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Module 1: English For Specific Purposes

**(Special
needs and
Disability)**

**Detailed
Lesson
Plans
Checklist
Record
for
Trainers**



WEEK ONE

Lesson plan: Greeting

Date:

Class: pre-intermediate level

Time: 80 min

Lesson objectives: to have your students know each other;
to establish friendly atmosphere.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm up	Acquaintance	to create friendly atmosphere	15 min	Visual, Kinesthetic	Candies or colorful things
Main part activities	Classroom Rules	To share the ideas of managing students with disabilities in the classroom.	30 min	Auditory, Interpersonal (group work)	paper, markers, colored pens, scotch
	Creating classroom rules	to motivate participants to create new ideas in managing students with disabilities in the classroom	30 min	Auditory, Interpersonal (group work)	paper, markers, colored pens, scotch
Wrap-up	Reflection and Farewell	have the listeners openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

DETAILED LESSON PLAN

Objectives:

- have your students know each other;
- establish friendly atmosphere

Activity 1 ACQUAINTANCE

Objective: to help participants to get to know each other

Time: 15 min.

Materials: candies

- Procedure:
- Ask the participants' opinions how they greet their students for the first time. After getting responses, tell about new different innovative ways of greetings which are finished successfully. For instance, instead of welcoming as usual just asking questions play one of the Icebreaking games. Take 1 packet of mms (different colored candies) and give them one-by-one. He/She will take only one

mms (candy) and answer the questions according to the color of it such as: **If it's**

- **blue: they will introduce themselves and say about their hobbies**
- **Red: : they will introduce themselves and say about their dream**
- **Yellow: : they will introduce themselves and say about their favorite things**

For attracting students teachers can play together. Besides of that, it can be first step to build healthy relationship with the students.

Activity 2 Classroom Rules

Objective: to provide participants with an opportunity to share the ideas of managing students with disabilities in the classroom.

Time: 30 min.

Materials: paper, markers, colored pens, scotch for each team.

➤ **Procedure:**

Put the participants into 3-4 groups. Give out a poster, markers, and colored pens to each group and ask them to discuss and answer the following questions:

1. How do you manage students with disabilities in the classroom?
2. How do you deal with students with special needs?
3. Why is it important to have rules in a classroom?
4. What are the benefits of having written class rules?
5. What are the best classroom rules ?

Each group should present their ideas and examples.

Activity 3. Creating classroom rules

Objective: to motivate participants to create new ideas in managing students with disabilities in the classroom.

Time: 30

Materials: paper, markers, colored pens, scotch for each team.

Procedure:

Every classroom should have rules students should follow and routines like what you will do when you walk in, when you want to start lesson and when they are doing activity.

Arrange participants into small groups. Give up paper, markers, colored pens for each group. Have each group come up with a list of characteristics of a good student. Give the groups 10 to 15 minutes to create their lists. Then bring together the groups to share and create a master list of the qualities of good students. Use those as the material for creating your class rules.

When they have finished ask one of the members of each team to present their work.

Reflection and Farewell: (5 min.)

At the end of the lesson ask the participants to write down what they remember from this day, what they found useful, what they liked or disliked.

Other Activities:

Memory Game: Try to make a story using students and your names, dreams and favorite things. The rule of game is before telling your sentence you should repeat sentence which has told before you. Previously, teacher will start like,

My name is Ms Lucy and I'm an English teacher;

Her name is Ms Lucy and she is an English teacher; My name is Emir and I'm her student.

If someone makes a mistake he/she leaves the game. The student stayed the last will win.

Resources:

<http://mrprintables.com/alphabet-flash-cards.html>

WEEK TWO

Lesson plan: Career.

English level: B1 (ESP)

Discipline: English for Specific Purposes

Skills: Listening and Vocabulary

Topic: Career

Time: 60 min









Objectives:

- To provide practice of the vocabulary of careers and of reading and speaking skills
- To introduce the topic of jobs and careers with discussion and a dictation
- To allow learners to practice listening related to job interview
- To teach learners to use technical means;


Materials:

- 2 MP3 Audio files for listening practices
- Powerpoint presentation
- Spreadsheets

Task 1. Complete the words below with vowels (a / e / i / o / u). Then memorize the words in all the boxes!

1  r_p_rt_r	2  t__ch__r	3  f_r_m_n	4  s_ld__r
5  d_ct_r	6  truck dr_v_r	7  sc__nt_st	8  f_rm_r

Task 2. Ask 2 classmates the questions below. Write answers down in the spaces.

	What job would you like to have?	What skills do you need for this job?	Do you have any job experience? (What?)
Classmate 1			
Classmate 2			

Introduction -Vocabulary preview - 10 min

Task 3. Complete the sentences below with the words in the box.

weekend	salary	skills	experience
of course	race car driver	resume	translator

1. My aunt can speak Chinese and English very well. She's a translator.
2. Every _____, on Saturday and Sunday, I go swimming at the beach.
3. What job _____ do you have? What jobs did you have before?
4. A: Can you speak English? B: _____, I'm speaking English now!
5. Ms. Smith is a doctor and makes lots of money. She has a big _____.
6. What special _____ do you have? What can you do?
7. He loves to drive fast. He wants to be a _____.
8. I have lots of work experience, so my _____ is two pages long.

Main part 1 - Listening Practice - 10 min

Task 4. Listen to Tom and his father talking about jobs and choose the best answers.

- | | | | |
|--|--------------|------------|----------------|
| 1. Dad says the weekend is | A. boring | B. special | C. almost over |
| 2. The things you like to do are your | A. interests | B. skills | C. salary |
| 3. Tom says he wants to be a doctor. | A. TRUE | B. FALSE | |
| 4. Tom knows how to play video games. | A. TRUE | B. FALSE | |
| 5. Dad says playing video games is a good job skill. | A. TRUE | B. FALSE | |
| 6. Dad says he can speak two languages. | A. TRUE | B. FALSE | |

Main part 2 - Listening Practice- 10 min

Task 5. Job interview. Listen to the questions carefully and choose the best sentences to respond.

- | | |
|--|--|
| 1. a) John Smith.
b) John.
c) I'm sorry, I don't know your name. | 9. a) Three languages.
b) I'm not a talkative person.
c) I'm speaking English. |
| 2. a) J-O-H-N.
b) J-O-H-N S-M-I-T-H
c) S-M-I-T-H | 10. a) I always get up early.
b) I have lots of free time.
c) I like to read and cook. |
| 3. a) I'm here for an interview.
b) I got here an hour ago.
c) I'm 25 years old and single. | 11. a) That's a personal question.
b) Of course, it's very important.
c) I finished college two years ago. |
| 4. a) I can start the job tomorrow.
b) Yes, I want this job.
c) I'm interested in banking. | 12. a) I'm happy to start work next week.
b) I really need a job.
c) That's no problem. |
| 5. a) I worked at First National Bank.
b) I liked it.
c) I quit my last job. | 13. a) I used a street map.
b) My friend told me about it.
c) Last week. |
| 6. a) Last year.
b) I had to move to a new city.
c) It was my first job. | 14. a) I can use a computer.
b) Three.
c) Yes, I do. |
| 7. a) It's almost three o'clock.
b) Well, it's twenty-five years old.
c) I like your company. | 15. a) Right away.
b) I work very hard.
c) I think you should. |
| 8. a) Four thousand dollars per month.
b) I was thinking about lunch.
c) A good salary is important. | 16. a) Tomorrow at nine o'clock.
b) Thank you for your time.
c) When will the job start? |

Main part 3 - Listening Practice- 15 min

Task 6. Listen again and fill in the missing words. Ask the questions to you group mates.

Wrap-up- 5 min

In this part, learners are asked to give a comment/ feedback to each other.

Answer key

Task 1. 1. reporter 2. teacher 3. fireman 4. soldier 5. doctor 6. truck driver 7. scientist 8. farmer.

Task 3. 1. translator 2. swimming 3. experience 4. Of course 5. salary 6. skills 7. race car driver
8. resume

Task 4. 1. C (almost over) 2. A (interests) 3. B (FALSE) 4. A (TRUE) 5. B (FALSE) 6. B (FALSE)

Task 5. 1. B 2. C 3. C 4. C 5. A 6. B 7. B 8. A 9. A 10. C 11. C 12. C 13. B 14. A 15. B 16. C

Transcript for listening task 6.

- What's your first name?
- How do you spell your last name?
- Tell me about yourself. Why do you want this job?
- What was your last job?
- Why did you leave your last job?
- What do you know about our company?
- What kind of salary are you thinking about?
- How many languages can you speak?
- What hobbies do you have in your free time?
- Tell me about your education.
- How do you feel about working on weekends?
- How did you find out about this job?
- What special skills do you have?
- Why should we hire you?
- Do you have any questions for me?



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WEEK THREE

Lesson plan: Motivation.

English level: B1 (ESP)

Discipline: English for Specific Purposes

Skills: Listening and Vocabulary

Topic: Motivation

Duration: 80 min

Objectives:

- To discuss how we can encourage disabled people in general? To work?
- To listen and discuss the lecture on video about Nicholas James- «Nick» Vujicic

Materials:

- 2 MP3 Audio files for listening practices
- Powerpoint presentation
- Spreadsheets

Task 1. Which of these factors would motivate you to work harder?



Vocabulary Task

Task 2 : fill in the gaps with the correct preposition. Listen again if you don't know the answer.

1. the most important aspect_ a manager's job 2. a manager has to motivate the workers, both as a team and also__ an individual basis 3. increase production__ a maximum 4. it comes last on the list 5. communication the workers and bosses 6. they are all

important____workers 7. it was a change____attitude 8. they turned a loss____a profit 9. they're not just interested____money 10. enjoy a certain standard____living

Task 3. Match vocabulary with its definition

Vocabulary Definition

- | | |
|-------------------------------|--|
| 1. an incentive
solve | a. having many related parts; difficult to understand or solve |
| 2. to motivate | b. done by a machine or computer |
| 3. a promotion | c. something that encourages a person to do something |
| 4. complex situations | d. someone who studies how people behave in social |
| 5. automated | e. to make someone want to do something |
| 6. ...a social psychologist | f. the act of giving someone a job which is higher status than their current job |

Main part activities-40 min (4 listening practices)

Task 4. Listen to the audio about motivation at work.

1. According to the woman, how to motivate people?

A) Tidy your room

A. Good Incentives
B. Give a Reward
C. Offer a Promotion
2. Name social psychologists who run the test and get surprising results?

A. Samantha Berg, from American University
B. Steve Brown, from Pritchett University
C. Sam Glucksberg, Princeton University
3. According to the experiment, how many dollars do people get 20 dollars for the fastest result?

A. 25 dollars
B. 5 dollars
C. 20 dollars
4. Which group solved the problem 3 minutes and half longer than others? Did incentive work?

A. The second group. Incentive worked
B. The first group. Incentive did not work
C. The first group. Incentive worked

Task 5. Continue listening and fill the gaps with necessary words.

