idea of mindful breathing and movement, stillness and strength as a relaxation practice. Many yoga and Tai Chi movements are based on animals or birds so including the 'story' of the animal makes it fun. The exercise is 'Monkey Wakes Up' so discuss how busy and mischievous a monkey can be and how it needs to waken each body part.

The early practitioners of Tai Chi sought "tranquillity in motion" The slowness of their combinations of breathing and physical movement enabled them to focus their minds solely on the exercise being performed.

Materials for use:

- Yoga mats, bean bags, wedges (optional)

Lorem ipsum

Concepts/Words that are important to know or learn: yoga, chi breathing.

<p>Starter (10 minutes)</p>	<ul style="list-style-type: none"> • Take some deep breaths in through your nose and out through your mouth. Raise your shoulders to your ears on an in breath and let them drop on an out breath. • Take some breaths in and out through your nose. Put your hand on your tummy and try to draw your breath all the way down to your tummy. So that it feels like a balloon blowing up and releasing. This is a chi breath. • As you breathe in stretch your arms up the sides of your body until they are up over your head. Imagine you are being pulled from each side so that your arms are straight and long. As you breathe out, let your arms return down the sides of your body, slow and controlled. This is called 'Eagles Wings' Do a few times.
<p>Activity (20 minutes)</p>	<ul style="list-style-type: none"> • This exercise is called 'Monkey Wakes Up'. A monkey is always mischievous, moving, swinging around, copying and playing in the jungle. But...it needs to wake up in the morning and slowly moves its body. • Raise both arms above your head in a big stretch – arms wide and hands open and then down by your sides again. Slowly and gently lean your head to one side and then the other 3 or 4 times. Now turn your head to the right and then to the left. Be sure to do this nice and slowly 3 or 4 times. • Raise both hands, palms down, in front of you level to your chest with elbows pointing

out. Clasp fingers of both hands together, but not too tightly. Take 2 deep breaths. Still keeping your hands clasped, move your elbows down and at the same time, push your clasped hands up to level with your eyes. Take 2 breaths. Pull your clasped hands back down to level with your chest and move your elbows out. Repeat the movements, slowly moving your clasped hands up, elbows in, then back down, elbows out. Try to make the movements flow and keep them going rhythmically for a minute or so. Then let your hands go and allow your arms to drop back by their sides.

- Shake your hands and fingers a little and relax
- Make your hands into fists by gently curling your fingers. Raise your fists up to the level of your chin, elbows out, and hold them there 2 or 3 inches apart. Now gently begin to move your right elbow forward and down in a rotating motion followed by your left elbow, also in a rotating motion. Continue the rotations slowly and gently for 1 minute then lower your arms, open your hands, shake your hands and fingers and relax your arms and shoulders.
- Do the exact same but this time rotating in the opposite direction.
- Take 3 big stretches (like we did in Eagles Wings) and then give your whole body a shake.

	<ul style="list-style-type: none"> • Do this routine again and then, when you know it try doing with your eyes closed. • The more you are familiar with the moves, the more you can focus on your breathing keeping your eyes closed. • EXTENSION- Add a balance to finish. (Tree pose-yoga, stork-Tai Chi or develop your own) See if can you do it together but in silence. What other animals can you think of? Research some more yoga or Tai Chi poses or make up your own – remember breathing and control is at the core. • You may want to finish with a body scan or relaxation visualisation about sitting under the trees listening. (see other lesson plans for examples/ also YouTube or Insight Timer online.
<p>Evaluation (10 minutes)</p>	<p>What did you notice about your breathing and your body?</p> <p>What did you find challenging?</p> <p>Did it get easier?</p>

2.2 DRAMA - BODY LANGUAGE AND EMOTIONS

Theme 2: How do I feel?

This lesson is aimed at VI pupils and will work within a mainstream setting. Age range from 10 – 16 years.

Target:

To explore body language and understand that emotions are not just in the mind, they are visible in the whole body. To explore that your respond to someone is key to how they perceive you.

Aim:

To participate in some role play and drama activities that help pupils reflect on their own body language, mannerism and gestures and to have fun doing this!

Materials for use: None needed

Concepts/Words that are important to know or learn: Freeze!
Thought tap, Role play.

<p>Starter (10 minutes)</p>	<p>Discussion about body language and how this is often unconscious but people can interpret your body language. For example if your head is down and you make no move towards a person, they might think you are not listening or interested in them.</p> <p>Make a list of other examples you can think of.</p> <p>Now, sitting in your chair sit as if you are feeling very confident. (teacher describe their positions but the pupils don't speak) Sit as if you are very angry, then nervous, then too hot, then in love etc.</p> <p>Discuss how your body changed each time. Have a laugh!</p>
<p>Activity (20-25 minutes)</p>	<p>Game – walk as if your beloved dog has just died....Freeze!</p> <p>When the children are standing completely still, describe the shape of their body. Then thought tap (this means gently touch their shoulder and they can speak a word or some words of that character) e.g. "I'm so sad, my dog died and now I don't want to go to school."</p> <p>Walk as if....you just won the lottery....Freeze!</p> <p>Again describe the body shapes, these will be different, standing tall, open, smiling. And thought tap.</p> <p>Responses might be "Whhhheeeeeee! I'm rich!!!", "I'm going on holiday on a private jet!"</p>

	<p>Walk as if... your friend didn't turn up meet you and you waited for an hour! Or your train is in 5mins and the station is a mile away. Or you've been up all night because of a crying baby. Each time Freeze and Thought tap. Notice how your tone of voice also changes depending on each situation. Tone of voice is important in how we communicate.</p> <p>Role play in pairs</p> <p>Now thinking about your body language as well as your words and tone of voice act some situations with a partner. Decide who is A and B.</p> <ol style="list-style-type: none"> 1. Somebody has said something unkind about A on social media and B is trying to cheer them up. 2. A is excited by a school project and B is really bored by it. They have to work as a pair to present their homework and meet to discuss this. 3. A and B are on the bus. B is having a loud conversation on their mobile phone and A is trying to quieten them. <p>Add some situations of your own if you like.</p>
<p>Evaluation (10 minutes)</p>	<p>Discuss each role play and how it connected to real life experience. Give examples from your own life.</p> <p>Did this make you think about your own body language?</p> <p>What can you do to help you be aware of your own body language?</p>

2.3 DRAMA – EXPLORING EMOTIONS THROUGH THE THEME OF BULLYING

Theme 2: How do I feel?

