

GRUNDTVIG MULTILATERAL PROGRAMME



**INTERGENERATIONAL
KNOWLEDGE EXCHANGE**

INTERGEN – SHARING KNOWLEDGE BETWEEN VISUALLY IMPAIRED PEOPLE

SKILLS HANDBOOK



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1. INTRODUCTION TO THE INTERGEN PROJECT

Grundtvig Multilateral projects are part of the Long Life Learning program of the European Commission; *they* aim at supporting the development of innovative approaches in education and adult training.

Over the period 2008 – 2010, the “INTERGEN” Grundtvig Multilateral project is carried out by a partnership made up of 6 organizations specialized in visual impairment and teaching issues:

- The European Blind Union – EBU (France),
- The Italian Union of the Blind and Partially Sighted - ONLUS,
- The Institute for Research, Training and Rehabilitation - I.Ri.Fo.R. (Italy)
- The Turkish Federation of the Blind
- The ‘Six Dots’ Foundation of the Blind (Turkey)
- The German Federation of the Blind and Partially Sighted - DBSV

The INTERGEN project aims at developing intergenerational workshops called “INTERGEN workshops” for the transmission of knowledge and know-how between blind or partially-sighted young and elderly people.

Each generation has its know-how but must also deal with specific obstacles:

- While for blind or partially-sighted seniors, not mastering new technologies and new communication tools (Internet, software, mobile phones) is an exclusion factor in our digital societies, these persons have developed know-how which enables them to carry out daily life activities and gestures in an autonomous way (e.g. cooking, using domestic appliances, raising children, etc).
- The young blind or partially-sighted on the other hand, even though they can make good use of new technologies, are also confronted with many obstacles and uncertainties in the conquest of their autonomy. In fact, they often push

back the moment when they will have to face alone the tasks of daily life: shopping, dealing with their mail, etc

The project therefore intends:

- to test INTERGEN workshops in the country of each partner,
- to model workshop methodology, contents and supports...
- ... so that they can be widely disseminated and benefit as many people as possible.

The INTERGEN partnership conducted several intergenerational workshops which enabled:

- To identify informal skills, know-how and practical tips displayed by the young and the elderly in the use of new technologies and in daily life
- To create the conditions for a cross-generation transfer of this knowledge and skills
- To allow for the development of intergenerational and solidarity links between the young and elderly blind and partially sighted and to fight their isolation.

The experimental workshops made it possible to model the INTERGEN teaching methodology through a shared collective approach, and by building on the diversity of partners running their activities in specific economic and cultural contexts.

INTERGEN teaching material is comprised of two handbooks:

- **“Workshop facilitation and organisation”**
- **“Skills handbook”**

2. HOW TO USE THIS HANDBOOK

The “Skills handbook” is a support tool for conducting INTERGEN workshops and is to be used together with the handbook “Workshop facilitation and organisation”. It aims at enabling facilitators to make proposals as well as to clarify and enhance the skill transfers which will take place during workshops.

To fulfill this aim, the handbook lists a series of skills where the steps enabling transfer from one VI person/group to another have been tested, analysed and built upon so that they can be widely disseminated.

Attention is drawn on the fact that the “Skill improvement forms” included in this handbook should not be seen as a recipe to follow to the letter to but rather as a set of clues to support INTERGEN workshops facilitators and participants when needed. Skills not mentioned in the handbook should not be left out but integrated if and when they arise during the course of the workshop.

Here are a few examples of situations where the “Skills handbook” can be useful:

- During the workshop preparation stage, once the participants have been selected and the skills to be shared identified through the “preliminary questionnaire”¹, the facilitator(s) can select the main skills to focus on with the help of the handbook, become familiar with the skills through the “skill improvement forms” and arrange the required equipment;
- It can be used as a reference framework by “skills providers” to make sure that they share consistent and comprehensive information with their peers when explaining a specific type of skills (abstracts of “skill improvement forms” can be provided to participants before the workshop);
- When participants find it difficult to share with and transfer to their peers a skill included in the “Skills handbook”, the “skill improvement form” can provide facilitator(s) with helpful material.

¹ Cf “Workshop organisation and facilitation” handbook

3. HANDBOOK ARCHITECTURE

This handbook consists of:

- **An introduction to the meaning and significance of visual impairment (VI).** This part is particularly dedicated to readers and facilitators who know little or nothing of what sight loss means, and what is the “world” in which blind or visual impaired people operate with their specific needs and difficulties.
- **Definitions:** this part provides a general background about formal and informal learning and the concepts upon which it is based.
- **A series of “skill improvement forms in new technologies”**

Each “skill improvement form” is structured as follows:

- **Type of skill :** there are 3 types of skill
 - Using DAISY *(11 forms)*
 - Using mobile phones *(5 forms)*
 - Using Internet *(10 form)*
- **Title of the skill**
- **Added value:** what improvement in mastering new technologies the acquisition of this skill will bring to the VI person
- **Prerequisite:** the equipment and/or abilities that the person should be able to mobilize in order to tackle the skill
- **Technical description:** the general structure and functions of the equipment and/or parts of the equipment (buttons, software) that will be used to perform the task
- **Task description:** the chronological sequence of tasks that have to be performed in order to get the expected service from the equipment (the results). It describes the interactions between the person and the electronic machine.

➤ **A series of “skill improvement forms in daily life management”**

Each “skill improvement form” is structured as follows:

- **Type of skills** : there are 4 types of skills
 - Preparing food and drink (*6 forms*)
 - Organising daily life (*5 forms*)
 - Child care (*2 forms*)
 - Personal care (*2 forms*)
- **Title of the skill**
- **Added value**: the improvement in daily life management that the acquisition of this skill will provide to the VI person
- **Prerequisite**: the equipment, abilities and/or attitude that the person should be able to mobilize and adopt in order to tackle the skill
- **Task description**: the chronological sequence of tasks to be performed, with some recommendations and tips to help carry them out.

4. ABOUT VISUAL IMPAIRMENT

The term "people with sight loss" covers a full range of people who have incurable sight loss.

The definitions of blindness and partial sight vary between European member states, as well as registration criteria and mechanisms. However, to give a general idea: doctors (ophthalmologists) in several European countries establish whether someone can be registered as blind or partially sighted on the following basis:

- A person can register as blind if he or she can only read the top letter of the optician's eye chart from three metres or less.
- A person can register as partially sighted if he or she can only read the top letter of the chart from six metres or less.

