DEAF WORKS EVERYWHERE

ADAPTING ACTIVITIES TO DELIVER REMOTE LEARNING

SUPPLEMENTARY GUIDE TO THE DEAF WORKS EVERYWHERE TOOLKIT FOR SENSORY SUPPORT PROFESSIONALS

National Deaf Children's Society

THE CAREERS & ENTERPRISE COMPANY

CONTENTS

INTRODUCTION

As a result of the COVID-19 pandemic, many of us have had to adapt to online working, including teachers, Teachers of the Deaf and students.
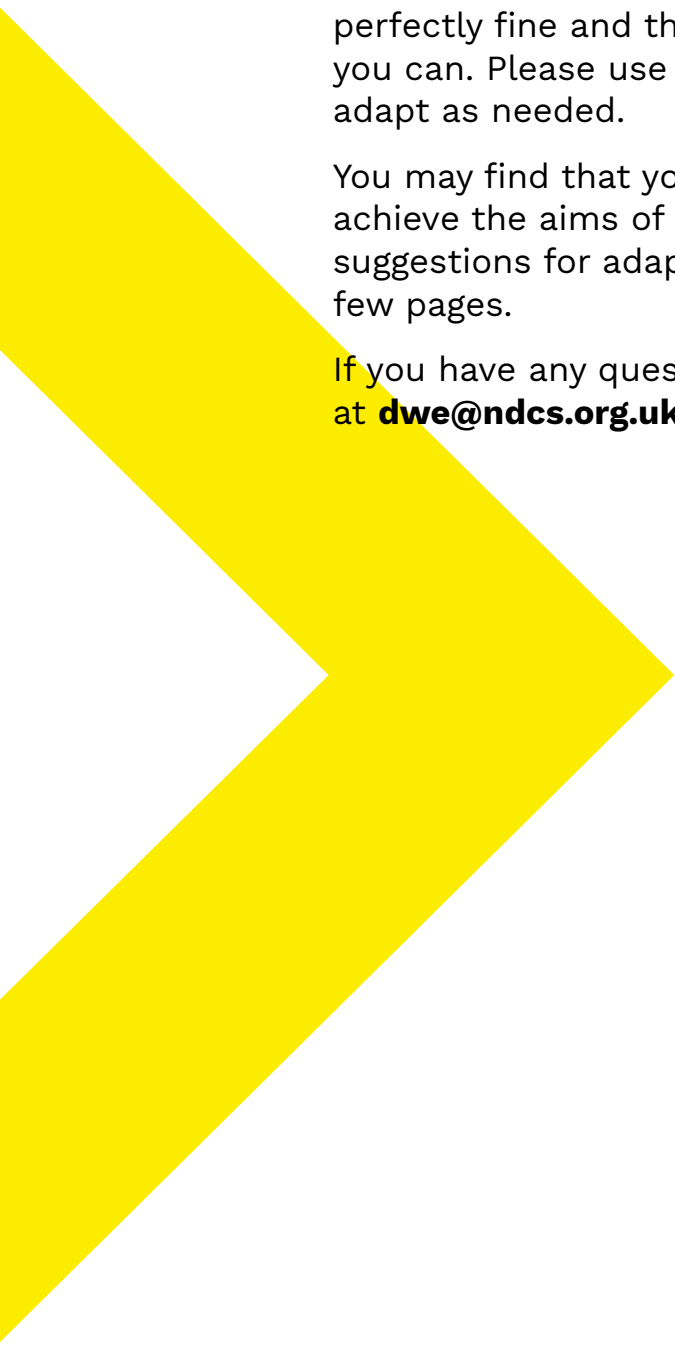
Our Deaf Works Everywhere toolkit is designed for face-to-face delivery and works best in this format. However, the pandemic means there is a need for a more blended approach to learning that may continue long after lockdowns have ended.

