

## **UNIT 4. THE PROFESSION**

### **Tasks**

The questionnaire and tasks proposed below are just a recommendation. Trainers are free to implement them as they consider best.

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## Questionnaire

1. Where does work management take place?
  - a) Within an organization.
  - b) Within a project.
  - c) Both a and b.
  - d) None of the above.
  
2. What is scheduling?
  - a) Communication flow between a validator and a facilitator.
  - b) Managing individual and team workflows and workload.
  - c) Assigning order and specific dates to a plan.
  - d) None of the above.
  
3. What does a project manager need?
  - a) Just a full inside into the phases, tasks, and progress.
  - b) Just good project management tools.
  - c) An expensive business suit.
  - d) Full inside into the phases, tasks and progress, and good project management tools.



4. Which one of the following should be considered as the key to successful validation?
- a) Legal capability.
  - b) Reading literacy.
  - c) Frustration.
  - d) Communication.
5. What kind of sentences should a facilitator use while working with a validator?
- a) Loud and short.
  - b) Simple and long.
  - c) Simple and short.
  - d) The facilitator should not speak.
6. Why is important that certain information from a validation session stays confidential?
- a) Validation sessions are illegal.
  - b) It is not good to provide authors with too detailed feedback.
  - c) People sometimes share their personal information and stories.
  - d) Keeping secrets brings facilitators and validators closer together.



7. Which of the following questions is likely to bring useful information about the comprehension of the text?
- a) Did you understand what we just read?
  - b) Was this sentence too difficult for you?
  - c) Can you, please, describe what happened to the man in the end?
  - d) Did you like this piece of information?
8. Why reading the text out loud in the validation process can be useful?
- a) Hard to read words could be identified.
  - b) It is a fun experience.
  - c) Validators like reading out loud.
  - d) Reading the text out loud is never useful.
9. Which of the following is beneficial when communicating with validators and end-users?
- a) Speaking very loudly.
  - b) Making people answer your questions within seconds.
  - c) Flaunting a new outfit.
  - d) Using real-life examples.

10. What do we call communicators, folders with pictograms or a related low or high technology devices?

- a) Computer technology.
- b) Augmentative or alternative communication devices/tools.
- c) Communication interface.
- d) Nuisance.

11. What kind of location is optimal for validation sessions?

- a) Quiet, known, and comfortable.
- b) Busy, flashy, and expensive.
- c) Only libraries are adequate locations for validation sessions.
- d) Quiet, exciting, and modern.

12. End-users that take part in the process of preparing/publishing Easy-to read materials, are usually called:

- a) Beginning-users.
- b) Validators.
- c) Supervisors.
- d) Participants.



## Questionnaire answer key

1. c
2. c
3. d
4. d
5. c
6. c
7. c
8. a
9. d
10. b
11. a
12. b



## Element 1. Personal skills

### Task 1.1. Key elements of personal skills

#### Aim:

- To identify different profiles and key personal skills for professionals working in the field of Easy-to-understand language.

**Grouping:** Individual, in pairs, or in groups (maximum number of persons per group: 4).

**Approximate timing:** 30 minutes.

**Material and preparation needed:** No specific materials needed.

#### Development:

1. Learners are asked to make a list of 3-5 of the personal skills that different professional profiles, e.g., a facilitator, an adapter/translator (author), audio describer, benefit from. Are there any common skills?
2. Learners are asked to rank the personal skills for each profile from the least to the most important.
3. Whole-class discussion about the results of each individual/group.



## Task 1.2. Tools for time and work management

### Aim:

- To identify time and work management tools for different professional profiles, e.g., a facilitator, an adapter/translator (author), audio describer, etc.

**Grouping:** Individual, in pairs, or in groups (maximum number of persons per group: 4).

**Approximate timing:** 30 minutes.

**Material and preparation needed:** No specific materials needed.

### Development:

1. Learners are asked to make a list of 3-5 of the tools that different professional profiles, e.g., a facilitator, an adapter/translator (author), audio describer, benefit from. Which tools are common to all the profiles?
2. Learners are asked to assign the most important attribute to each tool.
3. Whole-class discussion about the results of each individual/group.





## **Task 1.3. Validators: a true profession**

### **Aim:**

- To discuss the inclusive methodology and role of the validators.

**Grouping:** In pairs.

**Approximate timing:** 30 minutes.

**Material and preparation needed:** No specific materials needed.

### **Development:**

1. Learners are asked to make a short description of the role of the validators in the process of preparing and publishing Easy-to-understand information.
2. From the description of the role, learners are asked to identify and discuss the inclusive aspects of the Easy-to-understand language methodology.
3. Learners are asked to discuss the necessity of the validators' inclusion in the process. One person from the pair explains why their contribution is essential. The other person tries to find the reasons why the contribution would not be essential.
4. Class discussion of the role of the validators in the process of preparing and publishing Easy-to-understand information. The trainer writes the conclusions on the board.



## Element 2. Interpersonal skills

### Task 2.1. Key elements of interpersonal skills

#### Aim:

- To identify different profiles and key interpersonal skills for professionals working in the field of Easy-to-understand language.