Some people are born with sight problems whilst others may inherit an eye condition, such as retinitis pigmentosa, which gets gradually worse as they get older. Some people may lose their sight as the result of an accident, whilst illnesses such as diabetic retinopathy can lead to an eye condition.

Blindness and partial sight are closely associated with old age, and as people live longer the number of people with a visual impairment is bound to increase. Nearly 90% of all blind and partially sighted people in Europe are over the age of 60, and two thirds are over the age of 65. Older people losing their sight may have additional health problems such as hearing loss or mobility problems. They find it more difficult to learn new ways to cope with daily tasks and are less likely to have the opportunity to go on rehabilitation programmes or register as disabled, because they feel it is 'just part of growing old.' While new technologies could make their life easier, elderly blind and partially sighted people tend to ignore them. Agencies providing services to older people may have low awareness of sight problems and assistive technologies. Consequently older people may be less aware of the support services available to them, and are at increased risk of isolation.

Gaining independence is the key to the full inclusion of young visually impaired people in our society. It is therefore vital for young blind and partially sighted people to acquire daily living skills on an ongoing basis. Unfortunately, being raised in a family with sighted members can reduce their need to learn certain techniques and actions which would facilitate independence at a later stage. Despite improvements offered by new technologies, younger generations lack the practical experience accumulated by their older peers which would allow them to achieve independence serenely.

5. DEFINITIONS

In order to organise intergenerational workshops for the transmission of skills and know-how between blind or partially-sighted juniors and seniors, it is necessary to agree on the definition of concepts which often show slight or even marked differences within the education and training community.

The INTERGEN project partners agreed on the following definitions:

5.1. FORMAL, NON FORMAL AND INFORMAL LEARNING

➤ ***Formal learning:***

The hierarchically structured “learning system” which runs chronologically from primary through tertiary education and includes, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.

➤ ***Non-formal learning:***

Any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - intended to serve identifiable learning clienteles and learning objectives.

Such learning may result from the individual’s initiative but also happens as a by-product of more organised activities, whether or not the activities themselves have learning objectives.

➤ **Informal learning:**

The truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and from educative influences and resources in his or her environment - from family and neighbors, from work and play, from the market place, the library and the mass media. Informal learning is never organised, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. It is often referred to as learning by experience or just as experience. The idea is that by merely existing individuals are constantly exposed to learning situations, be it at work, at home or during leisure time.

INTERGEN workshops enable to identify knowledge and skills developed by young and elderly visually impaired adults through informal learning and to share and transfer them via an innovative non-formal learning approach..

5.2. KNOWLEDGE, SKILL, KNOW-HOW AND EXPERIENCE

➤ **Knowledge**

“Knowledge” is defined as:

- expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a given subject;
- what is known in a specific field or in general; facts and information or awareness or familiarity gained through experience of a fact or situation.

➤ **Skill**

A “skill” is defined as the ability to carry out managerial or technical tasks. Managerial and technical skills are the components of competences; they are the core abilities which make up a competence.

➤ **Know-how**

“Know-how” refers to knowledge of the means through which a task can be performed. It is different from knowledge in the sense that it can be directly applied to a task. Know-how in problem-solving is different from knowledge about problem resolution. Know-how is work-specific; thus it tends to be less general than knowledge.

➤ **Experience**

Experience is knowledge acquired by practice.

INTERGEN workshops, as a non-formal learning methodology, enable the sharing and transfer of knowledge, skills and know-how acquired through experience and informal learning.

6. SKILL IMPROVEMENT FORMS IN NEW TECHNOLOGIES

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

*Getting started:
First steps into DAISY*

ADDED VALUE

- Getting the player connected,
- Exploring the player's physical layout
- Familiarisation with the various key functions

PREREQUISITE

Users need to have a DAISY player. There is a wide range of products available on the market. For INTERGEN workshops the Plectalk PTN1 and the Victor Reader Stream were used. Note that the tasks described below refer to the PTN1

TECHNICAL DESCRIPTION

PTN1: The PTN1 is a digital talking book player which plays audio books and music recorded on CDs or MP3CDs in the international DAISY format. Its simple and durable design makes it suitable for blind or partially sighted elderly users,. The PTN1 is battery-operated and has a built-in voice guide. Recharge time is 4 hours. Playback time is 5 hours for DAISY CDs and 2,5 hours for Music CDs.

The sound output is through headphone (Stereo) or internal speaker (monaural). The PTN1 is rectangular in shape. Its top surface slopes down from the back to the front. The speaker grille is located on the top right hand corner of the player's face. Sound reproduction of the PTN1 via the speaker is good and vibrant. The PTN1 has 18 keys for various functions. The layout of the keys is clear and logical.

In these tasks the **Power ON/OFF** key will be used. It is a round, depressed button below the speaker grille on the right side of the player.

Victor Reader Stream: The Victor Reader Stream is a portable DAISY player. Like the PTN1 it provides access to a wide range of audio file formats. Its in-built synthetic speech enables users to have access to text and HTML files. The player is powered by a rechargeable battery, has a tiny speaker, in-built microphone and sockets for headphones and external microphone.

Note that all tasks described in this handbook refer to the PTN1.

TASK DESCRIPTION

No	Tasks	Results
1	Plug the thin end of the power cord into the AC jack on the back of the player and plug the power plug on the end of the cord into the wall socket.	The player is now connected to a power outlet and is ready for use.
2	Press and hold the Power ON/Off button on the right side of the PTN's face for 2 seconds.	The player is turned on as soon as you hear a musical theme followed by the announcement 'No disc'.
3	Press individual buttons without a CD inserted.	The Key Describer mode is turned on when the player announces the function of each button.
4	Press and hold the Power ON/Off button for 2 seconds.	Player announces 'Shutdown' and switches off.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Playing a DAISY CD and using basic navigation

ADDED VALUE

- Possibility to use some basic features for material recorded in the DAISY format such as inserting, playing and ejecting a CD and to use basic navigation procedures.

