



EU PROGRAMME “LIFELONG LEARNING” 2007-2013

Sub-Programme L. DA VINCI TOI

ALL4WELL Project

Report Teachers Meeting

26th of March 2014, Vienna (AT)

Participants

Stefanie Steinbauer	BSVÖ	(AT)	International Cooperation
Sylvia Schindler	BSVÖ Vienna	(AT)	Teacher
Stefanie Sattler	TANDEM Hamburg	(DE)	Managing Direction
Beate Ströhlein	BFW Würzburg	(DE)	Project Manager
Thomas Deharde	agens Berlin (external)	(DE)	Project Manager ¹
Alexandra Tudor	CCGBV Brásov	(RO)	Teacher
Cristiano Sanna	Centro Machiavelli	(IT)	Teacher

Monday 2014 March 24th – BSVÖ Headquarter – Vienna, 9:30 a.m. – 4 p.m.

The Teacher’s Manual

Wellness-Center “LEONARDOS – Wellness for All” (virtual room): could be a real picture or only done by using the icons of our logo, e.g. an icon doing yoga for the yoga class. Mario can provide the single icons from the logo.

The course will work with mobile devices too, so there will be a visual interface. The details are not decided yet (will there be text on the screen, etc.).

Facilities in the Center:

Massage, Wellness (light and sound therapy (for introducing colors)), Beauty Corner, Café, Fitness center, Yoga, Sauna, Solarium, Reception, Offices, Shop, Pool, Therapy, Kids Corner, Parking Space, Elevator, Hallway, Toilets, Dressing Rooms, Terrace, Park (Fountain, benches, plants etc.), Customer Service (with Psychologist), Bus stop, Library

Documents

Price list

Flyer with special offers

Main Characters

Narrator (in national language)

Michael Hardy, American physiotherapist

Maybe a grumpy janitor (at the end of a lesson)

Chapters

There should be no progression; the learner can chose which chapter he/she wants to do first. There is an evaluation from ELLVIS, which Thomas will send out. Nobody complained about the length.

Switching from formal to informal conversation should be included.

¹ External expert invited by UICIFI

Manuals and Qualification Framework

A short summary of every chapter (content, exercises) and a more detailed description for each chapter (details about content, competence acquired, vocabulary, etc.) should be given as in the ELLVIS manual. For the teachers manual we can go into more detail when describing the content and the acquired competences. The structure will be the same as in ELLVIS. There has to be additional information for the teacher also in regard of the exercises: additional exercises the teacher could do in the classroom, like role-plays.

The Qualification Framework is a summary that describes the general goals of the course and can be done in the end. The Teachers Manuals should be finished first.

Possible Exercises

Multiple choice, drag-and-drop (find pairs, fill the gap), listen to a dialogue, record your own voice, calling somebody, listen to numbers. So far there is no text input or output. The same type of activity has the same design. Other exercises can be scripted.

Thomas: will send out a description of the exercises already used in ELLVIS.

Cristiano: the reconstruction of a text could be a good exercise. Also, we could give a set of words and students have to make a phrase out of them.

Thomas: there is a limit of 10 lines per dialogue

Materials and Design

Different flyers etc. for sighted and VI people? E.g. using color, decoration, pictures?

Design as a motivational aspect of the whole story?

The Units

1. Introduction

Narrator introduces Mario in national language

2. Introducing yourself

Introduce yourself to an English speaking patient

Mentioning the disability (e.g. Are you here already? → Beate and Steffi St will provide examples)

3. Giving directions and Smalltalk

Patient asks for directions

Smalltalk while accompanying the patient

Giving directions to other facilities (Shop, Pool, etc.) avoiding “here”, “there”, etc. → examples from VET4VIP

Exercise: Find your way through the virtual spa

4. Numbers, Spelling, Telephone Conversation

Making appointments on the phone
Spelling the patient's name
Introducing the guide dog

5. Money

A client buying a voucher: prices, special offers, reductions, percentages, trying to negotiate

6. Body Parts

Body parts and general movements introduced in a Yoga class

Exercises: find the components of the body, describe possible movements, match the English word with the English description, etc.