This supplementary guide will show you how to adapt the activities in the main toolkit for remote delivery online, as you embed the resource into your local authority. There are also links to the adapted resource materials that you can use to run these sessions, found online at **www.ndcs.org.uk/dwetoolkit** under 'Supplementary resources'. We suggest sending the activity materials to students via a link in the chat box when you start each new activity.

We recommend that you download and familiarise yourself with the main Deaf Works Everywhere toolkit, resources and PowerPoint presentation before reading through this supplementary guide. We also recommend that you complete the e-learning so you are familiar with some of the suggestions made in this guide. All of these resources can be found at **www.ndcs.org.uk/dwetoolkit**.

All schools use different platforms to run online learning, and we encourage you to use the functionality of your particular platform as much as possible. This might include poll functions, breakout rooms, interactive whiteboards or annotate functions, as well as the ever reliable chat box function.

We have provided guidance where appropriate on adapting your activities to different platforms. Timings indicated in lesson activity guides are guidelines only. Depending on what you run, where you run it, and your group dynamic, you may find that activities run a little over or a little under. This is

perfectly fine and the best guidance is to be as flexible as you can. Please use this guidance as a starting point and adapt as needed.

You may find that you already have online resources that could achieve the aims of each lesson plan. If not, take a look at our suggestions for adapting the toolkit activities over the next few pages.

If you have any questions, please don't hesitate to contact us at **dwe@ndcs.org.uk.**

LESSON PLAN 1: INTRODUCTION AND ICEBREAKERS

Activities		Timing	Resources
Icebreaker 1	Number game	10 mins	
Icebreaker 2	Job names game	10 mins	● R 1.2x Job names
Icebreaker 3	Post-its game	10 mins	● Five items
Icebreaker 4	Human bingo	15 mins	

The toolkit includes four icebreakers. Two of these, the job names game and post-its game, can be easily adapted for online delivery:

ICEBREAKER 2
JOB NAMES GAME

13–16/16–25 years   **10 mins**   **Slide 7**   **R 1.2x Job names**

Steps

1 Explain to the group that everyone has to think of a job starting with the first letter of their name.

2 Decide which order the group should go in – for example, alphabetical, or from top to bottom as you see their camera screens.

3 Each young person should say their name plus a job, for example, Doctor Dan or Plumber Priya.

4 The only rule is that there can be no duplicates, no matter how many people there are in the group whose names start with the same letter. If someone can't think of a job, they miss a turn on that round.

5 Keep going until everyone has run out of ideas.

You can use the *Job names* list – supplementary resource 1.2x to help start the activity, or to prompt the group if they run out of ideas. Display this on your own screen, or send a copy to each student before running the activity. You may want to create your own list as more job names are suggested in future sessions.

ICEBREAKER 3
POST-ITS GAME

13–16/16–25 years

10 mins   **Slide 7**   **Five items**

Steps

1 Explain to the group that each person should choose an object, for example, forks, books, pieces of paper, or pens – and gather as many of that object as they can find (up to a maximum of five). Do not tell the group why this number is important.

2 Each person must then tell the group one thing about themselves for each object they have gathered. For example, if they have collected four spoons, they should tell the group four things about themselves. This can be anything they want, including where they live or their favourite food.

3 Decide on an order to move around the group and allow each young person their turn to talk. For example, you may ask them in alphabetical order, or in the order their cameras appear on your screen.

Note: You may want to start this activity by sharing some information about yourself so the group understands how the activity should be played and to help them feel more comfortable.

Adaption to PowerPoint presentation

Slides 8 and 9

Following the icebreaker games, slides 8 and 9 ask some questions to find out what the group knows about particular topics. If you are using a platform that allows you to run polls, we recommend completing these questions as a poll. You could otherwise ask students to vote using a show of hands.

To evaluate how much the students have learned, you could run this quiz again at the end of the lesson, or at the end of the entire workshop delivery schedule.

Slide 10

Slide 10 asks your students if they have thought of a job they would like to do. If you are using a platform that allows you to run a whiteboard or similar, we recommend including some blank slides and asking the students to annotate them, in answer to your questions.