PREREQUISITE

- DAISY player connected and switched on
- DAISY CD

TECHNICAL DESCRIPTION

In these tasks a number of keys will be used. These include mainly the **REWIND**, **PLAY/STOP** and **FAST FORWARD** keys which are located from left to right on the middle bottom section of the player. The **VOLUME** keys are the pair of keys at the top section of the machine. The **EJECT** key is the button on the right side of the player beneath the round **POWER ON/OFF** key.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No.	Tasks	Results
1	Insertion: Take a DAISY CD and feel for the ridge close to its centre.	Identification of the CD's underside to ensure proper insertion.
2	Push the CD with the underside down into the slot on the front edge of the machine.	The CD is loaded automatically. After a short musical theme, the PTN1 will announce the title of the book and start reading automatically.
3	Adapting the volume: Press the two VOLUME keys alternately.	Volume will be increased/decreased.
4	Using FAST/FORWARD : Press, hold down and release the right button on the centre bottom section of the machine.	The player will jump forward. The longer the button is held down the larger the increments the player will jump forward.
5	Stop fast forward mode: press the PLAY/STOP button.	Fast forward is stopped. User can start reading from the current position
6	Stop reading: Press PLAY/STOP button	The player will stop the reading.
7	Rewind the book: Press, hold down and then release the left key on the middle bottom section of the player.	The player will rewind.
8	Press PLAY/STOP key.	Rewind is stopped. User can start reading from the position reached.
9	Providing information: Keep the PLAY/STOP button held down.	The player will provide user with information on the time elapsed, the time remaining, the total time and the amount of charge left in the battery.
10	Stop: Press the centre button on the centre bottom section.	The player will stop playing.
11	Ejection: Press the big square button in the right corner of the player.	The player will eject the CD.
12	Press the big round button below the speaker grid.	The player will be switched off.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Moving between multiple books on a CD

ADDED VALUE

Some DAISY CDs available from the Audio Library contain more than just one book, magazine, or “title”. Mastering this skill will enable users to move between multiple titles with ease and will enhance their confidence.

PREREQUISITE

- DAISY player
- DAISY CD with multiple books contained on the CD
- Familiarity with some basic functions of the machine

TECHNICAL DESCRIPTION

For these tasks, the **DOWN** key, the **RIGHT** arrow key and the **LEFT** arrow key will be used. They belong to a four-button oval-shaped section of group located at the centre of the face of the machine. Proceeding anticlockwise, the **DOWN** key is at “six o’clock”, the **RIGHT** arrow key at “three o’clock” and the **LEFT** key at “nine o’clock”.

For a brief description of the technical machine see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Getting started: Turn on the player, insert a CD into the slot on the front edge.	CD will be loaded automatically.
2	Push the DOWN key several times.	Announcement of the Current Title option.
3	Press the RIGHT arrow button repeatedly.	The player will take the user through all titles contained on a CD.
4	Press LEFT arrow repeatedly.	User will jump back through the titles on the CD.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Moving between different levels within a DAISY book

ADDED VALUE

Mastering this skill will enable users to jump quickly to chapters, topics, paragraphs or other sections of a DAISY book they wish to access quickly.

PREREQUISITE

- DAISY player
- DAISY CD
- Familiarity with some basic functions
- Knowing the location of the DOWN key, the RIGHT/FORWARD key and the LEFT/BACK key which are all set in the oval shaped block of keys in the middle of the PTN1.

TECHNICAL DESCRIPTION

In these tasks a number of keys will be used. These include the **DOWN** key, the **RIGHT/FORWARD** key and the **LEFT** key. These buttons belong to the oval shaped group of keys in the centre of the machine.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Insert CD into the player.	CD will be loaded automatically.
2	Push the DOWN key repeatedly.	Current title option will be announced.
3	Push the RIGHT key repeatedly until the requested title is announced.	The player will automatically start reading either from the beginning or from the previous spot.
4	Push the DOWN key repeatedly.	After a few seconds, Level two option is announced.
5	Push the RIGHT key repeatedly.	The player will skip forward from one chapter to the next.
6	Push the LEFT key repeatedly.	The player will skip backward through each chapter of the book.
7	Push the DOWN key repeatedly until the 'beginning option' is announced, then press LEFT button.	The player will automatically start reading the book from the beginning.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Using the Go to Page function

-
- To have quick access and reference to a requested page in a DAISY book.
 - To enable users to quote correctly from print books or magazines which unlike Braille books have numbered pages
 - To improve communication with sighted people when reference is made to a special page.
 - To enhance user's confidence.

PREREQUISITE

- DAISY player
- DAISY CD structured in the appropriate manner.
- Knowing the location of the GO TO PAGE button, i.e. left to the oval shaped block of buttons in the centre.
- Familiarity with basic navigation procedures.
- Good command of the key description function is helpful.

TECHNICAL DESCRIPTION

Some keys double as numeric keys. They are arranged in two sections on the face of the player. The **first section** includes six buttons at the top centre section of the player.

Top row, from left to right		Bottom row, from left to right	
Increase tone	No 1	Decrease tone	No 4
Increase volume	No 2	Decrease volume	No 5
Increase speed	No 3	Decrease speed	No 6

The **second section** is a group of four buttons arranged in an oval shape located beneath the **TONE**, **VOLUME** and **SPEED** buttons block.

Read clockwise from the centre key their numbered equals are: **LEFT** key (No 7, UP key (No 8), **RIGHT** key (No 9), **DOWN** key (No 0).

For further details of the machine see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Insert DAISY CD into the player.	CD will be loaded automatically.
2	Push the GO TO PAGE key and press the number two button (“increase volume”), followed by pushing the number one button (“ INCREASE tone ”) and the number zero button (“ DOWN ” key).	Page number 210 entered. The player is waiting for confirmation.
3	Push the PLAY/STOP button.	The player will start reading from the beginning of page 210.
4	Press the PLAY/STOP key.	The player will stop the reading.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Setting a bookmark

ADDED VALUE

- Possibility to remember and relocate a specific section in the book the user is reading
- Helpful for blind researchers, students or people who work with DAISY books in a scholarly way that requires making references to particular sections or pages of a book

PREREQUISITE

- Good navigation skills, including especially the ability to use number blocks with ease.

TECHNICAL DESCRIPTION

In these tasks a number of keys will be used, namely the **BOOKMARK** key, which is the triangular shaped key on the bottom of left corner on the face of the machine, and the **NUMBER** keys which make up the oval shaped group of keys in the middle of player.

Note that pressing the **BOOKMARK** key will move the user through the following options: ‘Go to bookmark’; ‘Insert bookmark’; ‘Remove bookmark’; ‘Cancel’.

Note that when a bookmark is inserted it is represented by a number. The PNT1 allows the user to set up to 999 bookmarks per book.