That's fine if we want them to do something simple, like _____ (chop wood). We'll _____ (pay) you more if you chop the wood faster. An _____ (incentive) works then. But if we want someone to do something _____ (complex), something _____ (creative), something where they have to think, _____ (rewards) don't work. They might even have the _____ (opposite result), and make people _____ (perform) worse. Another study, by Dan Ariely, showed that the bigger the reward, the worse the subjects performed on a complex task. The reward made them _____ (focus) so hard on the result that they couldn't think creatively any more.

Task 6. Listen to the remaining part of the audio. Find 10 mistakes in remaining part of the text.

And this all matter(s) because more and more simple jobs will become automate(d). We'll be left with creative (creatife), problem-solving jobs that computers will never do. And we need to find a way (fight wave) to motivate people to do those jobs when we've proved (weave proofed) the traditional incentives don't work.

So what does work? Giving your workers freedom; freedom to work on the things they want to work on, freedom to choose when, where and how they work. Want to work from home three days a week, get up late and work into the night instead ? Fine. Just do the job well. And evidence show(s) people who choose the way they work get results. Companies (companys) that give employees (eemploys) time during the week to work on things that interest them and are not part of their regular job achieve amazing things. Some of the big tec(h) companies are good examples of this, with ping-pong (pinpon) tables and areas to relax in ...

Task 7. Discussion. Answer the questions? (see possible answer in Answer Key)

1. Why big reward is not the best option for complex task?
2. More and more simple jobs will become automated. What are consequences for complex jobs requiring creative thinking and problem-solving skills?
3. According to the audio, it is proved the traditional incentives don't work. So what does work? What else do you think?

Discussion about the role of disabled people at work

Task 7. Watch the video about Nicholas James- «Nick» Vujicic and discuss. Quotes by Nick Vujicic. Do you agree with them?

Wrap-up:

To make a motivational video on the assignment role of disabled people at work.

Answer key

Task 2. 1 of 2. on 3. to 4. out 5. between 6. for 7. in 8. into 9. in 10. o

Task 3. 1. c 2. e 3. f 4. a 5. b 6. d

Task 4. 1.B 2. C 3. C 4.B

Task 5. 1. Chop wood 2.pay 3. Incentive 4. Complex 5. Creative 6. Rewards 7. Opposite result 8. Perform 9. Focus

Task 6. 1. matter(s) 2. automate(d) 3. creative 4. find a way 5. we've proved 6. show(s) 7.(companys) 8. employees 9. tech 10.ping-pong

Task 7.

REFERENCE

www.britishcouncil.org/learnenglish



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WEEK FOUR

Lesson plan: Working skills

English level: B1 (ESP)

Discipline: English for Specific Purposes

Skills: Working skills

Duration: 90 min

BEFORE CLASS:

1. Choose a topic for the problem scenario that matches the lesson theme/objective;
2. Identify the key vocabulary and concepts that may be new to students
3. Determine how you will share the scenario with learner(s)
4. Plan the application stage of the lesson where the learner(s) explain the solution.

IN CLASS:

1. Share the lesson objective and link it to learners' needs and goals.
2. Share the scenario with the learner(s).
3. Check learners' comprehension of key vocabulary and grammar structure and content, and provide instruction as needed.
4. Ask the learner(s) to identify the main problem in the situation. (If students disagree, list their different ideas and then engage them in a prioritizing task to help them determine the most pressing problem.)
5. Select the best solution by using communicative skills.
6. Determine how you will apply the scenario with learner(s) to test it: roleplaying, writing and advice letter.

AFTER CLASS:

1. Presentation related to other job skills like leadership and motivation.

Lesson Stage	Goal	Activities
Warm-Up/Review	Preview concept	Fill in exercise for vocabulary
Introduction	Focus learners attention on the objective and scenario	

Guided practice	Share (read) problem scenario and identify the problem	Grammar structure
Communicative Practice	Select the best solution by analyzing the suggested solution	3 Problem Scenarios
Application	Apply the solution to test it.	Roleplaying, writing an advice letter etc.

Warm-up for vocabulary - 10 mins max.

Task 1. Fill in blank space with necessary words from the underlined key words.

Neat, promotion, shy, employees, get along, part-time, figuring out, (to be) on time, go on, argue.

He wears _____ clothes. Lawrence has just gotten a _____ at work. He is also very _____. He is a team manager for a group of six _____. The team members are from six different countries, and two of the countries they come from don't _____. She can't work full time and go to school, and the _____ jobs she has found are all in food service. She's having a hard time _____ what to do. He is _____ every day. Two of the people in his group don't like each other and _____ a lot.

Main part activities -60 mins max.

Task 2. Complete the sentences using the word-combination in brackets or giving your own variant:

1. Not only will this new bus line save you time, but it ... (provide with).
2. Not only did they give a party for children, but (engage smb).
3. Not only does she have all the attributes of a good actress, but ... (to balance ... with ...).
4. Not only does the celebrity set a model for charitable giving, but other people (get involved in/ apply themselves).
5. Not only are the singers so desperate to enhance their profile, but their producers ... (go to any lengths/ to advance).

Task 3. Read the text and find possible solution to given job problems. Use word-communications from the task 2.

Problem scenario #1. «A new job, a new problems»

Ahmed started his job two weeks ago. He works as a ticket collector in the movie theater. He is on time every day. He wears neat clothes. He checks the tickets carefully. But he cannot always understand what the manager says. He is also very shy. He doesn't like to ask, "Could you repeat those instructions, please?" Sometimes he makes mistakes.

Possible solutions: _____

Problem scenario #2. Teamwork Troubles

Lawrence has just gotten a promotion at work. He is a team manager for a group of six employees. Lawrence really wants to be a success in his new job, but his group isn't really a team. Two of the people in his group don't like each other and argue a lot. There is one team

member who talks all the time and another one who never says a word. The team members are from six different countries, and two of the countries they come from don't get along. Lawrence doesn't know what to do.

Possible solutions: _____

Problem scenario #3. «Part-time job»

Cecile is studying English and computer technology at the local community college, and she wants to get work experience that can go on her resume. She can't work full time and go to school, and the part-time jobs she has found are all in food service. She doesn't think they'd be helpful on her resume. She's having a hard time figuring out what to do.

Possible solution: _____

Task 4. Write a letter to a friend/colleague asking for advice in the following situation. Tell friend/colleague what the problem you faced and ask whether there are possible solutions.

Use useful sentences:

What do you advise me to do?

"I want to listen to your point of view, but I can't do it when you are yelling at me."

"I didn't realize this was going on, so tell me more."

"I understand your point of view, but I see it differently."

Grammar Structure (SPREADSHEET)

Useful Phrases: **Let's put it to bed**

This phrase is a very good one to settle a problem once and for all. When someone is apologising to you about something that has happened and you want to avoid the awkwardness of discussing the details, you can stop them and say:

JOHN: ALAN, DON'T WORRY, LET'S PUT IT THIS ONE TO BED. I WAS SURPRISED THAT YOU SHOUTED BUT NOW I UNDERSTAND YOU WERE UNDER A LOT OF PRESSURE.

ALAN: THANKS JOHN, I APPRECIATE YOUR UNDERSTANDING.

Useful Phrases: **Let's put it behind us**

A very similar one, **to put something behind you** is a little more decisive than **to put something to bed** but it is used in similar situations. This is another phrase used to avoid discussion and getting into detail about problems or grievances. «**To put something behind you**» is to say that you will not talk about the problem anymore, you will leave it in the past and move forward with life:

JOE: GREAT. NOW CAN WE PUT THIS BEHIND US AND BE FRIENDS AGAIN?

TIM: OF COURSE, MY FRIEND, NO PROBLEM.

As you can see in the example, this can be an offering of peace as well as a general expression. In the example, Joe used this expression in a questioning way which Tim was free to accept or reject. If Tim had said *No, we can't just put this behind us* it would have been much more serious.

Useful Phrases: **It's time to make amends**

Now we move onto a phrase that is generally reserved for more serious problems. When you **make amends** for something, it means you do things to make the situation better. Usually this is after you have done something very bad that requires you to make a large effort. Look at the example:

WESLEY: HARRIET, DO YOU KNOW THAT JOHN IS STILL REALLY ANGRY ABOUT YOU TAKING MONEY FROM HIM?

HARRIET: YES, I KNOW. IT WAS A MASSIVE MISTAKE, I DIDN'T MEAN TO CAUSE THIS MUCH HARM. **WESLEY:** WELL, YOU'D BETTER FIX IT QUICKLY, **IT'S TIME TO MAKE AMENDS!**

HARRIET: I WILL. I HAVE A GREAT PLAN THAT WILL HELP ME MAKE UP FOR IT. I'M GOING TO REPAY HIM EVERY SINGLE PENNY!

It's really important that when you mention the phrase, **make amends**, that you actually do something to resolve the problem! This is serious stuff and it won't just go away. You can also **make amends** for small problems, if you go to someone's house and accidentally eat their chocolate, then you can **make amends** by buying them a new chocolate bar and perhaps a card to apologise! Make sure that you always **make amends**!

Useful Phrases: **Let's straighten things out**

This is similar to saying **let's clear the air** but it is a little more direct. Often the person saying this has a much different view to the person to whom they are talking. **To straighten things out** is literally as it sounds, it makes them straight, linear and much more logical. This is used after a small misunderstanding or something that you are sure is wrong.

Wrap-up:

1. Presentation of leakers related to other job skills like leadership and motivation.

Answer key

Task 1. Neat, promotion, shy, employees, get along, part-time, figuring out, (to be) on time, go on, argue.



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WEEK FIVE

Lesson plan: Trends and challenges.

English level: B1 (ESP)

Discipline: English for Specific Purposes

Skills: Listening and Vocabulary

Duration: 80 min

Objectives:

- To introduce with the active vocabulary on trends and changes
- To read and discuss about the future trends in the life of disabled people, comparison information of people with the disability in EU members and KZ
- To use the active vocabulary in giving a presentation.

Warm-up - 5 mins max.

Task 1. Discussion. How are disabled people affected by societal changes? What is the impact of them?