Aims:

This lesson is aimed at VI pupils and will work within a mainstream setting. It is aimed at young teenagers.

Target:

Often VI pupils have difficulty putting themselves into ‘the shoes of others’ This lesson looks at uncomfortable emotions more deeply and through story, provides ideas of help and support in difficult situations.

Aim:

In this lesson, we will look at the theme of bullying, participate in drama activities around this, explore why bullying sometimes happens and work out what to do when it does. And to have fun!

Materials for use: Some space, chairs, music and sound effects optional

Concepts/Words that are important to know or learn: hot seat, role play

<p>Starter (10 minutes)</p>	<p>Discussion – what is bullying? Note there are lots of different kinds of bullying as well as mean words. Ignoring someone or excluding them from your game is bullying. Today our drama is about a girl called Jane. She doesn't like going to school because she has fallen out with her friend. Her friend is now mean to her and laughs and giggles with others when she comes into the room. Through discussion and creative ideas, build the story of Jane a bit more. Give her a background and a family and a pet. Whatever good ideas come up, add them to the story.</p>
<p>Activity (20-25 minutes)</p>	<p>Now we are going to meet Jane. Place a chair in the middle and either a teacher or a pupil sits in the chair and becomes Jane. Everyone can ask her a question. She stays in character and this adds more detail and meaning. Questions could be: How do you feel on a Monday morning when you wake up? Do you have any other friends? What do you do when she laughs at you? What have you done to help yourself in this situation? What do you wish could happen? Keeping these questions authentic really bonds the class to Jane and the start to care about her.</p>

Jane has nightmares. We need a volunteer to be Jane and sit on the floor in the middle and 7 or 8 pupils make a circle around her. Now each person, whispers a mean comment to her one by one.

“You’re not my friend, I don’t like you, Go away! You look weird,” etc.

After each person has whispered, they all whisper together and get louder and louder and louder until Jane ‘wakes up’

Now speak to ‘Jane’ again and ask her how that felt? Often the nightmare elicits a physical reaction. Discuss the sensations that extreme feelings can cause in your body.

(The pupils really enjoy working in this way and although they may be reticent at first, they almost all want a turn at what it feels like to be Jane in the middle of that nightmare! It may be you want to add school sounds or music to make it more dramatic)

What can Jane do? Discuss. Whatever answers you get here shapes the role play to sort out the problem.

Role-play

1. Jane telling her mum all about the situation.
2. Jane and her mum having a meeting with the teacher.

	<p>3. Janes friend (the bully) getting her side of the story. (it may be something happened to this character and her reaction was to take it out on Jane).</p> <p>4. Jane and her friend becoming friends again.</p> <p>5. Add your own ideas.</p>
<p>Evaluation (10 minutes)</p>	<p>We are not all going to experience this kind of bullying but sometimes things happen in our lives that make us feel unhappy. And things happen where we need to ask for help. When Jane asked for help the bullying problem got sorted out.</p> <p>Can you think of an example when you needed to ask for help?</p> <p>Can you think of an example when someone listened to you and was kind?</p> <p>How did that make you feel?</p>



3. EMPOWERMENT

- I have guts.
- I can ask for help.
- My social skills I can use.



3.1 WHAT ARE MY TALENTS?

Theme 3: Empowerment

Objectives: To understand what talents are. Learn how to get better at something.

Introduction: In this lesson, we want students to realize that by planning and organizing well, preparing and making agreements with yourself, you can often get better at the skill you want.

You can enter it into the search bar below and watch the video as a lesson starter.

Understanding Talent - YouTube

Material: Digiboard for watching the video

Concepts: Talents, perseverance, recognizing talents

<p>Starter (10 minutes)</p>	<p>The Teacher explains what talents are. And can illustrate the following situation: Bella is very proud of herself. After two failures in biology, she got a 7 for her test today. At first she thought the test was easy, but she knows that this time she has studied very differently for the test. She did her homework very seriously and watched YouTube films about the subject. What do you think of 'perseverance', 'diligence' and 'purposeful'?</p> <p>The question for the young person: what talents do you know?</p> <p>The teacher can use cards, a sheet or something.</p>
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<p>Activity (2 x 10 minutes)</p>	<p>Last time's assignment will be completed today.</p> <p>The young people will answer the following questions.</p> <ul style="list-style-type: none"> - Describe which talents you used in this situation. - What other talents do you recognise in yourself? (you may cheat at the cards or sheet) <p>The teacher explains about talents and qualities</p>
<p>Evaluation (10 minutes)</p>	<p>What is it like to think about yourself like this? Did you find it easy or were some things more difficult than you thought?</p> <p>Assignment with parents/cards as homework. Pupils hand in a report of the worksheet to the teacher for the developmental monitor.</p>

3.2 HOW DO I THINK AND FEEL?

Theme 3: Empowerment

Theme 1: I am proud of

Lesson 1: I am proud of ?

Objective: to understand the concept of feeling pride in yourself and to be able to share it with your loved ones.

Introduction: The student can indicate what he or she is proud of. This really has to do with your own performance. And it can be about anything, from practical skills such as tidying up something, tying shoelaces or spreading bread, to successfully completing an internship.