Note further that once a bookmark is set within a book it is unique to that book.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Push in the DAISY CD into the insertion slot of the player	Automatic loading will start.
2	Press the BOOKMARK key until the ‘Insert bookmark’ option is announced.	Announcement ‘Insert bookmark’ follows through speaker.
3	Push the number one key which is the ‘ INCREASE TONE ’ button in the top section of keys.	This button is set as the current bookmark key.
4	Push the PLAY/STOP key.	Bookmark setting is confirmed.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Going to a specific bookmark

ADDED VALUE

- Allows quick access to referenced material.

PREREQUISITE

- Knowing the location of the number blocks, i.e. the oval shaped centre group and the top middle group of keys.

TECHNICAL DESCRIPTION

In these tasks a number of keys will be used, namely the **BOOKMARK** key, which is the triangular shaped key on the bottom of left corner on the face of the machine, and the **NUMBER** keys which make up the oval shaped group of keys in the centre of player.

Note that pressing the **BOOKMARK** key will move the user through the following options: ‘Go to bookmark’; ‘Insert bookmark’; ‘Remove bookmark’; ‘Cancel’.

For a brief description of Daisy players see form “Getting started” see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Push DAISY CD through the insertion slot on the front edge of the player.	The player will load CD automatically.
2	Call up the 'Go to bookmark' option by pushing the BOOKMARK key repeatedly.	The player will announce 'Go to bookmark' after a few seconds.
3	Press the number one key as the key representing the bookmark where you would like to go to.	Number one entered.
4	Press the PLAY/STOP key.	The player will move to the place in the current book where the bookmark has been inserted and will start reading automatically from this position.
5	Press the PLAY/STOP .	Reading will be stopped.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Moving between multiple bookmarks

ADDED VALUE

- Allows quick access to referenced material located at different pages within one or several DAISY books on a CD.

PREREQUISITE

- A DAISY CD with several bookmarks set at various places of the book.
- Good navigation skills

TECHNICAL DESCRIPTION

In these tasks the main **ARROW** buttons will be used to move between all bookmarks within the book. The latter are the oval shaped group of keys located in the centre on the face of the player. Among these, clockwise, the **RIGHT** button is ‘three o’clock’, and the **DOWN** button is ‘six o’clock’.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

Nb	Tasks	Results
1	Insert a DAISY CD with multiple bookmarks in the player.	The CD is loaded automatically.
2	Call up the Bookmark option by pressing the DOWN key repeatedly.	After a few seconds 'Go to bookmark' will be announced.
3	Press the RIGHT key.	Reading will start automatically from the current position.
4	Press the RIGHT key again.	The user will move to the next position from where reading of the referenced material will start.
5	Press the PLAY/STOP key.	Reading will stop.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Removing a bookmark

ADDED VALUE

- Enhanced ability to use bookmarks

PREREQUISITE

- CD with a bookmark set in the book

TECHNICAL DESCRIPTION

In this task the **BOOKMARK**, the **PLAY/STOP** and the number keys will be used. The **BOOKMARK** key is triangle shaped button on the bottom left corner of the machine.

The **PLAY/STOP** key is, from left to right, the second button on the middle bottom section of the player.

The number one key is the **INCREASE TONE** button which belongs to the top centre group of keys.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Insert CD into the DAISY player.	The CD will be loaded automatically.
2	Call up the Remove bookmark option by pressing the BOOKMARK key several times.	Within seconds the announcement 'Remove Bookmark' option will be heard.
3	Push number one key to remove the selected bookmark.	Number one entered. Bookmark will be removed subject to confirmation.
4	Press the PLAY/STOP key.	Removal of bookmark is confirmed.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Cancelling a specific function

ADDED VALUE

- Enhanced ability to use DAISY

PREREQUISITE

None

TECHNICAL DESCRIPTION

In this task the **REWIND** key will be used. Note this key doubles as the **STAR** key. When pressed during executing a function any particular function is cancelled.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Insert DAISY book.	Player will load CD.
2	Call up the 'Go to bookmark' option by pushing the BOOKMARK key repeatedly.	The player will announce 'Go to bookmark' after a few seconds
3	Cancel the function by pressing the REWIND function.	'Go to bookmark' function will be cancelled.

« INTERGEN » GRUNDTVIG MULTILATERAL PROJECT

SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- X Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Obtaining information

ADDED VALUE

- Enhanced ability to handle DAISY players
- Possibility to receive information on the DAISY machine, the current CD and the current book.

PREREQUISITE

None

TECHNICAL DESCRIPTION OF THE MACHINE

In this task two buttons will be used: The **PLAY/STOP** key which is the second button from left to right on the centre bottom section of the player and the **GO TO PAGE** key. This key is small and oval in shape and is located in the centre of the player, to the left of the number seven key.

Note that the **PLAY/STOP** key and the **GO TO PAGE** key double as information keys.

For a brief description of Daisy players see skill improvement form “Getting started” on page 15.

TASK DESCRIPTION

No	Tasks	Results
1	Push a DAISY CD in the insertion slot on the front edge of the player.	Automatic loading will start.
2	Press and hold down the PLAY/STOP key.	Player will make the following announcements: <ul style="list-style-type: none"> ➤ Time elapsed for the current CD ➤ Time remaining for the current CD ➤ Total time for the current CD ➤ Battery status/remaining charge ➤ System version ➤ Serial number
3	Press and hold down the GO TO PAGE key	The player will make the following announcements: <ul style="list-style-type: none"> ➤ Current page ➤ Total number of pages ➤ Current heading ➤ Total number of headings
4	Press the PLAY/STOP key.	CD will stop playing.
5	Press the EJECT button.	CD will be ejected.
6	Press and hold the POWER ON/OFF key.	The player will announce ‘Shutdown’ after 2 seconds.

Note: Make sure that the power supply is disconnected from the DAISY machine in order to obtain information on battery charge status.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Phone Familiarity

ADDED VALUE

- Enhances communication
- Strengthens elderly users' confidence

PREREQUISITE

- Keyboard skills
- Ability to use mobile phones.

TECHNICAL DESCRIPTION

Mobile phones, according to type, come with or without display. They are suitable for making and receiving calls, sending and receiving text messages. The device uses synthetic speech for reading text messages, browsing user's contacts and altering new settings.

Functions and possible locations of some keys in a phone:

Due to the display reading functionality, most blind users use Nokia cell phones. These phones have important keys which the user must be familiar with. When purchasing a new phone, it is highly recommended to learn the location of 7 basic keys: **JOYSTICK**, **KEY1**, **KEY2**, **CALL** or **YES** key, **CANCEL** or **NO** key, **CLEAR** key and **MENU** key.