Otherwise you could run this as an informal chat session, or ask the students to write down their answer individually, either as homework or prior to the session to give you some direction on delivering the session. You can also use the chat function.

LESSON PLAN 2: OWN YOUR DEAFNESS

Activities		Timing	Resources
Activity 1	Positives and challenges of deafness	20 mins	None required

This lesson plan includes an activity on the positive and challenging things about being deaf, which can be adapted in a number of ways. The point of this activity is to get the group thinking about what obstacles they may face (and how to overcome them) and to think creatively about the benefits that deafness brings.

ACTIVITY 1 POSITIVES AND CHALLENGES OF BEING DEAF

20 mins **Slide 15** **None required**

Adaptation 1

If your group is large, separate your students into smaller breakout rooms. Ask them to brainstorm their own list of the positives and challenges of being deaf before feeding this back to the wider group. If your group is small, everyone can work together in one virtual room.

- A suggested add-on would be to ask the group/s to choose one of the challenges and create a plan for how this might be overcome.

Adaptation 2

If you have access to whiteboard functionality, you could ask students to write their ideas onto blank slides. You can also use the chat function to ask your students to write their own answers of positive and challenging things about being deaf.

Adaptation 3

On page 28 of the Deaf Works Everywhere main toolkit, there is a list of suggested positives and challenges. Write the items in a random order on a slide or using a whiteboard tool if you have one available. Ask the group to vote by a show of hands which ones are positive, and which ones are challenges. You could also ask individual students to tell you what they think, or ask the students to write their answers in the chat box.

LESSON PLAN 3:
YOUR RIGHTS

Activities		Timing	Resources
Activity 1	Myth busting quiz	10 mins	• R 3.1x Myth busting quiz • R 3.2x Myth busting answers

This lesson plan has one activity, the myth busting quiz. You can run this activity by using slide 21 in the PowerPoint and asking the young people to vote on the answers with a show of hands, or by using the chat function. Or, we have converted this into an interactive document, *Myth busting quiz* – supplementary resource 3.1x for you to use if you prefer.

ACTIVITY 1
MYTH BUSTING QUIZ

13–16/16–25 years

10 mins

Slide 21

R 3.1x Myth busting quiz, R 3.2x Myth busting answers

If you are using the interactive document, please follow the instructions below:

1 Send the quiz questions to your group and ask the students to download and save them onto their computer.

2 Students could complete this individually, or in small groups if you have access to breakout rooms.

3 Run through the quiz by asking your students to mark the answers on their own word documents, or by a show of hands.

4 Run through the answers by displaying them on your computer. There is also a separate document, *Myth busting answers* – supplementary resource 3.2x that you can send to your students after completing the quiz.

This activity can also be run using the poll function if you have access to one.

LESSON PLAN 4: CAREER HOPES AND DREAMS

Activities		Timing	Resources
Activity 1	Strengths, Interests and Personality	20 mins	• R 4.1x Strengths and interests cards • R 4.2x Personality cards • R 4.3x About me • R 4.4x Industry profiles
Activity 2	Chatterbox	15 mins	• R 4.5x Chatterbox

There are two suggested activities for this lesson plan:

1. Strengths, interests and personality
2. Chatterbox

ACTIVITY 1 STRENGTHS, INTERESTS AND PERSONALITY

16–25 years

20 mins

Slides 24 and 25

R 4.1x Strengths and interests cards, R 4.2x Personality cards, R 4.3x About me, R 4.4x Industry profiles

This activity is linked to slides 24 and 25 of the PowerPoint, and can run well with a whiteboard or annotate function if you have access to this. Students could also provide answers in the chat box or during a discussion.

There is also a digital version of this activity in the e-learning module (Lesson plan 4) where you were asked to place strengths, interests and personality traits on Beth the doctor, Yvonne the IT worker and Onur the Uber driver. We suggest adapting the activity in the e-learning module as follows:

1 Using a whiteboard function, or by creating a slide in advance, draw an outline of a person and assign them a job role (eg doctor). Or choose another job role from slides 27–29 of the PowerPoint.