Youtube <https://www.youtube.com/watch?v=icXwev9JOn8>

Material:

- Digiboard for the short video
- laptops of pen and paper

Concepts:

- pride recognize
- different types of pride

<p>Start Movie (2 minutes)</p> <p>Introduction (8 minutes)</p>	<p>Watch together a film in which someone is very proud of his achievement (2 minutes) Have a young person think of a situation in which they were very proud of themselves. A number of situations may be discussed in the group. "Proud of my farts" (another film by Nik)</p> <p>Please note! It must be a situation of the pupil himself. So "at the football match, I made a very nice point". Not: "my sister is very good at gymnastics, I am proud of her".</p>
<p>Core Processing the assignment (2x 10 minutes)</p>	<p>Everyone takes a laptop/pen to work it out. This may be discussed in pairs, but everyone writes out their own situation. The young people elaborate on the previously thought-out situation.</p> <ul style="list-style-type: none"> - The young people write out the situation. It is about an achievement of the young person. When was this, what did you do in this situation? Why are you proud of it? Afterwards, the young people name and write three points that made them proud of themselves.

Feedback/ evaluation (10 minutes)	<p>Pupils may read their own story, but they do not have to. It is the young person's own story. Sharing is not compulsory. The environment must be safe enough to want to share.</p> <p>This assignment should be kept in a safe place to work on the next one.</p> <p>Let the young people tell what went well and if there was anything that was difficult. Possibly this can be a link for the first lesson about the fixed and growth mindset.</p>
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3.3 WHAT DO I DARE

Theme 3: Empowerment

Lesson 3: My social skills I can use

Aims:

Building awareness of what you can already do and where you want to go, and who you need to get there.

Introduction:

In this theme, the pupils work with 'what do I really want', positive characteristics and asking for help. By means of various assignments and working methods, the pupils gain insight into themselves in a playful manner, and into what they are already capable of daring and where they still want to go. These assignments give the pupils direction in which direction they still want to go.

Material:

- cloth/paper bags for each pupil
- waterproof pens
- parchment
- assignment

Concepts:

personal, talents, choices, independent

Individual
Read quietly through all the positive characteristics you have received.
There will probably be a few that you also know about yourself.

	<p>But now your own list. What do you think you are good at?</p> <p>Write this on the inside of the bag (or on the outside if it still fits).</p>
Evaluation	<p>Ask all pupils individually with positive characters they already know and with one are new?</p> <p>Can you mention 3 things you are good at?</p> <p>Can you mention 3 things other pupils are good at?</p> <p>How do you feel after this exercise?</p>

4. HOW DO I COMMUNICATE

- Putting feeling in your voice.
- Listening.
- An assertive attitude.
- Having an active conversation.
- Personal space.



4.1 SOUND SAFARI

Theme 4: How do I communicate?

Theme 5: My Social Network

Suitable for all ages. Not suitable for students with hearing impairment

Lesson takes 30-40 minutes. Ideally the sound safari should take place outside however it could also take place within the classroom and students could explore the sounds of the school

Aims:

Exploring active listening with a 'Sound Safari'

To be mindful

To promote active listening

To discuss how we use the 5 senses

To have an awareness of body posture

Materials for use:

Timer

Rugs/chairs if sitting outside

Optional- checklist of sounds for after activity

Concepts/words that are important to know or learn: safari, listen, hear, touch, feel, breathe, posture, head up, head down

<p>Starter (5 minutes)</p>	<p>Talk about how we use our 5 senses. What can we see, hear, touch, smell and taste right now? Ask if anyone knows what a safari is (prompt- an adventure, exploring, finding out about animals and nature) Explain that we are going on a 'Sound Safari' and we are going to use our sense of hearing to explore different sounds</p>
<p>Activity / core (10-20 minutes)</p>	<p>Explain task- we are going to use our sense of hearing for 5 minutes and then talk about what we heard and how we felt.</p> <ol style="list-style-type: none"> 2. Pupils are seated outdoors/indoors and take a little time to settle and get comfortable 3. 1 minute- mindful breathing. "Smell the flowers and blow out the candles" 4. Ask pupils to close their eyes and listen for 5 minutes. Observe head posture of pupils- their heads will likely drop 5. After 5 minutes ask pupils to gently open their eyes. Ask pupils to note how they are feeling 6. Ask pupils to share the sounds that they heard and discuss 7. Ask pupils to think about their posture when they were using their hearing and not their sight. What happened? Why do

	<p>you think this is?</p> <p>8. IMPORTANT Discuss body posture and reasons why we keep our heads up</p>
<p>Evaluation (10 minutes)</p>	<p>What did you find out today that was interesting?</p> <p>What did you enjoy?</p> <p>What did you find tricky?</p> <p>What else would you like to know about the senses?</p>

4.2 PERSONAL SPACE

Theme 3: Can I challenge myself?

Theme 4: How do I communicate?

Theme 5: My Social Network

Suitable for older Primary age students and above

Lesson takes 40 minutes.

Aims:

- The student knows the importance of personal space of both persons involved in conversation.
- The student demonstrates personal distance and maintain it.
- To encourage students with VI to use all their senses to gauge personal space.

Background information:

People with VI have

difficulties estimating the appropriate distance between themselves and people they talk to. This is because of a lack of clear visual information. If the person, standing very close is quiet, they may not even notice his/her presence.

They also may have problems maintaining the appropriate distance while talking to others. Often because they need to be close to see more clearly so they may get too close during a conversation. It is advisable to introduce personal space early to children with VI.

Children are often curious about others, and they want to touch them to learn about them. Sometimes blind or VI children touch others because they want to make sure the person is still there.

Adults are often tolerant of a blind child moving into his or her

personal space because they do not want to hurt his/her feelings. Like all children, they need to be taught to respect the personal space of others.

Materials for use:

- Hula hoop ring.
- Big space such as a gym with the floor cleared of tripping hazards.