Key	Possible location	Function
JOYSTICK	It is generally located below the display and top center of the keypad. It may come in a square shape or rounded like a ball.	A joystick can be used as ARROW keys and ENTER key. It is 5 directional. It can be moved up, down, left and right. Thus, it can be used as arrows. In addition, it can be pressed downward. When it is pressed its functions will be ENTER or SELECTION key.
KEY 1	Generally located in the top left corner of the joystick. It is different from the number 1 KEY.	Might be called OPTIONS key. It mostly opens the options menu of an item. For instance, when pressed on a contact, a list of options, such as 'open', 'call', send message' etc. will appear.
KEY 2	Generally located in the top right corner of the joystick. It is different from the number 2 KEY.	When pressed, in most cases it takes the user back to a previous menu or exit. However, it can also be used to confirm an action as in the case of 'adding contact'. Listening to the functions of key 1 and key 2 with the display readers would be useful.
CALL or YES key	The location may vary from phone to phone. It is usually on the left side of the joystick	It is used to directly call a dialled number or directly send a message without going through the options menu. If there is no number on mailing display, it opens the recent calls.

Key	Possible location	Function
CANCEL or NO Key	The location may vary from phone to phone. It is usually on the right side of the joystick	It is used to cancel the current action.
CLEAR Key	The location may vary from phone to phone. It is usually next to the cancel key.	A number or character can be deleted with this key.
MENU Key	The location and shape vary from phone to phone.	It opens the main menu of the phone. All the options like 'contacts', 'messaging' and ETC will be in main menu.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Finding contact from contact list

ADDED VALUE

- Enhances communication skills
- Improves blind users' independence
- May be very helpful in case of emergency
- May also be very useful to call or send message to someone whose number you do not know.

PREREQUISITE

- Familiarity with the location of the keys
- Keyboard skills

TECHNICAL DESCRIPTION

Mobile phones, according to type, come with or without display. They are suitable for making and receiving calls, sending and receiving text messages. The device uses synthetic speech for reading text messages, browsing user's contacts and altering new settings.

TASK DESCRIPTION

No	Tasks	Results
1	Unlock the keypad.	Mobile phone ready to take commands.
2	Press the MENU key.	Menu will be open.
3	Use the ARROW keys (or joystick) to find the 'contacts' option.	Your contact option will appear after a few seconds.
4	Press ENTER or SELECTION key.	Your contact list will be open.
5	Use the JOYSTICK to navigate between the names in your contact list or any letter using your numeric keys to go to the contacts beginning with that letter. Alternatively, you can type all the letters in the name.	The contacts will appear in the list as you navigate with your joystick or type the letters.
6	Press call or YES key to call the contact.	If there is one number for that contact the phone call will begin. If there are more than one phone numbers, a list including the phone numbers will appear. Use your joystick to choose one of them and press 'call' or 'yes' key.
7	Alternatively, press KEY 1 which is generally located at top left corner of your joystick.	A list of options including 'call', 'create message' will appear. You can navigate between them with the joystick and choose one of them by pressing 'enter' or 'selection' key for further actions.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Adding someone to the phone contact list

ADDED VALUE

- Enhances communication skills
- Improves blind users' independence
- Will enable blind users to create their own contact list on the phone. It would be very useful to do away with memorization and manage all contacts without the need for an extra tool.

PREREQUISITE

- Familiarity with location of the keys
- Keyboard skills

TECHNICAL DESCRIPTION

Mobile phones, according to type, come with or without display. They are suitable for making and receiving calls, sending and receiving text messages. The device uses synthetic speech for reading text messages, browsing user's contacts and altering new settings.

TASK DESCRIPTION

No	Tasks	Results
1	Unlock the keypad.	Mobile phone ready to take commands.
2	Dial the number that you want to add to your contact list.	The phone number will appear on the display and will be ready for your further actions, such as call or add to contact.
3	Push the joystick key.	A list of options including voice call and add to contact will appear.
4	Use your joystick to find 'add to contact' option and press ENTER or SELECTION key.	A new list of options including 'Create new' and 'update existing one' will appear.
5	Use the JOYSTICK to navigate between those options, find 'create new' and press ENTER key.	An information selection list will appear. You can choose one of the various options such as mobile, home number etc.
6	Navigate between those options with your joystick and choose one of them by pressing ENTER or SELECTION key according to your needs.	An editing field where you can type the name and other information will appear.
7	Type the name of contact using your numeric keys. If you wish, press DOWN ARROW and type the last name. You can press UP and DOWN arrows to navigate between various information fields and edit them. It is not necessary to fill in all the fields.	The information you have written will appear on the display.
8	Press KEY 2 , which is generally located in the top right corner of the joystick on Nokia phones.	Your contact will be successfully added to your contact list.

Alternatively, you can add contacts by entering ‘contact list’ from the menu, pressing **KEY 1** to open options menu and selecting “new contact” option.

Another alternative may be to add an incoming call to your contact. You may want to record the number of someone who has called you and who is not yet on your contact list. To do so, you should complete the following steps:

No	Tasks	Results
1	Unlock the keypad.	Mobile phone ready to take commands.
2	Make sure there is no written number on the display. If there is, press CLEAR key to delete them or press CANCEL key.	The display is ready to take command.
3	Press the CALL or YES key. On Nokia phones, this key is generally located on left side of the phone, near the edge.	Your list of recent calls will appear. You can use the up and down arrows to navigate in the list of numbers for further actions, such as “voice call”, “send message” or “add to contact”
4	Press LEFT or RIGHT arrows to navigate between your recent calls, your incoming calls and your missed calls.	The list of numbers or related names will appear.
5	Press KEY 1 which is generally located in the top left corner of your joystick.	A list of options including ‘call’, ‘send message’ and ‘add to contacts’ will appear.
6	Use your UP and DOWN arrows to find “add to contact” option and press ENTER or SELECTION key.	A new list of options including ‘Create new’ and ‘update existing one’ will appear.
7	Use UP and DOWN arrows to navigate between those options, find ‘create new’ and press ENTER or SELECTION key.	An information selection list will appear. You can choose one of the various options such as mobile, home number etc.