**Grouping:** Individual, in pairs, or in groups (maximum number of persons per group: 4).

**Approximate timing:** 30 minutes.

**Material and preparation needed:** No specific materials needed.

#### Development:

1. Learners are asked to assign the most important interpersonal skills to different professional profiles, e.g., a facilitator, an adapter/translator (author), audio describer, etc. Which skills are common?
2. Learners are asked to discuss which professional role is the most dependent on the interpersonal skills and which are those skills.
3. Whole-class discussion about the results of each individual/group.



## Task 2.2. Working with diverse users

### Aim:

- To identify target groups of Easy-to-understand language and discuss similarities and differences in their needs.

**Grouping:** In groups (maximum number of persons per group: 4).

**Approximate timing:** 45 minutes.

**Material and preparation needed:** No specific materials needed.

### Development:

1. Each group is asked to choose two specific target groups of Easy-to-understand language, e.g., people with intellectual disabilities, elderly, immigrants, people who survived stroke, etc. Learners discuss what needs as regards the language the two groups have in common, followed by discussion of differences.
2. Each group is asked to share the findings with the class. The trainer writes the findings on the board.
3. The class discusses the findings, identifying the needs that are common to the target groups.



## Task 2.3. Organizations and stakeholders

### Aims:

- To identify organizations and stakeholders in the process of preparing and publishing Easy-to-understand information and to define their roles.
- To establish the process of preparing and publishing Easy-to-understand information.

**Grouping:** In pairs or groups.

**Approximate timing:** 60 minutes.

**Material and preparation needed:** Handouts.

### Development:

1. Learners are divided into pairs/groups and asked to list different organizations/stakeholders in the process of preparing and publishing Easy-to-understand information.
2. Pairs report their lists. The trainer writes the organizations and stakeholders on the board.
3. Based on the list of the organizations and stakeholders, the class establishes, defines, and names stages of the process of preparing and publishing Easy-to-understand information. The trainer draws the map/chart/timeline of the process on the board.
4. The pairs/groups are asked to fill out the handouts: write down the phases and assign stakeholders to each of the phase.

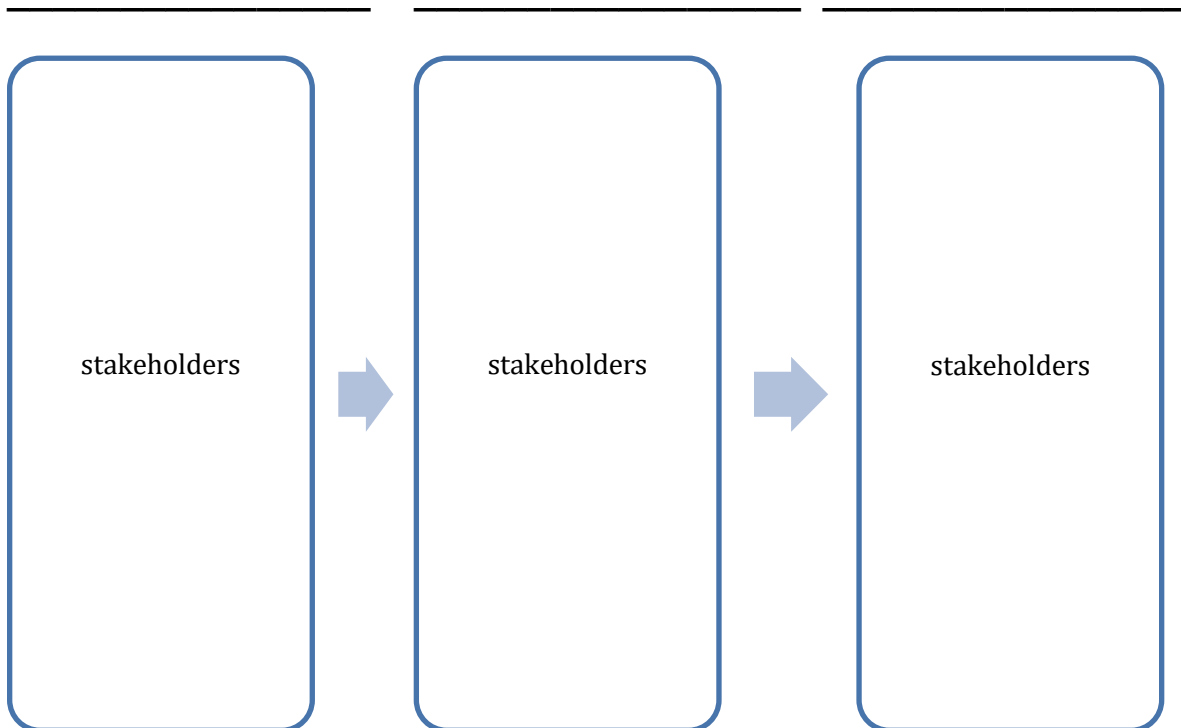


## Learner handout

Phase of the process:

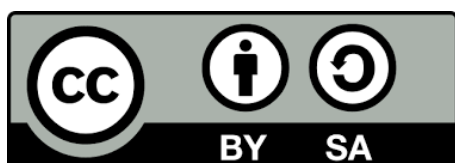
Phase of the process:

Phase of the process:



**Copyright and disclaimer:** The project EASIT has received funding from the European Commission under the Erasmus+ Strategic Partnerships for Higher Education programme, grant agreement 2018-1-ES01-KA203-05275.

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