<p>Starter (10 minutes)</p>	<p>Teacher led discussion What is personal space? The distance of outstretched arm. When two people talk to each other they are about 50cm to 60cm apart. How does it feel if someone is standing too close?</p>
<p>Activity / core (30 minutes)</p>	<p>Divide students into pairs or small groups to carry out these activities</p> <ul style="list-style-type: none"> • Stand very close to your partner (inside their personal space) for 10 seconds. How did this feel? Comfortable/uncomfortable? • Student touches their partner on the arm then moves away just as long and far as he/she can touch the person with the fingertips. This gives a tangible feel of the appropriate distance for the student with VI.

	<ul style="list-style-type: none"> • One student stands inside a hula hoop OR hold it around their waist. The other student walks a short distance towards them with their eyes closed and stands outside the hula hoop. This gives a tactile barrier for the student with VI and also allows the sighted students to understand what this feels like for the VI student. • Try this again from a slightly further distance – if it is safe to do so! • Repeat the exercise until the students become more confident about stopping at the appropriate distance without using the hula hoop.
<p>Evaluation (10 minutes)</p>	<p>Feedback and discussion. Encourage the students to describe how they felt during the demonstration. What were some challenges you faced during the exercise? Were you comfortable? What could be improved in the future? What can we do if someone is inside our personal space? Can we ask them to politely take a step back?</p>

4.3 VERBAL COMMUNICATION

Theme 4: How do I communicate?

Suitable for: Ideal for pre-school children and primary school (activities for developing social skills)

Lesson takes 90 minutes

Introduction:

Verbal communication is very important for the good social development of an individual, even for people with blindness and visual impairment.

Areas of verbal communication:

- distinct and clear speech,
- concentrated listening to the speaker,
- an appropriately long answer or speech,
- appropriate use of standard language / colloquial language / dialect,
- to address formally (T-V distinction),
- to address someone by his (first) name (T-V distinction),
- expressing wishes,
- expressing gratitude,
- following the conversation,
- apology,
- preparation for a specific topic,
- accepting help,
- asking for help ,
- greeting,
- presenting yourself with basic information.

Challenges:

Visually impaired children involved in conversation often speak much more than others; it is more of a challenge to listen their interlocutor enough. They may often interfere in the dialogue or do not stick to a certain topic. They may forget to thank or apologize. This is related to difficulties in recognizing nonverbal communication.

We teach children with visual impairment:

1. Thank you for the advice, for the gift, for the answer to the question asked.
2. Express the request with the word please.
3. Speak clearly, with appropriate volume.
4. Follow the topic of the conversation with attentive listening.
5. Appropriate greetings upon entering / leaving the room
6. If you do something wrong, apologize yourself.
7. Answer the question asked.
8. Avoid long monologues.
9. When possible, prepare for a specific topic of conversation.
10. During the conversation, take the interests of the interlocutor.
11. Use of V-T distinction appropriately (singular familiar vs singular respectful).
12. Use colloquial / literary language appropriately.
13. Don't say an inappropriate word.
14. Do not offend whoever they are talking to.

Aims:

- The child is aware of what verbal communication is.
- The child knows polite terms.
- The child plays a role-playing game during the conversation (buyer – seller, teacher – pupil, peer – peer).
- The child uses polite terms in the role play.

Tips to the teacher:

- The lesson takes place through three activities: discussion with students, role play and evaluation.
- The atmosphere should be relaxed, we encourage students to participate in the conversation.
- The teacher questions all the students.
- Students answer – there are no wrong answers.
- After the answers, the teacher summarizes their answers, explains through practical examples.
- He explains to the students how they're going to play the role-playing game.
- After the role play, participants tell how they felt in a given situation.
- Participants say what they could improve.

Step 1: 30 min

Question	What is verbal communication?
	Listen to the children's answers
Teacher's summary and explanation	Verbal communication is communication with words that can be spoken or written. People exchange information, opinions, express emotions, etc. The way we communicate is very important for every human being.

Question	Why is verbal communication so important to every human being?
	Listen to the children's answers
Teacher's summary and explanation	Verbal communication is important because we are social beings; because we connect with different people. We exchange information. We have different roles, each role requires different communication. But we always have to be polite, respectful. Let's try to make our thoughts clear, unequivocally.
Question	How should the conversation take place? Which one of the two in the conversation should talk more, who less, maybe both the same... ?
	Listen to the children's answers
Teacher's summary and explanation	If two friends are talking, it's important to be equal in conversation: one listens carefully, the other talks – the roles are repeatedly changed during the conversation. In conversation teacher-pupil, the student speaks when the teacher asks him and not at any time... The teacher leads the conversation. Another example: if the buyer and the seller are talking, their dialogue interweaves naturally and refers to the goods.

Question	Do you know the polite terms? Tell them...
	Listen to the children's answers
Teacher's summary and explanation	We use: good day, good night, hi , good morning, thank you for the gift/ the information/for the help. When we apologize, we say the word excuse me please or I apologize... When we need help, we start with the word please.
Question	When do we use formal language and when do we use informal language?
	Listen to the children's answers
Teacher's summary and explanation	At home, among friends and among relatives, we tend to use informal language. At school, in the bank, at the post office, in the library, we use more formal language.
Question	What else is important about verbal communication?
	Listen to the children's answers
Teacher's summary and explanation	It is important that we are polite, that we do not offend anyone – we tell him less pleasant news in an appropriate way. It is also important that we listen carefully and that we don't interrupt the other person. We can be more aware if we are talking for too long.

Step 2: 30 min

Role-play:

- Children are divided into pairs.
- Roles: seller – buyer, cleaner at school – pupil, principal – teacher.
- They play by taking into account what they know about verbal communication. They shall also take into account appropriate non-verbal communication.
- In the role-play they use polite terms.

Step 3: 30 min

Evaluation:

Two couples play a role-play in front of the others. Others observe the communication during the game. (They say what was good, what we could improve.)

We can also draw up a criterion.