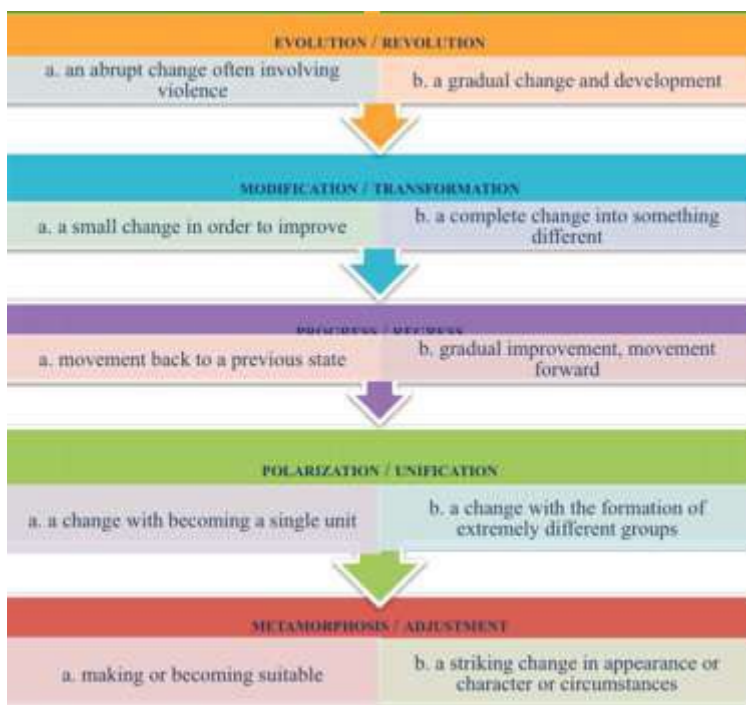
Three discussion prompts are presented in colored boxes, each with a light-colored background and a darker border. The first box is red and contains the text "What associations does the word CHANGE trigger in you?". The second box is yellow and contains the text "What is the most remarkable event that changed the history of civilization?". The third box is green and contains the text "Comment on the following statement: 'Unhappy are the men living in the time of transition.'".

What associations does the word CHANGE trigger in you?

What is the most remarkable event that changed the history of civilization?

*Comment on the following statement:
"Unhappy are the men living in the time of transition."*

Task 2. Changes can take a variety of forms. What is the difference? Match the forms with their meaning.



Main part activities: Pre-reading.

[A reading lesson should begin with a pre-reading activity to introduce the topic and to make sure students have enough vocabulary, grammar, and background information to understand the text. The teacher should be careful not to introduce all new words or unfamiliar grammar no matter how good his/her intention is. Instead of explaining all of the potentially problematic new material ahead of time, for example, the teacher can assign the students to discuss in pairs or small groups some key words extracted from the text by the teacher and to try to figure it out together with the help of a dictionary.*]

Task 3. Discuss how will be the life of people with disability in 2035? What will there be societal and technological changes?

Task 4. Match vocabulary with its definition

Vocabulary Definition

- | | |
|------------------------|--|
| 1. improve | a. Develop, become better |
| 2. to increase | b. Rise, become or make greater in size, amount, or degree. |
| 3. to support | c. give assistance to, especially financially |
| 4. to demonstrate | d. clearly show truth of (something) by giving proof or evidence |
| 5. to disappear | e. be lost or go missing; become impossible to find |
| 6.to contribute | f. help to cause or bring about. |

Task 5 : Match underlined words below with its synonyms. [Hint: pay attention to the part of speech of each words so as to find synonyms easier. For example, the synonym for a noun must be a noun]

Words from the text: life expectancy, overwhelmed, shift, leads to, emergence, shortcomings, transitions, challenges, look like.

Synonyms: Impressed, resemble, cause (give rise to), longevity, rise (development), change, drawback, changeover, problems.

Main part activities: While-reading.

[The instructor should remember not to dominate the activities because the final goal of any reading program is to enable learners to handle unfamiliar texts. Apparently, students also need some time to experience and get used to individual silent reading.*]

Task 6: Read a report by a Swiss-based Gottlieb Duttweiler Institute (GDI) on important trends and changes that will be in the life of disabled people.

«People with disability in 2035: How major trends will change their everyday life»

A. The world does not stand still and we are sometimes **overwhelmed** by technological progress. How can this improve the workplace, e.g. for employees with a disability, and what may the future **look like**, in 2035? A new report by the Swiss-based Gottlieb Duttweiler Institute (GDI) sheds some light on societal, political, technological and economic developments. It shows that these will bring about both new **challenges** and opportunities for people with disabilities.

B. Which are the most important trends and developments that will change the everyday life of people with disabilities? First, their GDI report describes the ongoing progress in the medical field and rehabilitation, **which leads to** a further increasing **life expectancy** for everyone, including for people with a disability. Second, as a result of a stronger distinction between different forms of disabilities, supported by demographic aging, we will see changing social images of disability. Third, the dissolution of the traditional family and **emergence** of novel, diverse family patterns present new questions, e.g. about the rights or duties of patchwork families towards disabled family members. The fourth item of the report's analysis looks at limited public funding and how this may lead to a highly bureaucratized access to health services and medical supplies, including an increased pressure to justify personal needs.

C. Based on these trends, the authors develop six hypotheses about the future of people with disabilities, which demonstrate how public life and care as well as education and work-life may change over the next 15 years. Four of them are of particular interest for D&I Managers:

D. 1. Being disabled will become more 'normal'. Political, technological, societal and medical trends will contribute to a steady normalization of disabilities. For example, the UN Disability Rights Convention and special laws passed in many European countries have initiated **a paradigm shift** from viewing people with disability as needy beings towards understanding them as confident subjects with individual, justiciable rights. Furthermore, the mega trend of individualization makes it widely accepted to be different. In addition, technological and medical progress will make it a lot easier to compensate for the **shortcomings of people** with disabilities.

E. 2. Barriers will disappear. Barriers for disabled people will mostly disappear in public area, transport, living etc. Workplaces as well can and will be transformed during the next two decades,

as it is often possible to make use of public grants or loans and employing people with disabilities is an **issue of compliance** and has a clear Business Case.

F. 3. Job markets will become both more solidary and tighter. We will have to face increasing competitive pressure and a rougher market, which will lead to both a high pressure to perform and the need to make models for work and life more flexible. According to the authors, there will be a polarization between **highly agile**, technology-based, globally acting companies on the one hand and SMEs that focus on local added value and solidarity on the other hand. They predict SMEs to more and more adjusting their business models to local and societal needs and see new employment opportunities for people with disabilities in this part of the economy that moves at a different pace.

G. 4. New approaches to inclusion will reform the educational area. People with disabilities will work in interdependent worlds of education and work with different degrees of shelter. There will be more flexible and more **individualized transitions** between school and professional life. In the best scenario, we will have inclusive schools that offer the same opportunities to every student regardless of their origin or handicap. The guiding idea will be to organise inclusion in a customised way, individually defined for each person.

H. In addition, the report highlights some of the challenges for disabled people in the future: First, the authors detect a need for more public debate about the value of diversity to lay the foundation for a common understanding and solidarity. Furthermore, they argue that a steady exposure to diversity is needed for people to develop empathy and acceptance of difference. For companies, especially for SMEs, the authors see a need for cultural change in order to succeed in aglobalised and fast moving world. According to the report, holistic frameworks for responsibility and working-time have to be developed. The GDI researchers summarise that embracing diversity will enable to discover the unique resources and skills of people with disabilities rather than perceiving mainly their challenges, which are all too often more focused upon.

Task 6 : Post-reading « Story Innovation».

Learners are assigned to create and write a story based on any part of the text. They need to have their own report on future trends and changes of people with disability in 2035.

[At this stage, the students should be able to evaluate the text as a whole to respond to it from a more or less personal point of view. They may be asked to agree or disagree with the author or the characters in the text; relate the content to their own experience; connect the content with other work in the same field; discuss characters, incidents, ideas, feelings; or predict what can happen afterwards.*]

Passive Form: With the help of [socrative.com](https://www.socrative.com) or [quizzlet.com](https://www.quizizz.com)

Grammar Structure: Future Continuous

Use:

a) Use the future continuous to talk about an event that will already be in progress at a specified time in the future.

This time next week, I'll be driving to my parents' house.

Phrases often seen with this use of the future continuous include:

By ..., This time next week..., In ___ years' time...; when + present simple; by the time + present simple.

When you arrive, I'll be driving home.

By the time I get home, you'll probably be having a bath.

b) The future continuous can be used instead of the present continuous for future plans.

Will you be going to Jane's party?

Yes, but I'll be getting there a bit late, because I'm going to a meeting after work.

c) We can also use the future continuous to make a guess about something that is in progress at the moment.

Don't phone Richard now, he'll be having dinner.

Oh no, I forgot about the dinner! It'll be burning, I know it!

These sentences are not about the future but we can use the future continuous to talk about what we *assume* is happening at the moment.

Task 7: Grammar Test (with the platform [socrative.com](https://b.socrative.com))

Go to <https://b.socrative.com/teacher/#import-quiz/49550749> OR

have printed copy in documents « Quiz_Trend and changes. Grammar Test for Future Continuous».

1. Complete the sentence.

Alex ___ late. He's stuck in traffic.

will be arriving **Correct**

will arriving

will be arrive

2. Complete the sentence.

___ you get home, we'll be having dinner.

In time

By the time **Correct**

By

3. Complete the question.

What time ___ for the party?

you going to be leaving

you will be leaving

will you be leaving **Correct**

4. What is the meaning of the sentence below?

When you arrive, I'll be working in the garage.

I will finish my work in the garage before you arrive.

I will start working after you arrive.

I will start working in the garage before you arrive. **Correct**

5. Which sentence is NOT correct?

In the year 3000, most people _____ in cities.

are going to be living

will living Correct. You can make the future continuous with will or going to.

will be living

6. Fly: This time tomorrow we (ll be flying) to Nice.

7. work: I'd better not call Anna now. She (will be working).

8. not / come: David just called. He said he (won't be coming) to the meeting.

9. stay: (Will you be staying) with Grandma while you're in Scotland?

10. Do: The kids are very quiet at the moment. They ('ll be doing something) wrong, I bet!

Task 8: Post-reading «TV reporters» (speaking- presentation)

The material prepared from the task 3 and future continuous tense can be used for speaking practice. Learners can pretend to be television reporters with two minutes to sum up the highlights of the "story." They work in small groups to decide on the highlights which are written as news prompts on a laptop.

REFERENCES:

Text (Accessed on 24th August <http://en.diversitymine.eu/people-with-disability-in-2035-how-major-trends-will-change-their-everyday-life/>)



WEEK SIX

Disability is part of the human condition. Almost everyone will be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning. Most extended families have a disabled member, and many non-disabled people take responsibility for supporting and caring for their relatives and friends with disabilities (1–3). Every epoch has faced the moral and political issue of how best to include and support people with disabilities. This issue will become more acute as the demographics of societies change and more people live to an old age (Accessed in WHO Report https://www.who.int/disabilities/world_report/2011/report.pdf?ua=1).

Lesson Plan: Leadership

English level: B1 (ESP)

Discipline: English for Specific Purposes

Skills: Reading, writing and vocabulary

Duration: 60 min

Objectives:

- To discuss leadership and significant obstacles negatively affect the engagement of persons with disabilities in political life and to be a leader there.
- To read and discuss about the why disabled people are so influential
- To discuss the leaders with disability in Kazakhstan

Warm-up - 5 mins max.

Task 1. Discussion. Is this a true statement? Why or why not?

1. Leadership and learning are indispensable to each other. JOHN F. KENNEDY
2. «If you don't know how successful you are, two things happen: One, you don't get any better, and two, you stop caring." In some companies, like General Electric, frequent feedback is part of the culture. If you aren't lucky enough to get that, seek it out. « Goldman Sachs leadership-development chief STEVE KERR »

Main part activities:

Task 2. What kind of significant obstacles negatively affect the engagement of persons with disabilities political life and to be a leader there?