2 Display the *Strengths and interests cards* – supplementary resource 4.1x on your computer or send them to the students in advance.

3 Ask the group (or smaller groups if you are separating into breakout rooms) to choose strengths and interests that would be a good fit with a doctor. They can do this by writing in the chat box, shouting answers out, or by using the annotate/ whiteboard function.

4 Then, using the *Personality cards* – supplementary resource 4.2x, have the group/s choose personality traits that would be a good fit with a doctor. They can do this by writing in the chat box, shouting answers out, or by using the annotate/ whiteboard function.

5 You may also like to choose a job role from slides 27–29 of the PowerPoint and gather some suggestions from the group on strengths, interests and personality traits for that role.

6 Or you could ask the students to research one of the job roles as homework and provide feedback in the next session (if delivery is split across a number of weeks).

Alternatively:

1. Have each person draw an outline of themselves at home on a piece of paper.

2. Using the *Strengths and interests cards* – supplementary resource 4.1x, ask each person to select some strengths and interests that they believe they have, and write them onto the outline of themselves.

3. Then, using the *Personality cards* – supplementary resource 4.2x, ask each person to select some personality traits that they believe they have, and write them onto the outline of themselves.

4. Ask each student (or a selection of students) to describe what they have chosen to the group.

5. This is another activity that can be set as homework if you choose.

A third option, for older groups:

1. Send them the *Strengths and interests cards* – supplementary resource 4.1x, and *Personality cards* – supplementary resource 4.2x. Ask the students to individually highlight strengths and interests, and personality traits, that they feel they have.

2. Ask each student or a selection of students to describe what they have chosen to the group.

We have also created an *About me* sheet – supplementary resource 4.3x that you can send to the students to fill in on their computers. This works much better for older age groups, and also works well as a homework activity to summarise the learning content. There are also *Industry profiles* – supplementary resource 4.4x for you to send to your students.

If the students have printing facilities at home, you can send them the *Chatterbox* – supplementary resource 4.5x to make at home and then ask them to write down some answers to the questions that are listed on the *Chatterbox* resource.

Or, working individually or in small breakout rooms, students can either:

- write down the answers to the questions

- discuss them with others in their group

- discuss them with you and/or the larger group.

LESSON PLAN 5:
BUILD YOUR BRAND

Activities		Timing	Resources
Activity 1	Build a giraffe	20 mins	
Activity 2	Build a tower	20 mins	
Activity 3	Experience counts	20 mins	● R 5.1x Circles

There are three activities in this section. Two of these activities, build a giraffe and build a tower, involve group work, so are not easily adapted online. The aim of these activities is to draw out skills such as communication, teamwork and leadership. Therefore you may consider separating groups into breakout rooms, or working as one group on an activity that will draw these skills out, such as designing a sales pitch. Here is an example of how this activity could be run:

1 Ask the group to come up with a product to sell. If you have access to whiteboard facilities, ask them to draw the product. If not, ask them to consider what they will sell and what it might look like. The group should choose a product and work as a team to present the idea.

2 Ask the group to come up with a description of the product. What does it look like? How much will it sell for? What are its features? How can you buy it?

3 Ask the group to agree on a catchy slogan to sell the product.

4 When the task is complete, you can ask the groups to return to the main room and try to 'sell' their product to others in the group.

5 Ask them to reflect on what happened in the breakout rooms, and draw out the skills they showed when coming up with the products and then selling them.

The third activity in this lesson plan can easily be adapted for remote delivery.

1 Ask the students to draw three large circles on a piece of paper as per the *Circles* supplementary resource – 5.1x, or send students the resource directly.

2 Ask them to consider what their hobbies and interests are, what work experience they have, and what volunteering or community work they have completed.