They present observations to their classmates. If necessary, the teacher adds his observations.

4.4 NONVERBAL COMMUNICATION

Suitable for: Ideal for primary school.

Lesson takes 90 minutes

Aims:

- The child becomes aware of what non-verbal communication is.
- The child recognizes facial expressions, gestures and paralingual language.
- The child plays a role play during the conversation (buyer - seller, teacher - student, peer - peer),
- The child values non-verbal communication.

Introduction:

Pupil with visual impairment are not aware of nonverbal communication. Sighted people learn this spontaneously by observing others.

Therefore VI pupils need extra support in understanding what nonverbal behaviour means in interaction, as well as an understanding of their own nonverbal behaviours.

When teaching children with visual impairments about nonverbal communication. They can interpret the speed and tone of language more easily than the visual aspects of nonverbal communication.

Tips to the teacher:

- The lesson takes place through three activities: discussion with students, role play and evaluation.
- The atmosphere should be relaxed; students should be

encouraged to participate in the conversation.

- The teacher asks a question to all the students.
- Students answer - there are no wrong answers.
- After the answers, the teacher summarizes their answers, explains them through practical examples.
- Explain to students how they will play a role play.
- After the role play, the participants tell how they felt in a given situation.
- Participants say what they could improve in nonverbal communication.

Implementation of activities

Step 1: starter 30 min

Question	What is nonverbal communication?
	Listen to the children's answers
Teacher's summary and explanation	<p>We distinguish between verbal and non-verbal communication, Non-verbal communication - what we express with the body is just as important as the words spoken. The way we listen, watch, move or respond during a conversation communicates to the other person whether we are interested sincere and how we feel about the topic of the conversation.</p> <p>When verbal and non-verbal communication are coordinated, there is a clear message so that trust and interpersonal relationships can be strengthened.</p>

Question	What does nonverbal communication involve?
	Listen to the children's answers
Teacher's summary and explanation	Non-verbal communication: facial expressions, gestures (arm movements, legs, nodding), posture, eye contact, proto-language, rhythm of speech, intonation, tone of voice, bodily responses to emotions, personal space, personal appearance. (Teacher demonstrates facial expressions, gestures, eye contact)
Question	How do you know when to give information about yourself?
	Listen to the children's answers
Teacher's summary and explanation	When we go to new places, on vacation, when meet new people, when we start conversation with someone we don't know.
Activity	Face each other and show: eye contact, personal space, posture... Pupils turn towards each other and demonstrate non-verbal communication: eye contact, personal space, posture...
Conclusions in the discussion	If someone does not look us in the eye during a conversation, it does not feel good. It is also important to consider personal space - we show with a ring. We can express self-

	confidence with posture. It is also important that we are tidy and clean. In social circumstances our voice should be calm, relaxed and at an appropriate speed.
Question	How do you feel if someone stops you, yells at you and asks you where e.g. Vienna Road in Ljubljana? (The teacher shows with a role play.)
	Listen to the children's answers
Teacher's summary and explanation	The way on which the request was made is very inappropriate: you should start with the word please or please excuse me... The voice should be calm.
Question	When do we use familiar, informal and more formal language?
	Listen to the children's answers
Teacher's summary and explanation	Teacher's summary and explanation: We use formal language when we communicate in the hospital, at the doctor's, at school during class. Also in official situations and with people we do not know. It may be more formal with some relatives or teachers we do not know. We use informal language when communicating in the family, between relatives, between friends.

Step 2: core 30 min

Role play:

- We appoint children in pairs.
- In pairs, they play one of the role games: teacher - student, friend - friend, doctor - patient.
- Each pair plays twice: first, nonverbal communication is less appropriate, and second, nonverbal communication is appropriate.
- In pairs, they discuss what they could improve on.

Step 3: 30 min, Evaluation

- Two couples play a role play.
- Others observe and record observations of nonverbal communication.
- First, the players judge for themselves what their non-verbal communication was like.
- Then the others write down their observations.
- At the end, the teacher asks another question: What did you learn about non-verbal communication?
- Students respond only with short answers.

4.5 AUDIO DESCRIPTION

THIS LESSON IS LINKED TO THE VIDEO ENTITLED 'AUDIO DESCRIPTION'

Theme 4: How do I communicate?

Suitable for: Older Primary school age and above

Lesson takes 45 minutes

Aims:

- To understand the importance of audio description for people who are visually impaired.
- To describe simple objects objectively.

Background Information:

Audio description means describing an object a situation or a person in a way that will help a person who cannot see it to understand. Description can be objective, like the description of a chair, or subjective, like the description of a person. You can describe a chair by talking about how it looks. This is an objective description. You can describe a person by saying they look kind. This is a subjective description because it is an opinion.

Materials for use:

A selection of objects that students are not familiar with
A selection of bags or boxes to put the objects in so that others cannot see them

Teacher Tips:

- Provide a relaxed atmosphere encouraging discussion.
- There are no wrong answers.