No	Tasks	Results
8	Navigate between those options with your joystick and choose one of them by pressing ENTER or SELECTION key according to your needs.	An editing field where you can type the name and other information will appear.
9	Type the name of contact using your numeric keys. If you wish, press DOWN arrow and type the last name. You can press UP and DOWN arrow to navigate between various information fields and edit them. It is not necessary to fill in all the fields.	The information you have written will appear on the display.
10	Press KEY 2 , which in Nokia phones is generally located on the top right corner of the joystick.	Your contact will be successfully added to your contact list.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Sending Messages

ADDED VALUE

- Enhances communication skills
- Improves blind users' independence
- May be very helpful in case of emergency

PREREQUISITE

- Familiarity with the location of the keys
- Keyboard skills

TECHNICAL DESCRIPTION

Mobile phones, according to type, come with or without display. They are suitable for making and receiving calls, sending and receiving text messages. The device uses synthetic speech for reading text messages, browsing user's contacts and altering new settings.

Mobile phones have an alphanumeric keypad.

Using the keypad with ease and confidence may take some time as the alpha keys double as numeric keys. For instance to type the letter ‘c’ the number two key must be pressed three times.

TASK DESCRIPTION

No	Tasks	Results
1	Unlock the keypad.	Mobile phone ready to take commands.
2	Press the menu key	Menu will open.
3	Use the ARROW keys (or joystick) to find the ‘messaging’ option.	‘Messaging’ option will appear after a few seconds.
4	Press ENTER or SELECTION key.	‘Messaging’ option will be opened.
5	Use JOYSTICK to find any new text messages and press the ENTER key.	Confirmation. The ‘new text messages’ option will be opened.
6	Use JOYSTICK to find the ‘short message’ option and press ENTER key.	‘Short message’ option will be opened.
7	Type in the ‘to add’ box the telephone number where you want to send the text message to.	Number entered.
8	Type the text message by using the ARROW key.	Text message entered and waiting to be sent.
9	Press the SEND key	Text message will be sent.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Reading DAISY files with a mobile phone

ADDED VALUE

- Enhances communication skills
- Strengthens elderly users' confidence

PREREQUISITE

- Keyboard skills
- Ability to use mobile phones.

TECHNICAL DESCRIPTION

In these tasks a NOKIA N82 was used. The mobile phone has a 5 megapixel camera with xenon flash and 2.4" LCD display. It has a tiny alphanumeric keypad which requires some mastering.

A software called knfbReader Mobile from KNFB Reading Technology can be downloaded to allow character recognition and text-to-speech capability. The phone can be used to capture pictures of books, signs, menus, recipes. The Nokia N82 software processes words from texts and converts them into read-aloud words.

In these tasks mainly the following keys will be used:

- The **MENU** key is just above the number one button.
- The **SELECT** key is the square shaped button located in the centre of the face of the mobile phone just beneath the display. Its four raised edges correspond to the four directional keys, i.e. clockwise starting from the left edge LEFT, UP, RIGHT and DOWN.
- The **EXIT** key is the right soft key just beneath the display. Its texture is different from that of the other keys.
- The **OPEN BOOKMARK** key is the left soft button just beneath the display and has a texture different from the other keys.
- Note that pressing the **EXIT** key repeatedly when in an application will cancel that application and cause immediate exit.

TASK DESCRIPTION

No	Tasks	Results
1.0	Reading DAISY books	
1.1	Turn on the mobile phone.	Mobile phone switched on and ready to take commands.
1.2	Press the MENU key.	Menu will open.
1.3	Press the UP/DOWN keys to move through the menu.	After a few seconds the phone will announce: ‘Applications’.
1.4	Press the SELECT key.	Menu will be opened.
1.5	Press the DOWN key to move forward in the menu.	After a few seconds the ‘DAISY2GO’ application will be announced.
1.6	Press the SELECT key.	DAISY2Go will be started.
1.7	Press the UP/DOWN keys.	A list of available e-books in the DAISY format will be announced.
1.8	Press the SELECT key for choosing the title requested.	Table of contents of contents will be opened.
1.9	Press the SELECT key again.	Reading will start from the beginning of the selected book.
1.10	Press the SELECT key again.	The reading will be stopped.
1.11	Press and hold down the UP/DOWN keys.	The chapters of the user’s book of choice will be announced.

1.12	Press the SELECT key for the chapter of your choice.	The reading will start from the beginning of the selected chapter.
1.13	Press the SELECT key again.	The reading of the selected chapter will be stopped.
1.14	Press the EXIT key.	User will leave the DAISY book.
1.15	Press the EXIT key repeatedly.	User will leave the DAISY2Go application.

2.0	Moving between different headings	
2.1	Turn on the mobile phone.	Mobile phone switched on and ready to take commands.
2.2	Press the MENU key.	Menu will open.
2.3	Press the UP/DOWN keys to move through the menu.	After a few seconds the phone will announce: 'Applications'.
2.4	Press the SELECT key.	Menu will be opened.
2.5	Press the DOWN key to move forward in the menu.	After a few seconds the 'DAISY2GO' application will be announced.
2.6	Press the SELECT key.	DAISY2Go will be started.
2.7	Press the UP/DOWN keys.	A list of available e-books in the DAISY format will be announced.
2.8	Press the SELECT key for choosing the title requested.	Table of contents of contents will be opened.
2.9	Press the SELECT key again.	Reading will start from the beginning of the selected book.
2.10	Press the SELECT key again.	The reading will be stopped.
2.11	Press and hold down the UP/DOWN keys.	The chapters of the user's book of choice will be announced.
2.12	Press the SELECT key for the chapter of your choice.	The reading will start from the beginning of the selected chapter.
2.13	Press the SELECT key.	The reading will be stopped.

2.14	Press the UP/DOWN keys.	The user will be requested to select the skip level required, i.e. to decide if he or she wants to jump from main heading to main heading or from subchapter to subchapter etc.
2.15	Press the LEFT/RIGHT key.	User will move to the previous/next spot according to the selected skip level.
2.16	Press the SELECT key.	The reading will be resumed from the beginning of the spot selected.

3.0	Setting a bookmark	
3.1	Turn on the mobile phone.	Mobile phone switched on and ready to take commands.
3.2	Press the MENU key.	Menu will open.
3.3	Press the UP/DOWN keys to move through the menu.	After a few seconds the phone will announce: ‘Applications’.
3.4	Press the SELECT key.	Menu will be opened.
3.5	Press the DOWN key to move forward in the menu.	After a few seconds the ‘DAISY2GO’ application will be announced.
3.6	Press the SELECT key.	DAISY2Go will be started.
3.7	Press the UP/DOWN keys.	A list of available e-books in the DAISY format will be announced.
3.8	Press the SELECT key for choosing the title requested.	Table of contents of contents will be opened
3.9	Press the SELECT key again.	Reading will start from the beginning of the selected book.
3.10	Press the SELECT key again.	The reading will be stopped.
3.11	Press and hold down the UP/DOWN keys.	The chapters of the user’s book of choice will be announced.
3.12	Press the SELECT key for the chapter of your choice.	The reading will start from the beginning of the selected chapter.
3.13	Press the SELECT key.	The reading will be stopped.

