

## 1. Checklist of documents

- List of key words
- Key messages.

## 2. Checklist of equipment

- Tablets / computers
- Head phones
- Notebook and pen.

## 3. Group discussion opportunities to prepare for

Topics with interactive sections		Suggested instruction and mentor's planning notes
<b>Lesson one: What are assistive products?</b>		
<b>Topic one: Assistive products and how they support people</b>	<p><i>(After watching the videos of people sharing how they use assistive products in their daily lives)</i></p> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>• What types of assistive products did you see people using in the videos?</li> <li>• What difference do the assistive products make in their lives?</li> </ul>	
	<p><i>(After information about different assistive products)</i></p> <p><b>Discussion</b></p> <p>Do you have examples of how any of the assistive products introduced in this topic have helped you or people that you know? What about other assistive products? Share examples with each other if you are in a group.</p>	
<b>Topic two: The people who use assistive products</b>	<p><i>(At the end of topic 2, which is the last topic in the lesson)</i></p> <p><b>Discussion forum</b></p> <p>Introduce yourself and where you are from. Share whether you use assistive products yourself, and/or why you are completing this module.</p>	Decide if you will use the discussion forum or a local message group

Topics with interactive sections		Suggested instruction and mentor's planning notes
<b>Lesson two: Who is involved in providing assistive products?</b>		
<b>Topic one: Different roles in assistive product provision</b>		<p>At the end of this lesson, it is suggested that mentors have a short discussion with learners to clarify <b>their role in assistive product provision</b>.</p> <p>This is particularly useful for learners who are going to have an active role in either or both:</p> <ul style="list-style-type: none"> <li>• Identifying and referring</li> <li>• Providing simple assistive products.</li> </ul>
<b>Lesson four: Considerations in providing assistive products</b>		
<b>Topic two: Supporting people to use assistive products in the community</b>	<p><b>Question</b></p> <p>1. What barriers to participation did Lei face?</p> <p><b>Click to see answers</b></p> <ul style="list-style-type: none"> <li>• Lei faced:</li> <li>• Physical barriers (she found it hard to get into the bus)</li> <li>• Attitude barriers (the women at the market excluded Lei from their conversations and activities).</li> </ul> <p>2. How were they overcome? What role did different people play?</p> <p><b>Click to see answers</b></p> <ul style="list-style-type: none"> <li>• Barriers were overcome with the support of people in her community:</li> <li>• The bus driver helped Lei to overcome physical barriers by making a portable step, so that she could get on and off the bus.</li> <li>• Lei's friend supported her to talk to the other women, so that they understood that Lei can still take part in their conversations and activities.</li> </ul>	<p>This is a question in the module. However, as it is right at the end of Lesson four, mentors could choose to make this a discussion session.</p>