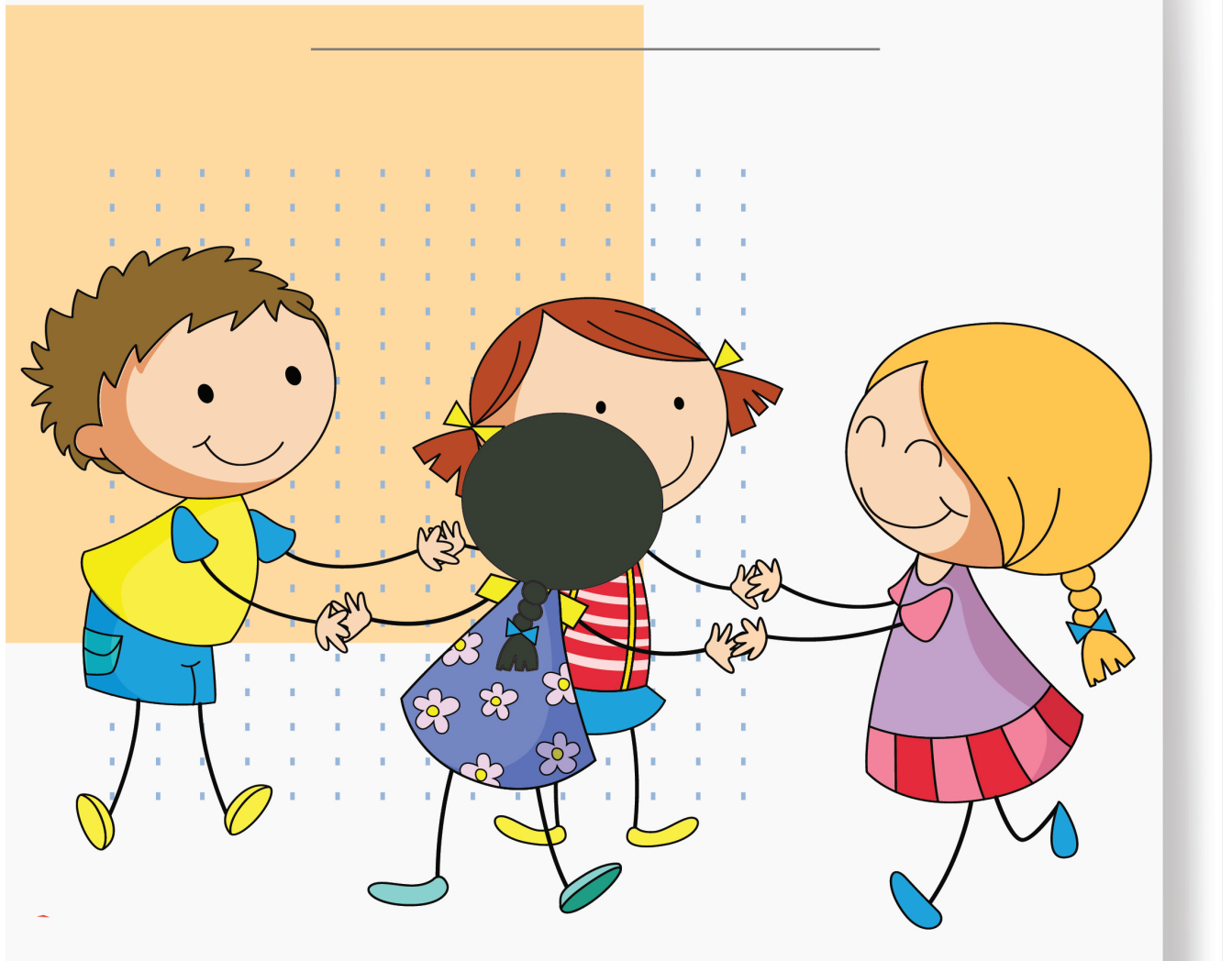
<p>Starter (10 minutes)</p>	<p>What is audio description? Audio description means describing an object a situation or a person in a way that (Name of any child in the class) How would you describe your chair?</p> <p>“It is brown, it has four legs, it has wheels so it can move...”</p> <p>Great, when we describe we have to be very precise.</p> <p>(name of any child in the class) How would you describe the person sitting next to you?</p> <p>“She has long hair, she is tall, she is kind, she is nice...”</p> <p>So, you can see that our description can be objective, like the description of the chair, or subjective, like the description of (the name of the child that was described). You can describe a chair just how it looks, but you can also say if it is comfortable, but you have to know for sure it is comfortable, otherwise the description is not precise.</p>
<p>Activity / Core (30 minutes)</p>	<p>Audio Description Activity:</p> <p>As a demonstration, select one student to take an object from the bag. They can hold it and look at it but the others are not allowed to see it.</p> <p>The student describes the object without saying what it is.</p>

	<p>Other students in the class guess what the object is OR draw the object as it was described.</p> <p>Repeat with different students and objects. Students can work in pairs or in small groups.</p>
<p>Evaluation (10 minutes)</p>	<p>Teacher led discussion- Encourage the students to describe how they felt during the audio description activity and discuss what could be improved in the future.</p> <p>What were some challenges you faced when you had to describe an object to others?</p> <p>Was it hard to describe an object you had not seen before?</p> <p>One of the biggest challenges is to remain objective. If we are all familiar with an object it is not hard to describe it.</p> <p>If we are not familiar with an object it is hard to describe it so that others can imagine it. It is also important that you organize your description, from left to right, from head to too.</p> <p>It is important to stay interesting when you are describing, and we have to limit our description so that it doesn't last too long.</p>



5. MY SOCIAL NETWORK AND ACTIVITIES

- I can make friends.
- I have a social contacts at school and at home.
- Sport, leisure activities.
- I can have a (side) job.



5.1 INTRODUCING MYSELF AND MAKING FRIENDS

Theme 1: Who am I?

Theme 3: Empowerment

Theme 4: How do I communicate?

