



## Module 1

### Unit 6

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## Module 1

### Unit 6: Audience

#### Task 1: Multiple choice<sup>1</sup>

##### Question 1

Currently, approximately 250 million people worldwide suffer from a form of sight loss. According to the WHO, these numbers could triple due to:

- a) worldwide population growth.
- b) worldwide population growth and poor health and hygiene conditions.
- c) worldwide population growth and ageing-
- d) worldwide population growth, ageing and poor health and hygiene conditions.

##### Question 2

The typical primary target audience member:

- a) is born blind, so AD first and foremost has to cater for people who were born blind.
- b) became blind later in life, so AD has to focus on this target group, because they still have a visual memory.
- c) is partially sighted, so AD has to be based on this group, meaning that not everything needs to be described because the members of this group still have some residual vision.
- d) there is no typical primary target audience member, so the AD will have to be some kind of 'golden' mean that will never be golden for everyone.

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<sup>1</sup> The responses are based on the ADLAB PRO core videos. Only one answer is correct.

### Question 3

Older people are part of the secondary target audience because

- a) their eyesight and cognitive capacities tend to decrease as they become older.
- b) their cognitive capacities tend to decrease as they become older.
- c) their eyesight tends to decrease as they become older.
- d) none of the above. Older people are not part of the secondary target audience of audio description.

### Question 4

Explicit audio descriptions of emotions and contextualisation of actions, are particularly useful for

- a) the primary audience, i.e. persons with any form of sight loss.
- b) younger people, because they are still working on their social skills.
- c) older people, because their cognitive capacities decrease and they need this particular information to follow the story.
- d) people suffering from autism, because they have difficulties interpreting emotions and actions because of their impairment.

### Question 5

The largest group within the primary target audience, are

- a) people who were born blind.
- b) people who became blind later in life.
- c) people with moderate or severe sight loss.
- d) none of the above. The largest group within the primary target audience are sighted people who 'watch' television whilst performing other tasks.

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#### Task 2

##### Aim(s):

- Learners get an overview of available information on sight loss, both generally and within the field of audio description

**Grouping:** individual or pairs.

**Approximate timing:** 60 minutes.

##### Material and preparation needed:

- Trainers perform a web search and library search to find relevant sources containing information on sight loss.
- Optionally: trainers create a bibliography in an application such as Zotero, EndNote, etc. where learners can bring all the information together.

##### Development:

1. Learners perform a web search and a library search, in order to find sources that contain information on: a) different types of sight loss, b) number of people suffering from sight loss both worldwide and locally.
2. Learners present their findings to the rest of the group.
3. Together with the trainer, learners create a bibliography – either in an online document or in an application such as Zotero, EndNote, etc. – where all the references are stored.

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#### Task 3

##### Aim(s):

- Learners know the characteristics of the different types of sight loss.
- Learners can explain why these different groups of the primary target audience can benefit from AD.

**Grouping:** groups of 2 or 3.

**Approximate timing:** 60 minutes.

##### Material and preparation needed:

- The bibliography or reference list created in Task 2.

##### Development:

1. Learners are divided into groups of 2 or 3, and each group gets assigned one particular type of sight loss.
2. Learners look up information on 'their' type of sight loss and prepare a presentation.
3. The groups present their presentations to the rest of the class.
4. Finally (and optionally), the different groups can be asked to write a short report on the type of sight loss they studied and all reports – and the presentations – can be brought together in an online repository system (e.g. Google Docs).

### **Additional comments:**

Alternatively or additionally, the trainer can invite one or more persons with sight loss and organise a guest lecture on the topic. This could be combined with the learners' presentations (in that case, count approximately 2 hours).



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#### Task 4

##### Aim(s):

- Learners know why AD can be useful and important for secondary audiences.

**Grouping:** groups of 2 or 3.

**Approximate timing:** 60 minutes.

##### Material and preparation needed:

- Trainers perform a web search and library search to find relevant sources containing information on sight loss.
- Optionally, they can use the bibliography created for Task 2 (or create one).

##### Development:

1. Learners perform a web search and a library search, in order to find sources that contain information on the secondary audience of AD.
2. Learners present their findings to the rest of the group.
3. Together with the trainer, learners enter the new references in the bibliography that was created earlier, or they create one (Google Docs, Zotero, EndNote,...) if they did not do so yet.

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#### Task 5

**Aim(s):** Learners know what specific elements in an audio described product are useful for different secondary audiences.

**Grouping:** groups of 2 or 3.

**Approximate timing:** 45 minutes.

**Material and preparation needed:**

- Different audio described video clips in the learners' mother tongue.
- Analysis Table (Handout).

**Development:**

1. Every group receives an audio described video clip and a specific secondary target audience (e.g. educational => children; facial expressions => people with autism; complex plot => older people), and based on the results of the previous task, analyse it in terms of content that can be useful for their target audience.
2. They present their findings to the rest of the group.
3. Finally, a list or table is made that mentions the different types of content that are important for different secondary target audiences (ideally with examples).





## **Module 1**

### **Unit 6: Audience**

#### **Task 6**

##### **Aim(s):**

- Learners can create audio descriptions that are specifically tailored to the needs of the secondary audience.

**Grouping:** groups of 2 or 3.

**Approximate timing:** 2 hours 30 minutes.

##### **Material and preparation needed:**

- Various clips without audio description in the learners' mother tongue (different types, e.g. educational materials, clips with many facial expressions, clips with complicated plots, scene changes, etc.).

##### **Development:**

1. Every group receives one clip and creates an audio description for the target audience associated with it (e.g. educational => children; facial expressions => people with autism; complex plot => older people).
2. The groups present their audio descriptions to the other as a basis for a class discussion.

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