3.14	Press the OPTION left soft key.	A menu list will be opened.
3.15	Press and hold down the DOWN key.	The ‘Add bookmark’ option will be announced after a few seconds.
3.16	Press the SELECT key.	The bookmark will be inserted just at the spot where the reading was stopped.
3.17	Press the SELECT key.	The reading will be resumed at the previous spot where it was stopped.
3.18	Press the SELECT key.	The reading will be stopped.
3.19	Press the EXIT key.	The user will leave the current DAISY book.
3.20	Press the EXIT key repeatedly.	The user will leave the DAISY2Go application.

4.0	Tracing back bookmarks	
4.1	Turn on the mobile phone.	Mobile phone switched on and ready to take commands.
4.2	Press the MENU key.	Menu will be opened.
4.3	Press the UP/DOWN keys to move through the menu.	After a few seconds the phone will announce: ‘Applications’.
4.4	Press the SELECT key.	Menu will be opened.
4.5	Press the DOWN key to move forward through the menu.	After a few seconds the ‘DAISY2GO’ application will be announced.
4.6	Press the SELECT key.	DAISY2Go will be started.
4.7	Press the UP/DOWN keys.	A list of available e-books in the DAISY format will be announced.
4.8	Press the SELECT key for choosing the title requested.	Table of contents of contents will be opened.
4.9	Press the BOOKMARK OPEN key.	The option will be opened
4.10	Press the UP/DOWN keys.	The mobile phone will read out all bookmarks inserted.

4.11	Press the SELECT key as soon as the bookmark required is announced.	Reading will start from the beginning of the selected bookmark.
4.12.	Press the SELECT key.	Reading is stopped.
4.13	Press EXIT key repeatedly.	The user will leave the current application.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Elements and tips for navigating a web or html page

ADDED VALUE

- Knowing the various elements of an html page will make blind or partially sighted users feel more comfortable navigating the web.
- They will be able to use quick navigation keys for ease of navigation.
- They will navigate the page faster.

PREREQUISITE

- Basic understanding of computers and the Internet
- Good keyboard skills

TECHNICAL DESCRIPTION

- PC with keyboard
- Internet browser
- JAWS for Windows Screen reader. (other screen readers can be also used but this handbook refers to the quick navigation keys in Jaws for windows. Users of other screen readers will need to learn from the help system of their screen reader which letters double as quick navigation keys.)

Note:

Internet pages are like different houses. They all have similar features, i.e. kitchen, living-room, bathroom and bedrooms, but their location may be different in each house. When you go to a new house you first need to explore where these parts are located. You should behave similarly with an internet page. Avoid memorizing; knowing what kind of elements might be available and how to reach these elements will be sufficient. The first table for this task introduces the main navigation keys. In the second table, the most commonly used elements are explained.

KEYBOARD AND NAVIGATION: THE FUNCTIONS OF VARIOUS NAVIGATION KEYS ARE DISCUSSED BELOW

No	Name of the Key or keys	Functions of the keys
1	Arrow keys	You can see everything in a page by using arrow keys. When you press up and down arrows, owing to the virtual cursors of the screen readers, you can navigate the page line by line. The links, form fields, headings and texts will be navigated with arrow keys. When you are in an element like a link or a button, the screen reader will tell you.
2	Tab and shift+tab keys	These keys can be used to navigate between elements which can be clicked. You can navigate between links, check boxes, edit boxes, radio buttons and other buttons by using Tab or Shift+Tab keys. The Tab key moves forward in the page and Shift+Tab moves backward. With these links or clickable elements you cannot see the text.
3	Quick Navigation Keys	New generation screen readers use specific letters as quick navigation keys to different elements. Thanks to this functionality, you can go directly to an element such as heading by simply pressing the quick navigation key instead of navigating through the page in order to find that element. Browsing the page will thus be easier once you have learned these quick navigation keys. Different letters such as H for heading or F for form field are generally used for these keys.
4	Key combinations	Screen readers also have different key combinations to list different elements in a page. For instance, in Jaws you can press Insert+F7 to list links, Insert+F6 to list headings and Insert+F5 to list the form fields in a page. When you press such combinations, you type the first letter of the item you are looking for and press enter. Navigation is thus made easier.

ELEMENTS AND THEIR DESCRIPTIONS

Name	Description	Way of Access
Link	It is the most basic element of the internet. When clicked with enter, it takes you to another page or other part of the same page.	You can navigate between links with tab or Shift+Tab key. Insert+F7 lists the links. Then you can press the first letter of a link to find what you are looking for. To move between visited links press V or Shift+v. To move between unvisited links press U or Shift+u.
Form fields	They are used to enter or select information. Edit boxes, check boxes, radio buttons, combo boxes and buttons are form fields.	They can be navigated between F and Shift+f. In addition, you can use E for edit boxes, X for Check Boxes, C for Combo boxes, R for radio buttons and B for buttons. When you add shift to these letters, you go backward. You can list all the form fields with Insert+F5.
Heading	It is a code used by web designers to organize a page in structured way. There are various heading levels. For example, the heading with the broadest coverage is in level 1, its sub headings in level 2, and then 3 and so on.	You can navigate between headings with H and Shift+H. In addition, by pressing numbers you can navigate between the levels of heading. For instance when you press 2, you can navigate between the headings in level 2. You can list all the headings with Insert+F6.
NonLink Text	There are text areas outside of the links. Sometimes, the page designer may not use any heading to organize a page. In this case, the nonlink text feature is useful.	You can use N or Shift+n to move between the text outside of the links. When you open a new page, use these letters to try to find the information you need in the page.
Tables	Tables organise information in rows and columns. Web designers frequently use tables to show information or to organize their page. For example, in a newspaper, headings like sports, news, authors, politics etc. may be in different tables.	You can use T and Shift+t to move between tables. This functionality is helpful to see the page structure.
Frame	Some web designers use frames to organize their pages. For instance, while the repeated part of the page will be in one frame like “let frame”, main information will be in the main frame and copyright information will be in an “alt” frame. Examining the frames therefore helps you understand the kind of page you are in.	Use M or Shift+m to move between frames. Pres insert+f9 to list the frames in a page.