Theme 5: My Social Network

Suitable for younger students and for MDVI. For older students this lesson could be adapted by finding out about an adult, a visitor or an older pupil for example

Lesson takes 30-40 minutes

Aims: I can make friends. Pupils will have the opportunity to practice introductions and asking questions

Materials for use: 1 puppet- this could be a person or an animal

Words that are important to know or learn: friendship, same, different, favourite, shy, introducing yourself, tone of voice, personal space

<p>Starter (10 minutes)</p>	<p>Ask students to think of a friend/person that they like. Ask the students to think of words to describe their friend/ person they like. Ask students to say how or where they met their friend. Students feedback to the teacher</p>
<p>Activity / core (30 minutes)</p>	<ul style="list-style-type: none"> • Teacher or a classroom assistant controls the puppet. The puppet is introduced to the class and the teacher tells the students its name. • Make sure the students can see the puppet clearly, and some students may need to touch it (talk about where they could touch the puppet, personal space, friendly touch). • Teacher asks the puppet to talk and say hello but the puppet is shy and a little afraid to talk. Ask the students if they would like to get to know the puppet better. As the puppet is nervous, ask pupils to think about how they should talk to the puppet (think about volume, tone of voice etc). • Ask students if they have any questions they would like to ask the puppet to find out more about them. Give them time to think of questions to ask. This could be done in groups or pairs as appropriate. • Encourage the students to come to the puppet and ask a questions. Think about

	<p>their tone of voice, personal space etc.</p> <ul style="list-style-type: none"> • Encourage the pupils to introduce themselves to the puppet before they ask their question. • The teacher should model this- “hello, my name is ----- , what is your name? What do you like to play?” <p>EXTENSION- the pupils could take turns controlling the puppet asking and answering questions</p>
Evaluation (10 minutes)	<p>Was it good to find out about the puppet? What tone of voice did you use? Tell me one thing you remember about the puppet (favourite colour etc..) How did you feel about asking a question? (nervous, needed help, excited..) How do you think the puppet feels now? (less shy, happy..)</p>

5.2 FRIENDSHIP RECIPE

Theme 1: Who am I?

Theme 5: My Social Network

Suitable for age 10 and above

Lesson takes 45 minutes. Or 2 lessons of 20 minutes each

Aims:

Explore the qualities of a good friend by making a “Friendship Recipe”.

To promote communication skills.

To promote active listening.

To have an awareness of positive relationships.

To reflect on ways to be a good friend.

Materials for use:

Paper and coloured pencils

or

computer

or

Braille machine

Concepts that are important to know or learn: recipe, measure, qualities of a good friend

<p>Starter (10 minutes)</p>	<p>Talk about our favourite foods. Do we know any of the ingredients that make it taste so good? What do we use to measure? Prompt-spoonful, handful, cup, pinch, lots of, a little etc</p>
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	Introduce the idea of making a recipe for friendship.
Activity / core (20-25 minutes)	<ol style="list-style-type: none"> 1. In groups of 4 brainstorm 10 ways to be a good friend. 1 member of the group writes a list. 2. All groups feed back to the class. 3. Short discussion about the words raised e.g. trust. 4. Ask students to think about what qualities they have that make them a good friend. 5. Ask students to think of an ingredient that would spoil a good friendship, compare it to adding something horrible to their favourite food. 6. In pairs/groups of 4 students design their 'Friendship Recipe' For example: 3 spoonfuls of fun, a handful of trust, 4 cupfuls of happiness, a sprinkle of love.... (an example is attached)
Evaluation (10 minutes)	<p>Groups show their recipes to the class who give friendly feedback, e.g. "your recipe sounds..."</p> <p>Which ingredient/ friendship quality do you have a lot of?</p> <p>Which ingredient/ friendship quality could you work on to be a good friend?</p> <p>What did you find out today that was interesting?</p> <p>What did you enjoy?</p> <p>What did you find tricky?</p> <p>What else would you like to know?</p>

An example of a friendship recipe



5.3 WHAT IS MY SOCIAL NETWORK AND ACTIVITIES

Theme 5: My Social Network

Suitable for: secondary school

Lesson takes 45 minutes

Aims: To demonstrate possibilities of the school to prepare visually impaired student so that he/she could be successful in getting a job and beginning his/her professional career. Visually impaired students ought to:

- be aware of one's possibilities, needs and limits,
- describe their own visual impairment,
- be able to present one's qualities and skills – self-presentation,
- be prepared to overcome underachievement or failure,
- be ready for perfection.

Introduction:

Students with visual impairment, quite often, do not have the same position as intact students at the beginning of their professional career. Visually impaired students ought to be prepared for it. While inclusion in education is relatively successful, effective employment of visually impaired has not reached that level.

Ask the students to speak about their idea of their future job. Divide the class into pairs and let them do a job interview. Finally, encourage the students to speak about their feelings concerning the interview (especially the role of a job applicant. Summarize the main ideas.

Materials for use: the list of questions for a job interview
Concepts/Words job, job interview; possibilities, needs and

limits; qualities and skills, self-presentation; visual impairment description; failure; perfection

<p>Starter (10 minutes)</p>	<p>Teacher asks students about their ideas of their future job. What sort of job would you like to do? What qualification do you need for your future job? Have you got any part-time-job experience?, etc. Students answer the questions. Teacher summarizes the answers.</p>
<p>Activity / core (20 minutes)</p>	<p>Teacher divides the class into pairs. The list of questions (worksheet) is given to each pair. Student A plays the role of an interviewer, student B is a job applicant. When they finish their interview, they will change their roles. This activity could be practiced in foreign language (especially students 15+) if students' knowledge is on adequate level. Teacher monitors dialogues and focus students' attention on the main matters (possibilities, needs and limits; description of impairment, weak points; self-presentation).</p>
<p>Evaluation (10 minutes)</p>	<p>Teacher asks students what the students found easy or difficult in self-presentation. Students answer. Teacher summarizes their ideas emphasizing those which are the most</p>

	<p>important for a student with visual impairment to be successful in getting a job (description of his/her impairment, presentation of his/her positive qualities, real evaluation of one's abilities, being prepared withstand a failure, being ready to work hard on one's perfection).</p>
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5.4 SPORTS AND LEISURE ACTIVITIES

These 3: Can I challenge myself?

Theme 5: My social network

Suitable for: Older Primary age and upwards

Lesson takes 40 minutes

Aims:

To demonstrate that participating in sports and leisure activities help to develop skills and habits that are useful for independent life.

Background Information:

Accessing sporting activities can be very challenging for students who are visually impaired compared to their sighted peers. It is important to participate in sport and leisure activities in order to develop cooperation and team skills. Extracurricular activities also provide opportunities for making new friends and acquaintances.