Task 3. Fill in empty spaces with words from List of words. According to the WHO, name the main shortcomings of disabled people nowadays in politics. What's solution can you give as if you were a leader?

List of words: remain, under-represented, lack of , issues, insufficient support, deprivation, prevailing contribution, further, exclusion, segregation.

According to World Health Organization statistics, around 1 billion people in the world have some form of disability. However, persons with disabilities_____largely_____in democratic structures, parliaments and political parties across the OSCE region. A number of significant obstacles negatively affect the engagement of persons with disabilities in political life. Among them are **lack of** access to parliaments and information on political **issues**, **insufficient support**, national laws permitting **deprivation** of legal capacity, and **prevailing** stereotypes about persons with disabilities and their possible **contribution** to political processes and decision making. These all contribute to **further exclusion** and **segregation** of persons with disabilities. For women with disabilities it means facing additional challenges, as a result of persisting inequalities and discrimination based on both gender and disability[1].

Task 4. Identify whether the statements true or not. Discuss in pairs, give your life experience.

- A. You need to be born with leadership skills.
- B. Leadership skills are tools and behaviors that can help to achieve goals.
- C. It is not worth being a leader , if you are burnout
- D. The most effective leaders are those who can successfully influence the way other people influence themselves.

Task 5. Reading.

Pre-reading task.

[In the pre/before reading stage, the teacher normally works on general aspects of the topic to elicit what students already know about the topic and make them ready for the new information. Guidance before reading may involve providing a reason for reading, introduction of the text, breaking up the text, dealing with unfamiliar language, and asking leading questions]

While-reading

Read the article of Danny West edited by Shannon Kelly which published the leadership. Danny West is a leadership trainer and coach and lives with a disability, dyslexia and HIV. He works across a wide range of organizations within the public, corporate and third sectors.

[The instructor should remember not to dominate the activities because the final goal of any reading program is to enable learners to handle unfamiliar texts. Apparently, students also need some time to experience and get used to individual silent reading.*]

A. The Social Model of Leadership (SML) aims to empower people with disabilities and highlight how valuable our unique viewpoints are. The model was developed by people living with disabilities and long-term health conditions who share a vision of disabled people's empowerment, positive role models and leadership contributions.

What is the Social Model of Leadership?

B. The Social Model of Leadership is fundamentally built on the belief that living with a disability actually gives people a distinctive empowerment and leadership advantage. The SML requires society to acknowledge and value people living with disabilities as empowered leaders. It promotes our contributions to society and encourages diversity and inclusive best practice. Significantly the SML encourages society and employers to re-examine and review their viewpoints of and attitudes towards people living with disabilities. The SML was started by Danny West, a leadership trainer and coach, and includes contributions from a diverse range of people living with disabilities and long-term health conditions, including Shaama Saggar-Malik, a highly-skilled development consultant who has more than 25 years' experience of promoting diversity.

Why disabled people are influential

C. As people with disabilities, we believe that we can be empowered influential leaders who bring authenticity, integrity, uniqueness and added value to our families, communities, leadership positions, workplaces and society. The SML recognises that people living with disabilities have a significant range of viewpoints, skills and competencies that are a result of our daily living and our experience of the barriers and challenges.. This model recognises that those of us who want to be self-empowered or occupy and aspire to be in leadership positions are likely to be more resourceful, determined and resilient. Our survival and success is often dependent on our ability to develop, practice and demonstrate these honed skills throughout our lives and within employment.

D. The SML recognises that disabled people are likely to have developed many core empowerment and leadership skills. These include empathy, emotional intelligence, communication, planning and strategising and rapport building. Additionally, we have an appreciation and awareness of our own strengths and weaknesses and continuing professional development needs.

E. SML believes that disabled people have developed a range of strategies for overcoming the problems associated with discrimination and stigma, and the medical and charitable models of disability perpetuated by society. As leaders living with disabilities, we are extremely diverse and we often share a more inclusive perception of society and the environments in which we lead our lives. We have a more insightful understanding of the impact of exclusion; as disabled leaders we understand and are able to practically relate to prejudice, discrimination and the challenges of life and daily living.

F. The SML stresses that disabled people have the human right to be valued and recognised. We have a right to be given fair, just and appropriate encouragement and support to participate as leaders in society on an equal basis. When we do so, then society as a whole benefits from our talents, knowledge, skills and unique contributions.

How can the Social Model of Disability enable disabled people?

G. The SML will challenge and readdress societal limited expectations, stereotyped and prejudiced viewpoints about our abilities and capabilities as leaders and employees. The model will act as a catalyst of change. It will promote the leadership of people living with disabilities and the many advantages for employing people with disabilities. This innovation has the potential to increase positive leadership role models amongst people with disabilities and provide us with opportunities to demonstrate our impact.

How can disabled people bring the Social Model of Leadership into their lives?

H. We encourage people living with disabilities to share the SML with employers and organisations for disabled people and to encourage them to work in partnership with the innovators of this model to further develop and enhance the SML. It will take time to increase awareness of the SML within society and, like all innovations, we will constantly look to further enhance the SML.

I. We also invite people living with disabilities and organisations for disabled people to contribute to the SML by sharing their experiences and examples of how a disability has enabled them to hone and develop skills and capabilities.

J. Disabled people are not special; we are people with a different experiences and challenges. Because of this we are able to offer a different point of view and perspective. We can bring authentic inspiration to leadership. We do not want to be recognised from a patronising and or 'hero model' perspective, but from an ideology that is focused on our ability to achieve, contribute and lead.

Find out more about Danny on his website: www.dannywest.co.uk

Post-reading tasks.

[At this stage, the students should be able to evaluate the text as a whole to respond to it from a more or less personal point of view. They may be asked to agree or disagree with the author or the characters in the text; relate the content to their own experience; connect the content with other work in the same field; discuss characters, incidents, ideas, feelings; or predict what can happen afterwards.*]

Task 6. Match letter of each paragraph with its main ideas.

Meetings with leaders with disabilities to share experience. **(I)**

The goal of the SML **(A)**

Leaders with disabilities have various lives and its own perception of the environment. **(E)**

According to SML, these people have all resources concerning emotional and communicative aspects to develop leadership skills. **(D)**

Leaders with disabilities have various lives and its own perception of the environment. **(E)**

The first notion about the founder of the SML **(B)**

The way SML functions to help the leaders with limitations. **(G)**

Success or failure of people is highly related to the development and demonstration of acquired skills **(C)**

According to SML, these people have all resources concerning emotional and communicative aspects to develop leadership skills. **(D)**

The society will benefit from empowerment of leaders with disabilities in case of support of human rights. **(F)**

Partnership with innovators for the development of SML **(H)**

Meetings with leaders with disabilities to share experience. **(I)**

Task 7. «Main ideas list». List the 5 (or more) main ideas of the text beginning with the most important to the least (not following the order in the text). Each student is a group of 2-3 students takes turn saying one main idea.

Task 8. «Lessons for living». Write what they learn from the text in the form of a letter to the author.

SAMPLE OF FORMAL LETTER TO AN AUTHOR:

Dear [Recipients Name],

{I am writing to you} to express my great appreciation for the latest book which you have released called the Dawn of the Wild. {I have found the book} to be fascinating and stimulating

at the same time. {Your novel has changed} my perspective on many things and has broadened my view on a lot of things as well.

{Again, I would just like to} express my deepest thanks that you created this literary wonder which has changed my life for the better.

I wish you all the best.

Sincerely, {Your Name}

Wrap-up: Do we have our leaders with disabilities in Kazakhstan?

REFERENCE:

1. <http://immt.tj/tj/docs/Guidelines%20on%20Promoting.pdf>
2. <http://promeng.eu/downloads/training-materials/ebooks/soft-skills/leadership-skills.pdf>



WEEK SEVEN

Lesson plan: General disability. Autism.

Date:

Class: pre-intermediate level

Time: 80 min.

Lesson objectives:

- to provide information about general disabilities and autism;
- to provide participants with an opportunity to share their personal experience of working with disabled students.
- to teach appropriate terminology.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm up		to get information about types of disabilities	3 min	Visual, Auditory,	A slide

Main part activities	Discussion	to have participants to discuss about what disabilities can effect.	17 min.	Auditory	handouts
	Reading. Autism.	to get information about autism.	10 min	Auditory, Interpersonal (group work)	handouts
	Watching a film	increase participants' interest while providing directions on helping students with autism.	45 min	Visual, Auditory,	A film, handouts
Wrap-up	Reflection and Farewell	have the participants openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

DETAILED LESSON PLAN

Objectives:

- To provide information about general disabilities;
- To teach appropriate terminology.

Warm up:

Objective: to get information about types of disabilities

Time: 3 min.

Materials: slides

Start off by giving the listeners a pre-assessment if they know the meaning of the word “disability”.

Disability- a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions

Activity 1 Discussion

Objective:

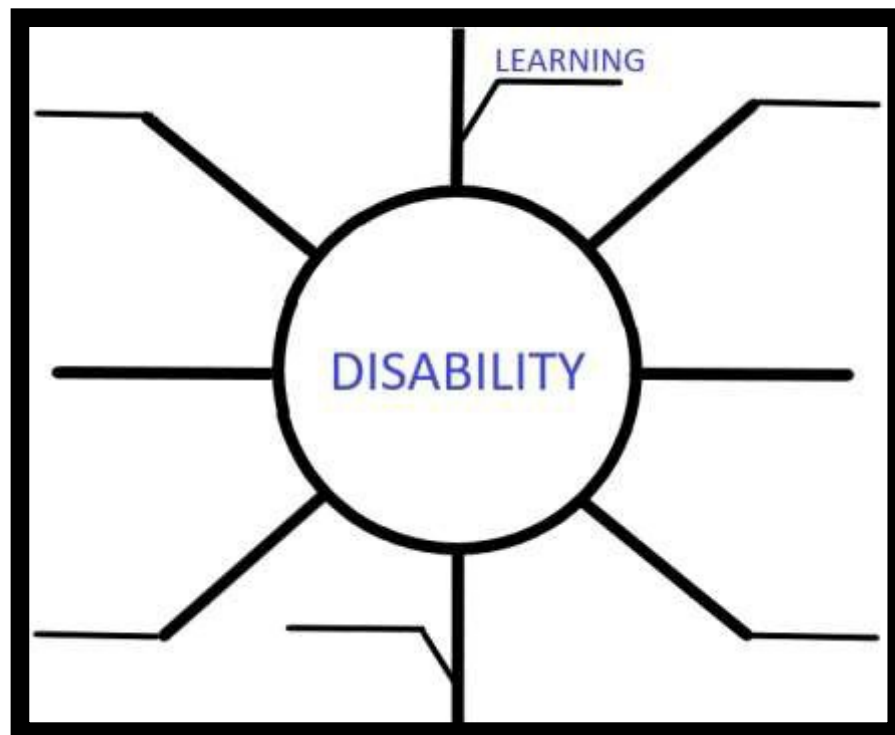
- to have participants to discuss about what disabilities can effect.
- to get information about types of disabilities
- to provide participants with an opportunity to share their personal experience of working with disabled students.