3 Any that are repeated are drawn in the middle circle between the two larger ones. Any that overlap all three can be written into the interactive text section at the bottom of the page.

4 Then ask the students to look at what they have written, and identify any skills that employers might look for. Explain to your students that they should highlight these when looking for and applying for jobs.

You may also like to revisit and adapt the e-learning module (Lesson plan 5) to use with your students. Do this by creating a list of soft and hard skills. Or use the ones we have suggested in slide 36 of the PowerPoint and ask the students to separate these out into two groups using the whiteboard function, a blank slide, or a show of hands.

LESSON PLAN 6: POST–16 OPTIONS

Activities		Timing	Resources
Activity 1	Going on a journey	15 mins	● PP 39–42
Activity 2	Post-16 options (A)	15 mins	● PP 43–51
	Post-16 options (B)	15 mins	● PP 43–51
Activity 3	Travel the world	10 mins	● PP 53–55
Activity 4	Careers quiz (optional)	5 mins	● R 6.3x Careers quiz and answers PP 57

There are four activities in this section. Going on a journey and travel the world can easily be run with your slides.

ACTIVITY 4 CAREERS QUIZ

5 mins   Slide 57   R 6.3x Careers quiz and answers

13–16/16–25 years

The optional *Careers quiz* – supplementary resource 6.3x can be run with your slides, but we have also converted it into an interactive word document.

- You can send this document to your students, and ask them to download and complete it.

- Or you can ask them to complete the quiz as a group by voting on the answer, similar to the myth busting quiz.

- The answers are provided in supplementary resource 6.3x for you to run through with the group.

ACTIVITY 2 POST–16 OPTIONS (A + B)

15 mins

Slides 43–51

None required

13–16 years

The biggest activity, Post-16 options, aims to show that career journeys can take many forms, and that people can skip steps, repeat steps or take different steps to reach their desired career goal. For this activity, we recommend two adaptations:

1. Asking a parent, guardian, or close family friend about their career journey, and having the student plot it.

2. Have the student write out their thoughts on what their own career plans might be.

You can use the case studies on slide 56 in your PowerPoint presentation as an example of how to plot.

LESSON PLAN 7: SUPPORT AND TECHNOLOGY

Activities		Timing	Resources
Activity 1	Communication support	10 mins	• R 7.1x Communication support list
Activity 2	Technology quiz	5 mins	• R 7.2x Technology quiz • R 7.3x Technology quiz answers
Activity 3	Scenario activity	15 mins	• R 7.5x Scenarios

There are three activities within this lesson plan, and suggested adaptations are:

ACTIVITY 1 COMMUNICATION SUPPORT

13–16/16–25 years

10 mins   **Slide 59**   **R 7.1x Communication support list**

- Slides 60 and 61 in your PowerPoint presentation are animated so you can flash a picture up and have the students guess the answer. We have put the words into *Communication support cards* – supplementary resource 7.1x for you to send to your students as it will be difficult to show both at the same time.

- From the list, flash up the first photo on the slide and ask the students to either shout out or write in the chat box which of the explanations they think match the photo. Repeat until the last photo flashes up.

- You may also like to set this up as a poll function, listing all of the possible answers for them to vote on what the name of each picture might be.

ACTIVITY 2 TECHNOLOGY QUIZ

13–16/16–25 years

5 mins

Slide 64

R 7.2x Technology quiz, R 7.3x Technology quiz answers

- This has been adapted into an interactive online document *Technology quiz* – supplementary resource 7.2x that you can send your students to download and save onto their computers. Or you can run it with the whole group, and ask them to vote on the answers.

- Once the students have marked their answers, you can either email them through the *Technology quiz answers* – supplementary resource 7.3x, or display the answers using slide 64 of the PowerPoint.

ACTIVITY 3 SCENARIO ACTIVITY

16–25 years

15 mins

Slide 65

R 7.5x Support and funding scenarios, R 7.1x Communication support list

We have re-formatted the scenario activity worksheet into an interactive document, *Support and funding scenarios* – supplementary resource 7.5x so your students can write their own answers.