Ask the visually impaired student to tell the class about his/her experience with sports and spare time activities. Practice with the class two simple activities you can organize in the classroom (darts, memory training, target, etc.). Finally, encourage the students to speak about their feelings during “blind” activities.

Materials for use: eye patches, velcro darts, soft ball, small bell, 10-20 small objects, video

Concepts/Words that are important to know or learn:

sports and leisure activities, skills for independent life, mobility and orientation, social contacts

<p>Starter (5 minutes)</p>	<p>Teacher directed discussion about leisure time and sports activities. Encourage students to talk about how these activities help them e.g. increased fitness, confidence, team work</p>
<p>Activity / core (30 minutes)</p>	<p>Sighted students carry out activities with eye masks to experience them as a person with no vision Possible activities- Velcro darts: Student who throws darts has his eyes covered with eye mask. Before they get to learn where the target is. Memory: There are 10-20 objects on the table. Student's eyes are covered with eye mask and has 1 minute to touch all objects. Then half of them are taken away. The student has another minute to touch the remaining objects and say which of them were removed. Target: Wearing an eye mask one student has to throw a soft ball towards a target. Another student rings a bell (or claps hands) behind the target to show the direction.</p>
<p>Evaluation (5 minutes)</p>	<p>Teacher asks students how they felt doing the activities without vision. What was different or challenging? Teacher summarizes the importance of sports and past time activities and explains the</p>

	<p>importance of developing skills for independent life - mobility and orientation, social contacts, team co-operation, etc. If possible a short video of visually impaired people practicing sports could be presented – e.g. paralympic games.</p>
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5.5 JOB INTERVIEW ROLE PLAY

Theme 1: Who am I?

Theme 3: Can I challenge myself?

Theme 5: My social network

Suitable for Secondary school age students.

Prior learning- students will have learned about a range of different jobs and what skills they involve. It is recommended that pupils practice interview techniques more than once so that they have opportunities to work on feedback

Lesson takes 45 minutes

Aims:

To practice answering questions in an interview role play

To be aware of their own unique possibilities, needs and challenges

To describe their own visual impairment in simple terms

To be able to explain their personal qualities and skills

To develop resilience

Background Information:

Being aware of social situations is very important for interviews and in employment. Blind and partially sighted people are significantly less likely to be in paid employment than the general population. "Sighted children observe and imitate people's social behaviours, learning from any visual cues given. This is known as incidental learning. If these opportunities aren't available to a child, understanding and development of appropriate social behaviour can become fragmented. Having appropriate social skills is crucial to a child's everyday interactions. They enable

the child to interact with others, establish friendships and later develop personal and work relationships”.

RNIB website 8 November 2017

Materials for use: list of questions for a job interview – see Appendix

Concepts/Words: job, employment, interview, possibilities, needs, challenges, personal qualities, skills, self-presentation, visual impairment description

<p>Starter (10 minutes)</p>	<p>Teacher asks students about their ideas for a job in the future. Discuss what skills they think they would need for this job. Discuss self- presentation: sitting up straight, head up, facing interviewer</p>
<p>Activity / core (20 minutes)</p>	<p>Teacher divides the class into pairs. The list of interview questions (see Appendix) is given to each pair. Student A plays the role of an interviewer, student B is a job applicant. When they finish their interview, they can change their roles. Teacher monitors and if necessary provides support. Each interview lasts around 10 minutes before the students swap roles</p>

<p>Evaluation (15 minutes)</p>	<p>What did students find out about being in an interview? What did they do well? What could they improve? How could they do this? Friendly feedback- students give each other feedback about what went well in the interview and what they need to work on. Students discuss different ways to answer questions based on friendly feedback.</p>
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Appendix: Interview questions.

These questions can be adapted to suit specific jobs as needed.

- What are your strengths?
- Why do you want to be a (insert job title)?
- Why are you the right person to succeed in this role?
- Tell me about any experience that you have.
- Tell me about a challenge or a problem that you faced. What did you do?

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VIDEO LINKS

The links below are for a range of conversation starting cards that can be used for initiating communication. Fun and suitable for all ages. Good for parents too!

Theme 1: Who am I

SMILE too video: Braille literacy – youtube

SMILE too video: Agostino

Other relevant video's:

Michael Jordan Failure

<https://www.youtube.com/watch?v=JA7G7AV-LT8>

The Pursuit of happiness

<https://www.youtube.com/watch?v=DvtxOzO6OAE>

The Iceberg Model - YouTube

Theme 2: How do I feel

SMILE too video: Stereotypic behaviours

Theme 3: Empowerment

SMILE too video: Mindfulness

Theme 4: how do I communicate

SMILE too video: Audio description

SMILE too video: Non-verbal communication

SMILE too video: Personal space

Theme 5: My social network and activities

Smile too video: How to get a side job.

Other relevant videos:

Introduction Growth Mindset:

Growth Mindset vs. Fixed Mindset:

https://www.youtube.com/watch?v=KUWn_TJTrnU

Sesame Street: Janelle Monae - Power of Yet:

<https://www.youtube.com/watch?v=XLeUvZvuvAs>

Why every student deserves a champion | Rita Pierson:

<https://www.youtube.com/watch?v=F23ak31YnTI>

Children explain how you make Friends:

<https://www.youtube.com/watch?v=6qu2cQnULjE>

https://www.youtube.com/watch?v=-pVyrW_vwaw

<https://www.youtube.com/watch?v=59tKI37x1d4>

Friendship Soup Recipe

<https://www.youtube.com/watch?v=H7w7yXkJTu0>

100 Kids Tell Us What They Want to Be When They Grow Up:

<https://www.youtube.com/watch?v=RUup841pZrs>

ATTACHMENT

1. Who am I

1.2 BECOMING AWARE OF WHO YOU ARE; WHAT CHARACTERIZES YOU AS A PERSON?