Time: 17 min.

Materials: handouts

➤ Procedure:

- 1.1. Tell participants that disabilities can affect people in different ways, even when one person has the same type of disability as another person. Some disabilities may be hidden, known as invisible disability. Write the word “disability” on the board and ask participants: What can disability affect?



Possible answers:

- Thinking
 - Remembering
 - Communicating
 - Social relationships
 - Mental health
 - Movement
 - Hearing
 - vision
- 2.1. Tell the participants that they will learn types of disabilities. Give out the pictures of different disabled people and ask participants to match the pictures with the given name of disabilities.

hearing impairment, motor impairment, vision impairment, autism, blindness, deaf or hard of hearing, mental health conditions, intellectual disability, acquired brain injury, physical disability.

1		a	
----------	--	----------	--

			
2		b	
3		c	
4		d	

Activity 2. Reading. Autism.

Objective: to get information about autism.

Time: 10 min.

Materials: handout

Autism

If you want to help people with autism learn about it. The more you know about this disability, the better equipped you'll be to make informed decisions for your child. Educate yourself about the treatment options, ask questions, and participate in all treatment decisions.

Autism is a lifelong neurodevelopmental condition that affects how people perceive the world, how they think and behave, and how they communicate and interact with others. Put

simply, **autistic** people see, hear and feel the world differently to other people. **Autism** is not an illness or disease and cannot be 'cured'.

The exact cause of [autism](#) spectrum disorder is not known, but it is believed that both genetic and environmental factors are involved.

Some autism symptoms and signs:

- Abnormal Body Posturing or Facial Expressions
- Abnormal Tone of Voice
- Avoidance of Eye Contact or Poor Eye Contact
- Behavioral Disturbances
- Deficits in Language Comprehension
- Delay in Learning to Speak
- Flat or Monotonous Speech
- Inappropriate Social Interaction
- Intense Focus on One Topic
- Lack of Empathy
- Lack of Understanding Social Cues
- [Learning Disability](#) or Difficulty
- Not Engaging in Play With Peers
- Preoccupation With Specific Topics
- Problems With Two-Way Conversation
- Repeating Words or Phrases
- Repetitive Movements
- Self-Abusive Behaviors
- [Sleep](#) Disturbances
- Social Withdrawal
- Unusual Reactions in Social Settings
- Using Odd Words or Phrases

Tips to help your autistic students:

Love your student with autism like you would love any other child in your classroom.

Use photos and examples of what a finished product looks like.

Present your autistic students with clear choices.

Speak literally.

Remain calm during even the “worst” behavior.

Allow an autistic child time and space to self-regulate.

Use positive reinforcement over punishment.

Understand that children with autism need extra time to process language.

Don't surprise your autistic students with changes.

Don't be afraid to spend time teaching very specific social rules and skills.

Be prepared to give instructions multiple ways.

Provide instructions in as few words as possible.

Respect the patterns.

Don't shout stay calm

get a confident of them

Read the text and answer the questions:

1. What does autism mean?
2. What are the main symptoms of autism?
3. How do you know if someone has autism?

4. How can you help students with autism as a teacher?

Activity 3. Watching a film

Objective:

To increase participants' interest while providing direct instructions on helping students with autism.

Time: 45 min.

Materials: a film, handouts

➤ Procedure:

Before watching: (5min.)

Write the name of the film "Inside Autism" on the board. Give participants cards with clues for making movie riddles. Ask them to guess what the film is about.

Name of the movie	_____	
Clue #1	It's a _____.	(Genre)
Clue #2	It takes place _____.	(Setting)
Clue #3	_____ is/are in it.	(Characters)
Clue #4	It's about _____ _____	(Plot)
Clue #5	In the end, _____ _____	(Climax)

While watching: (30 min.)

<https://www.youtube.com/watch?v=sbNGy2NtsOA&t=8s>

1. Play until 2 min 25sec. and ask participants to describe James' first day at school.
2. Play and stop at 3 min 52sec. and ask participants about the attitude of classmates towards James.
3. Play and stop at 4 min 58 sec. and ask participants:
 - How does the teacher try to communicate with James.
 - How does James feel?
4. Play and stop at 6 min 02 sec. and ask participants:
Why did James behave inappropriately?

5. Play and stop at 13min 10 sec. and ask participants about the attitude of the teacher towards James during the lessons.
6. Play and stop at 16min 25 sec. and ask participants about the attitude of James' classmates towards James out of class. Why did James give a ball back?
7. What do you think if James happy to study at that school?

After watching: (10 min.)

- discuss the following questions:

1. Can the movie help teachers? If yes, How?
2. Which tips should we follow to help James?
3. If you had this situation what would you do?

Reflection and Farewell: (5 min.)

At the end of the lesson ask the participants to write down what they remember from this day, what they found useful, what they liked or disliked, etc;

Resources:

<https://www.youtube.com/watch?v=sbNGy2NtsOA&t=8s>

[https://youtu.be HYPERSYMBOL "https://youtu.be/plPNhooUUuc" HYPERSYMBOL](https://youtu.be/HYPERLINK)

<https://www.shutterstock.com/ru/search/disability>

https://www.medicinenet.com/autism_symptoms_and_signs/symptoms.htm

<https://www.teachforamerica.org/stories/6-tips-for-teaching-students-with-autism>



WEEK EIGHT

Lesson plan: Visual Impairment

Date:

Class: pre-intermediate, intermediate level

Time:

Lesson objectives: to provide information about usage of different activities for student with visual impairment;
to organize data using SWOT analysis

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm up		encourage discussions by asking questions	5 min	Visual, Kinesthetic	slides
Main part activities	The approaches towards teaching people with visual impairment	to teach and demonstrate participants the approaches towards teaching people with visual impairment which will help enhance and organize their teaching skills.	20 min	Auditory, Interpersonal (group work)Auditory,	handouts
	Problem solution	to learn how to behave with visual impairment students in class	30 min	Auditory, Interpersonal (group work)	handouts

	Case study	to organize data using SWOT analysis that allows participants to make meaningful observations and draw appropriate conclusions.	25 min	Auditory, Interpersonal (group work)	paper, markers, colored pens, scotch
Wrap-up		have the listeners openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

Visual Impairment

Objectives:

- Providing lessons
- establish friendly atmosphere for visual impairment students

Warm up.

Objective: encourage discussions by asking questions

Time: 5 min.

Materials: a slide

Procedure:

- Ask the participants to describe the poem's meaning. (3 min)

Don't walk in front of me,

I may not follow,

Don't walk behind me,

I may not lead,

Walk beside me

And just be my friend. (Albert Camus)

- What do you think we will speak about? (2 min.)

Activity 1 The approaches towards teaching people with visual impairment

Objective: to learn approaches of

Time: 20 min.

Materials: handouts

➤ Procedure:

- Ask the participants put the ideas 1-10 ordered in the sequence from the most to the least important and interview each other about their thoughts, feelings and ideas to obtain information. Tell them they can draft questions they would like to ask. After doing the task participants will discuss it.

	Approaches	Participant 1	Participant 2	You
1	Explain any visuals.			
2	Always give oral instructions.			
3	Face them when you're talking.			
4	Ask students to clap to ask a question			
5	Stand with your face to the light.			
6	Provide tactile learning experiences			
7	Address all students by name			
8	Watch your mouth.			
9	Give visually impaired or blind students additional time to complete work			
10	Treat all of your students equally.			

➤ **Activity 2 Problem solution**

➤ Objective: to learn how to behave with visual impairment students in class

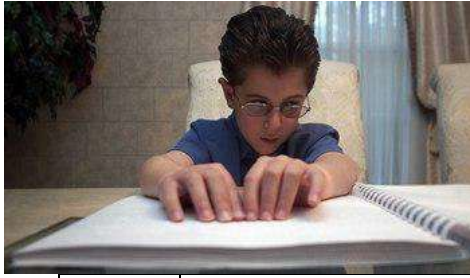
Time: 15 min.

Materials: handouts

➤ Procedure:

Put the participants into small groups of 3-4. Ask the participants to find the solution to the problems.

	Problem	Solution
1.	Students who are visually impaired or blind may not always know who is talking.	
2	Visually impaired or blind students in your class may have difficulty seeing	



	the words and learning what is expected.	
3.	It takes more time to read braille or use a computer than sighted students.	
4.	It is difficult to move around.	
5.	Using the words such as “Look”, “See” that make visual impaired students uncomfortable.	
6	Shortness of braille materials.	

➤ Activity 3 Case study

Objective: to organize data using SWOT analysis that allows participants to make meaningful observations and draw appropriate conclusions.

Time: 35 min.

Materials: paper, markers, colored pens, scotch for each team.

➤ Procedure:

Put the participants into small groups of 3-4. Ask them to read and discuss the case study in a small group. The participants should discuss it and identify usage of a variety of strategies that will help Darin overcome his blindness and learning disability and find success in the classroom. After discussing the teams should present their SWOT analyses.

Darin is legally blind and has received special education services since he was in first grade. Darin can navigate around the school and classroom and can identify teachers when about 5 feet away. His blindness is compounded by an intellectual disability that limits his reading comprehension, written expression, and math reasoning. Darin works with a specialist in visual impairments who helps him with strategies to cope with his blindness. In order to help Darin we must use a

variety of strategies that will help him overcome his blindness and learning disability and find success in the classroom. [1]

Strength What is his strength?	Weakness What are his weaknesses?	Opportunities What conditions may positively impact him?	Threads What conditions may negatively impact him?
--	---	--	--

Wrap-up: 5 min.

At the end of the lesson ask the participants to write down what they remember from this day, what they found useful, what they liked or disliked, etc;

Reference:

[1] <https://gmercyuedu581.wordpress.com/case-studies-on-blind-and-low-vision-students>

Handouts:

Activity 1.

	Approaches	Participant 1	Participant 2	You
1	Explain any visuals.			
2	Always give oral instructions.			
3	Face them when you're talking.			
4	Ask students to clap to ask a question			
5	Stand with your face to the light.			

6	Provide tactile learning experiences			
7	Address all students by name			
8	Watch your mouth.			
9	Give visually impaired or blind students additional time to complete work			
10	Treat all of your students equally.			

Activity 2.

	Problem	Solution
1.	Students who are visually impaired or blind may not always know who is talking.	
2	Visually impaired or blind students in your class may have difficulty seeing the words and learning what is expected.	
3.	It takes more time to read braille or use a computer than sighted students.	
4.	It is difficult to move around.	
5.	Using the words such as “Look”, “See” that make visual impaired students uncomfortable.	
6	Shortness of braille materials.	

Activity 3.