Additional material: nursery rhyme

7. Talking to the patient

Past Tense
Finding out about the patients injuries/pain
Patient talking about previous illnesses/injuries

8. The treatment

Different forms of treatments and agreeing on one treatment
The actual treatment

9. Chatting with a colleague

Lunch in the Cafeteria with an English speaking colleague, talking about what they did (in the previous units) → *input from massage schools/professionals*

10. New client

Dealing with an older female client who is getting a massage for the first time
Michael asking if he had a massage before and explaining how it usually works
Getting dressed/undressed
Repeating handicap related vocabulary
Making the client feel comfortable
Respecting personal boundaries

11. Taking leave

Future Tense
Taking leave from a patient, making a new appointment

12. Results

Two patients taking a walk in the center and talking about the massages they got and about the therapist
Repetition of body parts, movements, treatments, etc.

Vocabulary will be presented either at the beginning or the end of each chapter (probably by the narrator).

Hospitality Module for MOLLVIS

For the tourism and wellness sector

Thomas: we could set the scene in a hotel with spa-facilities to reuse parts from All4Well. Romania is responsible for the development. It should be ready by the beginning of next year.

Beate: maybe a group of people who are staying in the hotel for a conference and who would like to spend some free time in the spa.

Steffi S: we could use parts from the conversation at the reception, the cafeteria and from the module “The new client” (making the client feel welcome).

Sound files and Characters

Once the script is finalized, we will start creating the sound files.

Speakers: 1 narrator for each national language (male or female), main character (English speaking male with American accent), a colleague (female), 2 patients (1 male, 1 female, different accent) and maybe one janitor (German).

Tandem is responsible for creating the sound files. If we work with non-native English speakers, we have to describe in the teachers manual why we are doing this (because it is not about learning English for an English speaking country, etc.). 25 man-days are calculated for the production of the sound files. For Tandem it is 40 days.

For “instruction”, “help” and “orientation” we will use text-to-speech software, so we won’t have to record it. The less people we have for recording, the better, since they have to be available for possible further recordings in the future.

There is an open source sound library online which we could use for the background sounds. Thomas could create some music.

Timeframe

The final version of the manuals should be done by the end of July. Programming starts in June and should be done by October. The intermediate report is also due in October, so we need documentation by then (Framework, technical manual, teachers manual and the course the way it is at that time). A first draft should be ready by the end of May. The whole course has to be finalized by the end of December. Testing starts in November among the partners.

Thomas: the course can be introduced within the network of the language schools, like a train-the-trainers class within the institutions. The national agency always likes to see such transfer. It would be great if other institutions would start using it.

TO DO

Tandem, Centro Machiavelli and **CCG Brasov** script the modules. Lead partner for WP 2 (transfer from ELLVIS to All4Well) is Tandem Hamburg. Tandem is mainly responsible for writing the teachers manual. Centro Machiavelli is only helping with the scripting.

Beate and **Steffi ST** will comment on the draft from the language schools and try to work in additional exercises, etc.

Beate and **Steffi ST** will provide examples on how to introduce the disability of the therapist.

Beate describes the virtual room and provides documents, books, etc. on moddle.

Beate writes a first draft of the Qualification Framework until the end of April and sends it out for comments. The final Framework should be finalized by the middle of May.

Language schools provide input for the chapter “Giving directions” (“Wo ist da?”) and for the conversation between therapist and patient.

Dana und *Alexandra* will work on the vocabulary from the national reports.

Steffi ST provides input for the Yoga Class-Chapter.

Steffi SA divides the exercises among the modules.

Thomas will send out a description of the exercises already used in ELLVIS and the evaluation from ELLVIS.

Vienna, 31st March 2014

Stefanie Steinbauer