Run this online either in small groups or individually, and ask your students to respond to the various scenarios with what they think they might do. This is another activity that works well as homework and independent research.

LESSON PLAN 8:
CAREERS ACTION PLAN

Activities		Timing	Resources
Activity 1	Action planning	20 mins	● R 8.1x Careers action plan

ACTIVITY 1
## ACTION PLANNING

16–25 years

20 mins

Slides 78-79

R 8.1x Careers action plan

We have created a *Careers action plan* – supplementary resource 8.1x in an interactive and editable format for you to use. Send your students the *Careers action plan* and ask them to fill out their answers on the sheet. This activity is personal to each student, so you may also like them to fill this out as homework.

CONTACT US
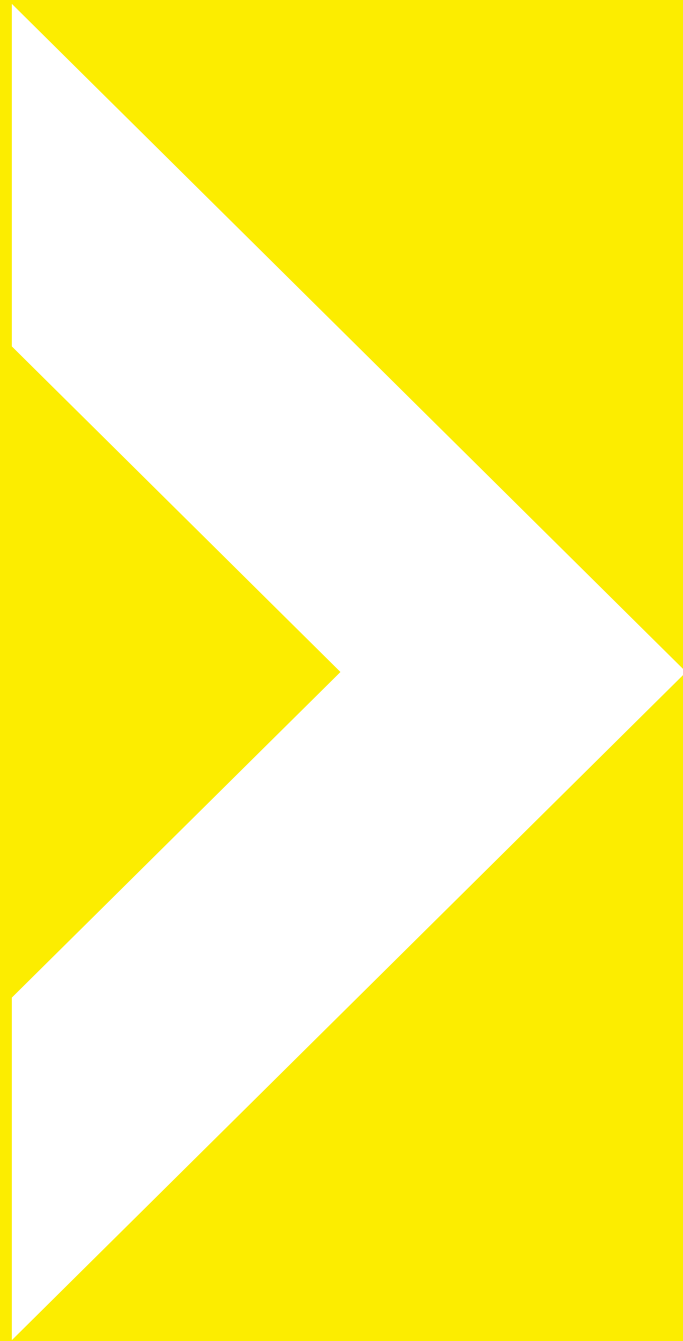
For any questions on this toolkit, including resources available, please contact **dwe@ndcs.org.uk**.

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