Darin is legally blind and has received special education services since he was

in first grade. Darin can navigate around the school and classroom and can identify teachers when about 5 feet away. His blindness is compounded by an intellectual disability that limits his reading comprehension, written expression, and math reasoning. Darin works with a specialist in visual impairments who helps him with strategies to cope with his blindness. In order to help Darin we must use a variety of strategies that will help him overcome his blindness and learning disability and find success in the classroom. [1]

Possible answers:

Activity 2

	Problem	Solution
1.	Students who are visually impaired or blind may not always know who is talking.	Address all students by name
2	Visually impaired or blind students in your class may have difficulty seeing the words and learning what is expected.	Always give oral instructions
3.	It takes more time to read braille or use a computer than sighted students.	Give more time
4.	It is difficult to move around.	Don't change the place of the furniture and leave ample space between them. Seat a visually impaired student close to the front.
5.	Using the words such as "Look", "See" that make visual impaired students uncomfortable.	Avoid using them.
6	Shortness of braille materials.	You can give a visual impaired student a text beforehand that he/she can convert into speech using his smart scanner and reader.

Activity 3.

Environment

In order for Darin to be successful we must alter the classroom environment. Darin should be moved to the front of the room whenever something is being presented. Darin can also benefit from an environment that consists of manipulatives that can give Darin a perspective of what is being presented making up for his lack of sight. We also want to ensure that Darin has opportunities to interact with and learn from others, so placing him in a collaborative group could also be advantageous for Darin.

Technology

Darin struggles with reading comprehension and written expression due to his poor vision. Darin could make use of a graphic to make regular print materials accessible through enlargement. He could also make use of a spoken word processor that will translate his spoken speech into written language. To help with his math reasoning, Darin could use a verbal calculator that will allow him to compute math arithmetic.



WEEK TEN

Lesson plan: English terminologies for people with special needs and the polite and acceptable ways of their use

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

By the end of the lesson participants will:

- be equipped with new words and terminologies for people with special needs;
- be able to use the words expressing people with special needs in the polite and acceptable ways;
- be taught tolerance and to be open – minded for diversity in the society and support it;

- be able to interact more effectively with people with disabilities.
- expand vocabulary focusing primarily on ESP

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm – up	Discussion: What come to your mind when you hear about disabilities? Name as much as you can	to push your students to think about the words and terms expressing the DIS – abilities;	5 min	Auditory	handouts
Main part activities	Introducing new words/ terminologies for people with special needs. Use And Avoid methods	To introduce new words beside what students told in warp – up parts; To teach the polite words to interact more effectively with people with special needs; To expand students vocabulary and their use	20 min	Auditory (group work)	PPTs
	Reading the Material of United Spinal Association`s Disability Etiquette Book let (page 6 – 11)	to get the main idea or ideas from a passage fast; to direct to the right way while dealing with people with special needs; to raise the awareness of DOs and DONTs with people with special needs.	15 min	Auditory, Interpersonal (group work)	handouts
	Watching a video and discuss it “How to Treat a Person with Disabilities, According to	To motivate people to help in the right way for people with special needs; To understand the nature and the challenges disabled	15 min	Auditory, Interpersonal (group work)	Video

	People with Disabilities” https://www.youtube.com/watch?v=W6c6JLbczC8 posted in 2018	people might face and how to treat with them.			
	Reading and discussing “Some quick tips one ought to remember when talking or writing about people with disabilities’ Agree or Disagree with the statement methods.	-to be informed about some tips while talking or writing about people with disabilities - to raise understanding and respect and stand for people with special needs’ rights and dignity -	20 min	Auditory, Interpersonal (group work)	handouts
Wrap-up	Reflection and Farewell	have the listeners openly share how well they enjoyed it.	5 min.		impressions about the lesson and their feedbacks

Warm up.

Aims: encourage discussions by asking questions

Time: 5 min.

Materials: PPTs

Procedure:

At the beginning of the class teacher assigns students to discuss about the question like “What comes to your mind when you hear about disabilities? Name as much as you can this task pushes students to think about the words and terms expressing the DIS – abilities. In next 3 minutes they will have at least 10 – 15 words. We assume that half of them will be in unpolite or wrong way. Then we open the PPT and slide some questions and pictures and keep asking for words to express. In next 5 minutes students will have 20 words. We will work on the words and they best ways of their use in our next stage of the lesson.

Main part:

Activity 1 : Introducing new words/ terminologies for people with special needs.
Use And Avoid methods

Aims:

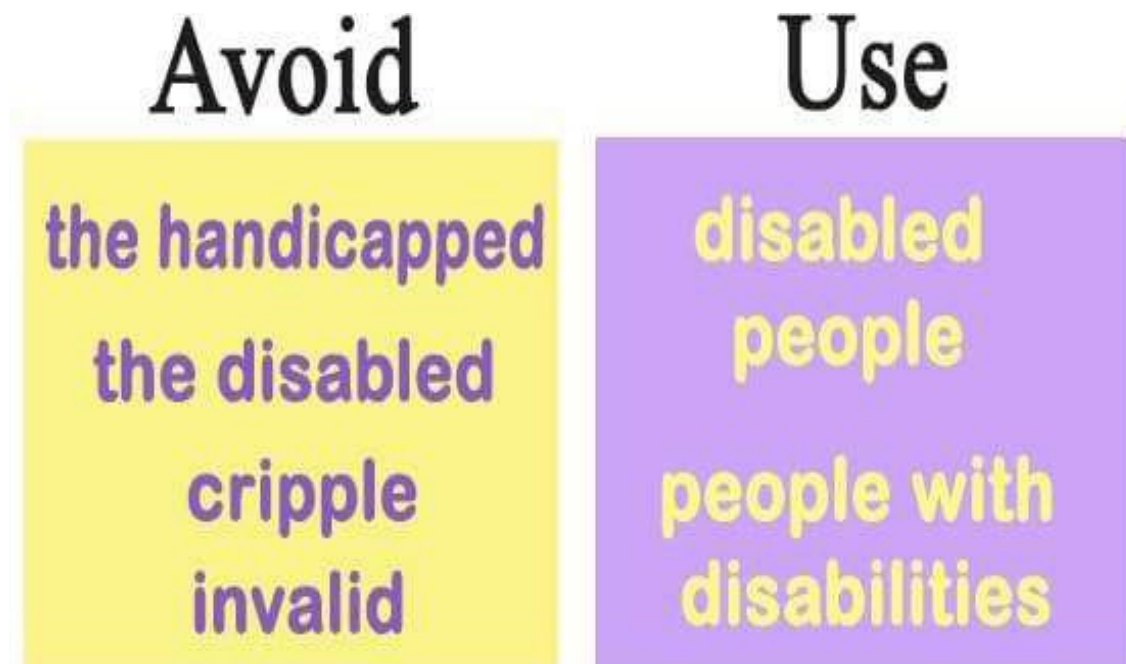
- to introduce new words beside what students told in warm – up parts;
- to teach the polite words to interact more effectively with people with special needs;
- to expand students vocabulary and their use.

Time: 20 min.

Materials: PPTs

Procedure:

After warm – up activities teacher continues on PPT and introduces some of the words and by USE and AVOID methods the teachers guides students for using



the polite and acceptable words and avoid the words which may harm or hurt people with special needs. The teacher must have the PPT ready before starting and the words are shown on one side what we may use but we should avoid on the other side other acceptable words we need to change. By this way in 15 minutes teacher introduces 20 words with options and details and then discuss with students. The PPT and word will be like:

Activity 2: Reading the Material of United Spinal Association's Disability Etiquette Book let (page 6 – 11)¹

Aims:

¹ <http://www.unitedspinal.org/pdf/DisabilityEtiquette.pdf>

- to get the main idea or ideas from a passage fast;
- to direct to the right way while dealing with people with special needs;
- to raise the awareness of DO's and DONTs with people with special needs.

Time: 15 min.

Materials: printed papers in 5 sets

Procedure:

Teacher will distribute the printed-out materials to 5 students in diverse way (on location, visibility, gender, ethnicity and so on) student will read out one by one the points pre – highlighted by teacher and after each reading they will discuss the main idea of the message the reasons of DO's and DON'T's and conclude in the simple and understandable way.

Activity 3: Watching a video and discussing it “How to Treat a Person with Disabilities, According to People with Disabilities”²

Aims:

- To motivate people to help in the right way for people with special needs;
- To understand the nature and the challenges disabled people might face and how to treat with them

Time: 15 min.

Materials: Video

Procedure:

Teacher will play a video which is 3 minutes on the screen and gets the first views and ideas. Then they will watch second time as and then students will start discussing it in next 8 minutes and they will have to come with the conclusion of understanding, accepting, respecting and including the people with special needs. The ways of assisting not hurting them and trying to minimize the factors and challenges people with special needs may face.

Activity 4: Reading and discussing “Some quick tips one ought to remember when talking or writing about people with disabilities’

Aims:

- to be informed about some tips while talking or writing about people with disabilities
- to raise understanding and respect and stand for people with special needs`

² <https://www.youtube.com/watch?v=W6c6JLbczC8>

rights and dignity

Time: 20 min.

Materials: Reading Agree or Disagree with the statement methods.

Procedure: Teacher brings the text “Some quick tips one ought to remember when talking or writing about people with disabilities’ printed for each student and distributes. Ask student in random way to read the statement and express your ideas if you agree or disagree with the read statement. There are 10 statements about people with disabilities and the way they want one should know before talking with them. These 10 golden points will change the students mind and arise their understanding people with special needs.



WEEK ELEVEN

Lesson plan: Library use and accessibility

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

By the end of the lesson participants will:

- be informed about the needs of the people with special needs at the library and public areas;
- be able to help to change or adapt the services and facilities at the libraries and educational building;
- create an inclusive learning environment;

- be able to use Play Market and iOS in Online resources for educational accessibility;
- motivate people for making changes in infrastructures to include people with special needs;
- put affords on accessibility and usability of the educational facilities;
- be informed about the universal design and libraries - barrier-free design.

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm – up	Discussion: what is an inclusive education for you?	<ul style="list-style-type: none"> - to make people to think about the inclusive education; - increase creative abilities and bring more ideas about the inclusive education 	10 min	Auditory	none
Main part activities	Reading and discussing the Case Study Inclusive Libraries: Architecture, Services, Library Collections and Training Combine in an Accessibility Project in the Libraries of Catalonia	<ul style="list-style-type: none"> - to inform student about the inclusive libraries in the developed countries; - to work on group and collaborate while analyzing the case and bring more ideas - to increase the ability of working in team and designing presentations; - to learn about universal design and libraries - barrier-free design. 	35 min	Auditory Group work Group presentation	Handouts Case PPTs Analyses
	Introduction of some sample of the Inclusive educational infrastructure and accessibility of educational facilities	<ul style="list-style-type: none"> - to inform about the samples of the inclusive educational buildings; - to push the students to think about the universal design and libraries - barrier-free design and make the classroom and the university facilities more inclusive 	20 min	Auditory, Interpersonal (group work)	handouts
	Inclusive Education and Children with Disabilities UNICEF	<ul style="list-style-type: none"> - to introduce some progressive policies in inclusive education; - to make positive changes in the lives of children with disabilities; - to improve the listening comprehension of the listeners. 	10 min.	Auditory, Interpersonal (group work)	Video

Wrap-up	Reflection and Farewell		5 min.		impressions about the lesson and their feedbacks
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Introduction

Many people with disabilities do not have equal access to health care, education, and employment opportunities, do not receive the disability-related services that they require, and experience exclusion from everyday life activities.

Disability is part of the human condition. Almost everyone will be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning. Most extended families have a disabled member, and many non-disabled people take responsibility for supporting and caring for their relatives and friends with disabilities (1–3)³. Every epoch has faced the moral and political issue of how best to include and support people with disabilities. This issue will become more acute as the demographics of societies change and more people live to an old age.⁴

Warm up.

Aims: encourage discussions by asking questions

Time: 10 min.

Materials:

Procedure:

At the beginning of the class teacher assigns students to discuss about the question like “What is inclusive Education for you? Students will start to think about the inclusive education and the infrastructure related with it. In next 5 minutes they will have some ideas mostly based on the case they had earlier. Some of the student will compare with their own educational buildings and start discussing with each other. The trainer will help students to put the words and phrases expressing the inclusive education on the right way.

Aims:

- to make people to think about the inclusive education;
- increase creative abilities and bring more ideas about the inclusive education

Main part:

³ Mishra AK, Gupta R. Disability index: a measure of deprivation among the disabled. Economic and Political Weekly, 2006,41:4026-4029.

⁴ https://www.who.int/disabilities/world_report/2011/report.pdf?ua=1

Activity 1: Reading and discussing the Case Study Inclusive Libraries: Architecture, Services, Library Collections and Training Combine in an Accessibility Project in the Libraries of Catalonia

Aims:

- to inform student about the inclusive libraries in the developed countries;
- to work on group and collaborate while analyzing the case and bring more ideas
- to increase the ability of working in team and designing presentations;
- to learn about universal design and libraries - barrier-free design.

Time: 35 min.

Materials: Case

Procedure:

The trainer in the previous class prints out the case “Inclusive Libraries: Architecture, Services, Library Collections and Training Combine in an Accessibility Project in the Libraries of Catalonia” and distributes among students. As well the trainer initially forms diverse groups among learners and assigns them to read and present in PPT format. In this class groups will present one by one the case and discuss it at the end with others. The presentation will be in deferent ways based on their understanding and world view. The trainers will analyze each of the PPTs and at the end summarizes and put in some conclusive bullet points.

Activity 2: Introduction of some sample of the Inclusive educational infrastructure and accessibility of educational facilities

Aims:

- to inform about the samples of the inclusive educational buildings;
- to push the students to think about the universal design and libraries - barrier-free design and make the classroom and the university facilities more inclusive.

Time: 20 min.

Materials: PPT and pictures

Procedure:

The teacher will play the presentation and goes one by one. For each shown pictures they will have discussion. For example, the first picture will be this “Accessibility for All” then they discus about this but after that teacher will show the other picture to challenge students where a student climbing with this wheelchair the staircases of the institution with difficulties. This picture again will lead to the hot discussion among the learners. But this picture will help teacher to push the students to think about the universal design and barrier-free design and make the classroom and the university facilities more inclusive. After this the teacher may show the following picture to give some samples. By this way the teacher will

continue and at the end they will have learned about inclusive education and universal design and English words expressing them.



Activity 3: watching a short video Inclusive Education and Children with Disabilities | UNICEF⁵



Aims:

- to introduce some progressive policies in inclusive education;
- to make positive changes in the lives of children with disabilities;
- to improve the listening comprehension of the listeners

Time: 10 min.

Materials: Video

Procedure:

The teacher will play a video and watch together after that two students will stand up and retell what they have understood and after their discussing some more students will improve information and enrich their evidence.



WEEK TWELVE

Lesson plan: Technology enhancement for people with special needs

⁵ <https://www.youtube.com/watch?v=rfWhQUz2J70>

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

By the end of the lesson participants will:

- ✓ be informed about the types of assistive technology devices for people with special needs, importance of those kinds of technologies;
- ✓ have information with assistive technology devices for people with special needs;
- ✓ get acquainted with the analyzed report of European Parliament about the disability;
- ✓ have known some new words and their meaning in terms of technology;
- ✓ be able to use Play Market and iOS in Online resources for educational accessibility and other urgent services;

Parts of the lesson	Activities	Time available	Learning style	Material
Warm up	Discussion: 1. How does technology help students with special needs? 2. What are some examples of assistive technology devices? 3. What are the drawbacks of technology in special education?	15 min	Group work	Slide

Main part activities	<p>Pre- reading task: discuss the latest developments of technology for disabled people: electrical stimulation, helmet for the blind, hearing aid, bionic exoskeleton, smart walking stick</p> <p>1. While and after reading tasks: read the text and discuss. https://www.theguardian.com/technology/2019/sep/08/the-five-technology-to-help-disabled-people-blindness-paralysis-research-ai</p> <p>2. Discuss the questionnaires and their graphs of ‘Assistive technologies for people with disabilities’ by European Parliament https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218(ANN3)_EN.pdf</p>	10 min	Individual Work in pairs Group work	Smart board Slides Internet
	<p>3. Before watching a video:</p> <p>a. Discussion</p> <p>b. Before watching the video, give explanations of the given word phrases.</p> <p>4. Watch the video and answer the questions: https://edition.cnn.com/2019/05/29/business/disability-technology-transport/index.html</p>	15 min 15 min		
Wrap-up	Prepare thin and thick questions on using assistive technologies in Kazakhstan.	10 min.	Group work	Flipcharts Highlighters

Introduction

More than one billion people in the world live with some form of disability, of whom nearly 200 million experience considerable difficulties in functioning. In the years ahead, disability will be an even greater concern because its prevalence is on the rise. This is due to ageing populations and the higher risk of disability in older people as well as the global increase in chronic health conditions such as diabetes, cardiovascular disease, cancer and mental health disorders.⁶

⁶ https://www.who.int/disabilities/world_report/2011/report.pdf?ua=1 / page xi

Across the world, people with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities. This is partly because people with disabilities experience barriers in accessing services that many of us have long taken for granted, including health, education, employment, and transport as well as information. These difficulties are exacerbated in less advantaged communities. To achieve and overcome the issues in long run we need to unify powers, resources and develop strategies. For the last 20 years technology had changed peoples live and brought new era for both for disabled and non- disabled people.

Increase access to assistive technology that is appropriate, sustainable, affordable, and accessible. Relevant strategies include:

- ✓ Establishing service provision for assistive devices.
- ✓ Training users and following up.
- ✓ Promoting local production.
- ✓ Reducing duty and import tax.
- ✓ Improving economies of scale based on established need.

Access to ATs is a basic but still crucial factor not only in relation to existing ATs but also with regard to envisioned and emerging ATs.² The issue of accessibility is of high relevance within the European context as the figures from the Eurobarometer on Accessibility show (European Commission 2012). The figures show that for example the huge majority (93%) of respondents acknowledged that the present lack of accessibility impacts disabled people in all areas of life ranging from education and employment to leisure and social participation. In addition, a high proportion (72%) of respondents regarded an increase in accessibility of goods and services as a way of improving the lives of people with disabilities. Even more (84%) respondents held that an increase in the accessibility of products would improve opportunities for industry to sell products to people with disabilities. In addition, more than two-thirds (66%) of respondents would buy, or pay more for, products that are designed in a way that makes them are accessible to all (European Commission 2012).⁷

Warm up.

Aims: encourage discussions by asking questions and inform trainees about the technologies used effectively in Education for SEND. Introducing the assistive devices for SEND. The use and effects of the technology as well the advantages and disadvantages of the technologies.

⁷ [https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA\(2018\)603218\(ANN3\)_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218(ANN3)_EN.pdf)

Time: 10 min.

Materials:

Procedure:

The class will be very interactive as the trainer will start the session by asking the following questions and put the points on the ppt to make a presentation:

1. What are the drawbacks of technology in special education?
2. How does technology help students with special needs?
3. What are some examples of assistive technology devices?

Each of the questions will be two slides where one will be for points and the other will be for pictures and illustrative materials. Students answer and they discuss the points.

Main part

Activity 1, and 2

Pre- reading task: discuss the latest developments of technology for disabled people: electrical stimulation, helmet for the blind, hearing aid, bionic exoskeleton, smart walking stick.

Aims: introduce students with new technology and the use of them for disabled people. To develop skill of working in group and use of the technology for the betterment of the people's lives.

Time: 40 min.

Materials: prereading materials <https://www.theguardian.com/technology/2019/sep/08/the-five-technology-to-help-disabled-people-blindness-paralysis-research-ai>
[https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA\(2018\)603218\(ANN3\)_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218(ANN3)_EN.pdf)

Procedure:

The trainer will assign people to read the two documents at home before coming to the class. The one about latest developments of technology for disabled people and the other is about the 'Assistive technologies for people with disabilities' by European Parliament. Once they come to class trainer will start about the latest developments of technology for disabled people topic and students will answer based on the materials they have been given. Based on the basic types of the disability we divide the class into 4 groups and ask them to identify the disability issues and useful technologies for them in a live with 'Assistive technologies for people with disabilities' by European Parliament. And at the end have a 3 minutes presentation of each group.

Activity 3 Watching a video about the / Top 6 Assistive Technology For People With Disabilities/ <https://www.youtube.com/watch?v=mskj1JxlzoU>

Aims: to introduce top 6 Assistive Technology For People With Disabilities and give more links for the AT's.

Time: 25 min.

Materials: video, handouts and ppts.

Procedure:

The trainer will play a video and they watch it together. After that they will be divided into 6 groups and discuss the top 6 Assistive Technology for People with Disabilities Students and come one by one each group to re-present the AT for the whole class. They can use smart boards, slides and whatever to present the material and make the topic more interactive.

Activity 4 Prepare thin and thick questions on using assistive technologies your country

Aims: to push people to think about the using AT in our country and use and the challenges of that.

Time: 10 min.

Materials: Flipcharts, Highlighters

Procedure: In the given time students have to compile a set of questions regarding the Assistive technology and their use in the country. Advantages and disadvantages, challenges and opportunities and at the end the trainer will conclude the questions and put them in bullet points.



WEEK THIRTEEN

Lesson plan: Communication and interaction

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

By the end of the lesson participants will:

- Know about the right ways of communication with disabled people;
- Be aware about the right ways of interaction with people with special need in the society;

Parts of the lesson	Activities	Time available	Learning style	Material

Warm up	Fish bone strategy: What is proper disability etiquette? What are its ways?	15 min	Individual	Slide
Main part activities	Listening. Watch the video Communicating with and about people with disabilities and answer the questions short videos/ speaking to people with a learning disability https://www.youtube.com/watch?v=IyV1v-nib38 Treat me well https://www.youtube.com/watch?v=KF-JY1KL6m4 and reading the following: https://study.com/academy/lesson/communicating-with-and-about-people-with-disabilites.html	30 min	Individual Work in pairs Group work	Smart board Internet
	Reading. 1. Before reading task: vocabulary task 2. While reading: Connecting stories: A narrative approach of social inclusion of persons with intellectual disability' 3. After reading: answer the questions	15 min 15 min 10 min	Individual Work in pairs Group work	Smart board Slides

Introduction

As children, we are curious — pointing to anything unfamiliar and asking questions. We have few, if any, inhibitions. As adults, we learn to censor our queries, feeling uncomfortable with anything unfamiliar. This is true when we are faced with new technologies. It is true when we are faced with tackling new projects for which we may not feel prepared. It is often true when we meet people who speak a different language or come from a different culture.

It is human nature and not unusual, therefore, to be concerned about interactions with people who use wheelchairs, who are blind, who are deaf, or whom we find difficult to understand. We may be concerned that we will say the wrong thing, ask

an inappropriate question, or unintentionally offend. We do not want to appear uninformed or insensitive.⁸

Warm up

Aims: to give some tips while communicating with disabled people. General information about the communication and interaction with special needs people.

Time: 10 min

Materials: slide

Procedure

In 10 minutes, the trainer will use the fishbone strategy to understand of communication and interaction with disabled people. And show the right ways of interaction disabled people. Trainer as well bring a situational question and ask student how they would have interacted in these or those situation with disabled people.

Main part

Activity 1 Effective Interaction: Communicating With and About People with Disabilities in the Workplace

Aims: to teach effective interaction with disabled people, understanding their needs, and effective communication ways with and about the disabled people in the society and in the workplaces.

Time: 10 min.

Materials: reading

Procedure

In the given time the trainer and the students will go through the reading materials and learn the following as a key outcome.

Tips for Speaking or Writing about People with Disabilities A key to any effective communication is to focus on the communication itself — what information needs to be transmitted and how best to transmit it. Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first — to focus on the person, not the disability. Group designations, such as "the blind," "the deaf" or "the disabled" are not empowering. It is important to use words that reflect individuality, equality or dignity — the person who is blind, the child who is deaf, the individual with a disability, for example.

Following are examples of appropriate and inappropriate phrases to describe persons with disabilities.⁹

⁸ "Guidelines for Reporting and Writing About People with Disabilities," produced by the Research and Training Center on Independent Living, University of Kansas.

⁹ <https://www.dol.gov/agencies/odep/publications/fact-sheets/effective-interaction-communicating-with-and-about-people-with-disabilities-in-the-workplace>

Positive Phrases	Negative Phrases
Person with an intellectual, cognitive, developmental disability	The retarded; mentally retarded
Person who is blind or visually impaired	The blind
Person with a disability	The disabled; handicapped
Person who is deaf or hard of hearing	The deaf; deaf and dumb
Person with multiple sclerosis	Someone afflicted by MS
Person with cerebral palsy	A CP victim
Person with epilepsy or a seizure disorder	An epileptic; person with fits
Person who has muscular dystrophy	Someone stricken by MD
Person who uses a wheelchair; wheelchair user	Person confined, bound or restricted to a wheelchair
Person who is unable to speak, person who uses synthetic speech	A mute
Person with a psychiatric disability	A crazy person
Person with a physical disability, person who is physically disabled	Person who is crippled, lame or deformed
Person who is successful, productive	Person who has overcome his/her disability; person who is courageous

The trainer will explain the following part of the communication. The commitment of communication partners to communicate with, and involve, people with learning disabilities requires the active promotion of a culture that is positive and empowering. It is also important for communication partners to consider how they view disability because this greatly influences the way in which they support people. The social and medical models of disability demonstrate how disability can be perceived and how society views disabled people. Attitudes and perceptions towards people with learning disabilities can greatly affect the communication opportunities and quality of support provided.¹⁰

¹⁰ <http://speechmarkpub.blogspot.com/2016/05/>



Figure 5 Money and Thurman's model of communication (1994)

Some of the barriers of communication should be the main part of the module.

Some of the barriers to communication that might exist in services supporting people with a learning disability include the following:

- ✓ Lack of understanding; eg assumptions are made that people cannot communicate.
- ✓ Lack of confidence or experience (which may result in a person not engaging with someone who uses alternative methods of communication).
- ✓ Lack of guidance and support available to practitioners.
- ✓ Lack of training in communication approaches and tools.
- ✓ Lack of skills among practitioners and managers.
- ✓ Lack of creativity in approaches.
- ✓ Poor, or no, support plans which show how a person communicates and how they like people to communicate with them.

- ✓ Information not being shared between practitioners, teams and services.
- ✓ Lack of communication tools preventing a person from communicating in the way they are used to.
- ✓ Limited resources to support communication.
- ✓ Assumptions made about what a person cannot participate in, is able or unable to do, about what they like or dislike, and their preferences or opinions.

Activity 2 Listening. Watch the video Communicating with and about people with disabilities and answer the questions short videos/ speaking to people with a learning disability

Aims: to show the students how we need to treat with disabled people, communicate with them and ways of helping disabled people in their needs in a right way.

Time: 30 min.

Materials: video and reading materials / playing a game.

Procedure

Trainer gives before the class the links for video and reading materials. In the class during 30 minutes they will discuss and show a short performance of the people with disability and the right ways of interacting and communication with them. 8 students will be playing in 4 different scenarios of people with special needs might face in the street and in the public area and to show the right and wrong ways of interaction and communication with them. At the end of the reading material there is a quiz which summarize the topic and students will give a quiz in 3 minutes.

Activity 3

Aims: to teach students some polite words and the unoffensive phrases with interacting with people with special needs.

Time: 10 min.

Materials: vocabulary, reading materials.

Procedure

Based on the size of the class trainer prepares word board for each student and on the other side of the word board there will be the meaning, synonyms, and their use in daily life. Each student will stand holding the word-board and introduce their words and give explanation and examples of the usage. In 10 minutes, they will learn more or less 20 new words.

Activity 4

Aims: to give some recommendation for people with to interact with people with special needs.

Time: 5 min.

Materials: reading

Procedure

General Recommendations for Communicating with All Persons with Disabilities:

1. Talk to persons with disabilities in the same way and with a normal tone of voice (not shouting) as you would talk to anyone else.
2. Avoid being self-conscious about your use of wording such as “Do you see what I mean?” when talking to someone with vision impairment.
3. Talk to people with disabilities as adults and talk to them directly rather than to an accompanying person.
4. Ask the person with a disability if assistance is needed; do not assume that help is needed until you ask.
5. Use “people-first language”: refer to “a person with a disability” rather than “the disabled person” or “the disabled”.
6. When communicating with a person with a disability, it is important to take steps to ensure that effective communication strategies are used. This includes sitting or standing at eye level with the patient and making appropriate eye contact.



At the end 2 student will come to the board and summarize the class and learning of the lesson. Success and shortcoming of the class.



WEEK FOURTEEN

Lesson plan: WORK GROUP, PRESENTATION

Date:

Class: pre-intermediate, intermediate level

Time: 80 min.

Lesson objectives:

By the end of the lesson participants will be able to:

- ✓ improve interpersonal skills and communicate effectively in groups
- ✓ sharpen presentation and public speaking skills
- ✓ understand communication challenges in the global domain
- ✓ understand the importance, context and application of written and oral communication under diverse situations both anticipated, critical and under challenging circumstances
- ✓ form groups in many ways;
- ✓ work in diverse groups and make it team to achieve the overall objective of the team;
- ✓ make presentation and give short and sweet message in a given time;
- ✓ use ppt, projector and other related means;
- ✓ arrange the topic in a presentable way

Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm – up	Discussion about the typical reasons for giving a presentation.	to orient participants to the new topic by asking questions	5 min	Auditory	none
Main part activities	Making a presentation on the given topics	to educate each other, to remember what they have learnt from the module	40 min	group work	computers

	Giving a presentation by the participants	To motivate and The auditory	30 min	Auditory	a computer and a projector
Wrap-up	Reflection and Farewell		5 min.		impressions about the lesson and their feedbacks

Activity 1,2,3 Discussion about the typical reasons for giving a presentation.

Aims: to orient participants to the new topic by asking questions

Time: 80 min.

Materials: readings, ppts, videos and handouts

Procedure

Discussion about the typical reasons for giving a presentation. The trainer will lead the class for the discussion about the presentation they reason and ways of presenting something as an individual or as a group. In fact, in the last two classes with train students to gain skills of presenting and improving their public speech. To increase the capability of working in diverse groups and achieve the overall objectives.

During these 2 days they will and learn all the aforementioned skills and present the topic they would be given at the end of the course which focuses on summarizing the learning of the whole module.



WEEK FIFTEEN

Lesson plan: WORK GROUP

English level: B1 (ESP)

Discipline: English for Specific Purposes

Skills: Reading, writing and vocabulary

Topic:

Duration: 80 min

Lesson objectives:

- participants will present their presentation on the given topic to educate each other, to remember what they have learnt from the module. They will use more examples and go more in depth.
- Developing group discussion skills
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Parts of the lesson	Activities	Aim	Time available	Learning style	Material
Warm – up	Discussion about the typical reasons for giving a presentation.	to orient participants to the new topic by asking questions	5 min	Auditory	none
Main part activities	Making a presentation on the given topics	to educate each other, to remember what they have learnt from the module	40 min	group work	computers
	Giving a presentation by the participants	To motivate and inspire the auditory	30 min	Auditory	A computer and a projector
Wrap-up	Reflection and Farewell		5 min.		impressions about the lesson and their feedbacks

Task 1. Warm-up. Why teach group discussion skills?



Task 2. Write five of these on slips of paper (one per slip) and have a group discussion on a given topic. The aim is to use all of the language on their slips.

e.g. 'Can i just add something here?', 'Sorry I'd just like to clarify something.' etc.

- The students use a phrase, they put the slip in the middle of the table. The other students in the group judge whether the interruption was appropriate / polite. If not, they take the slip back and try again.

*Spreadsheet for students before giving a presentation.

Setting up group discussions

There are several key things to consider when setting up group discussions in the classroom to ensure that they run successfully.

- Give the students some **planning time** either individually or in small groups. Don't just give them the topic and say 'go'! It is often useful to discuss some associated vocabulary or functional language that they might find useful
- **Choose topics** which you are confident your students will find interesting.

- Get them to brainstorm some ideas for discussions they would like to do and use this as a starting point
- **Ensure a balance** between input and practice
- Use a **variety of styles** / types
- **Vary group size** and procedure
Some companies do selection group discussions with very large groups of people – over ten in some cases. If your students will be facing these types of group discussions in the future make sure they get some practice doing them. It can also be useful to mix classes of students so they have practice doing discussions with people they don't already know.
- Encourage **group discussions outside** class time
Give students some extra feedback forms to use to give each other input on how they perform in group discussions outside of class [1].

WRAP-UP: Reflection and Farewell. Students are encouraged to give feedback for a class.

REFERENCES:

[1] <https://www.teachingenglish.org.uk/article/group-discussion-skills>.