Note: there are additional elements like graphics or Mouse over links etc., but the elements listed above are the basic ones for navigation purposes. In a web page one should try to explore the pages instead of memorizing,

When opening a page from a link, you usually start by reading the links on top of the page, often located on the left, while information you are looking for will be in the middle or in the column on the right.

If a page is designed with headings so as to be accessible, press H to go to the main part of that page.

Otherwise, use N to move to non link texts in order to find the main part.

If this does not work, press Control+f, type the keyword for the information you are looking for and press enter. The cursor will then go directly to the line of the keyword you have typed. You should use various methods to find what you are looking for in a web page and specify your own method for each page.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Web Literacy
Downloading Audio Books from a Web page

ADDED VALUE

- Ability to open a web page
- Navigating a web page using various methods
- Using a range of options such as filling in an e-form
- Ability to download an audio book from a website
- Searching for information on a webpage using Google
- Ability to read an e-newspaper on a website

PREREQUISITE

- Basic understanding of computers and the Internet
- Braille literacy
- Good keyboard skills

TECHNICAL DESCRIPTION

- PC with keyboard
- Braille display
- Internet browser
- Screen reader

TASK DESCRIPTION

Note that in this task the website GETEM, which is an e-library for blind people in Turkey, is used by way of example. Any other website might be used to acquire and practise your Web literacy skills.

Note further that the action described below may be used to search the web for any type of information available. For instance Google might be used to search for a cooking recipe or for newspapers.

No	Tasks	Results
1	Press the Windows plus M keys.	User will go to the desk top.
2	Press and hold down the I key until you hear the announcement of the internet explorer and then press the ENTER key.	Internet explorer will be called up and be ready to take user's commands.
3	Press the CTRL + O keys.	User will be requested to enter the address in the address field.
4	Enter www.getem.boun.edu.tr . (or any other webpage you might like to visit).	Website of the Turkish GETEM e-library will be loaded.
5	Press the ARROW keys, then the TAB key, then the H and F keys for quick navigation.	User will explore the webpage and quickly scan it for any headings and form fields.
6	Press the F key.	User will go to the name field.
7	Press the ENTER key.	User will be requested to enter his/her name into the field.
8	Press the TAB key.	User will be requested to enter the password in the field.

No	Tasks	Results
9	Press the ENTER key.	Command confirmed; user will have access to the web page.
10	Press CTRL + HOME keys.	User will go to the top of the page.
11	Press the F key to call for the first form and then press the ENTER key.	A combo box will appear where the user can select the type of book required.
12	Press the ALT + DOWN ARROW keys.	List box with a pull down menu will open.
13	Press the UP or DOWN ARROW keys.	User will move within the pull down menu to see the list of selections.
14	Select the ' Choose all ' option from the list and press the TAB key.	User will be requested to fill in the box the title of the audio books required.
15	Type the title of the book of your choice and press the TAB key.	A list of headings will appear on screen and accordingly under the finger on the Braille display.
16	Press the H key.	User will be able to navigate between the various headings.
17	Press the ENTER key if the result from the previous action is a link.	User will go to the download page.
18	Press the H key after the new page is loaded.	User will go to the first downloadable section.
19	Press the ENTER key.	The software will open a dialog box.
20	Press and hold down the TAB key until the announcement 'Save button' is made.	Information in the form will be saved.
21	Press the SHIFT + TAB keys in file name added dialog.	User will be requested to change location for downloading the book.

No	Tasks	Results
22	Press the ARROW keys or alternatively the first letter key of an item.	User will move along the list of available download location.
23	Press and hold down the BACK SPACE key until you arrive at the 'desktop' option.	The download location has been reached, i.e. user will find the book of his or her choice on the desktop.
24	Press and hold down the TAB key until the announcement "Save button" is made.	Information entered will be saved.
25	Press the ENTER key.	Download will start.
26	Wait a few minutes for the gong.	The audio signal indicates that the download has been completed.
27	Press the WINDOWS + M key.	User goes to the desktop where the audio book has been downloaded.
28	Press the first letter key of the downloaded file.	The title of the book will be announced.
29	Press the ENTER key.	The reading of the downloaded book will start from the beginning.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Web Literacy
Web search with Google

ADDED VALUE FOR A BLIND OR PARTIALLY SIGHTED PERSON TO MASTER THIS SKILL

- Ability to open a web page
- Navigating a web page using various methods
- Use a range of options such as filling in an e-form
- Searching for information on the web using Google

PREREQUISITE

- Basic understanding of computers and the Internet
- Good keyboard skills

TECHNICAL DESCRIPTION

- PC with keyboard
- Braille display
- Internet browser Screen reader (JAWS for Windows is recommended).

TASK DESCRIPTION

No	Tasks	Results
1	Press the Windows plus M keys or press windows key to open the start menu.	User will go to the desktop or go to the start menu.
2	Press and hold down the I key until you hear the internet explorer announcement and then press the ENTER key.	Internet explorer will be called up and be ready to take user's commands.
3	Press the CTRL + O keys.	User will be requested to enter the address in the address field.
4	Enter <u>www.google.com</u> .	The Google website will be loaded.
5	You can navigate in the page using arrow keys, or tab keys, or quick navigation keys such as H for headings and F for form fields.	User will explore the webpage and quickly scan it for any headings and form fields.
6	Press the F key until you hear the announcement of "search edit".	User will go to the search edit field.
7	Press the ENTER key.	User will be requested to enter the key word to be searched into the field.
8	Press the ENTER key.	The search process is confirmed and a new page showing the results of search will be opened.
9	Press CTRL + home keys.	User will go to the top of the page.
10	Press the H key to navigate between headings in the page.	In Google, search results appear under headings. Thus new results are called each time the user presses H. By pressing Shift+h, you go back to the previous result.
11	Press down arrow keys once you are on a heading.	Details of the result will be seen in two or three lines under the heading. This may give the user a clue as to whether or not this result is adequate.
12	Press up arrow key until you hear heading link of the result and press enter.	The new page the user requested for the result will be opened.
13	You can navigate the new page by using arrow keys, or tab key, or quick navigation keys. if you wish, you can press ctrl+f to easily access information in the page.	User will explore the new page.
14	To study other results, press ALT + LEFT ARROW until you go back to Google.	The Google search result page will be opened. You can press H and Shift+H to move between different results.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Adding an E-mail Account to Outlook Express

ADDED VALUE

- To be able to add an e-mail address from any e-mail provider such as yahoo, hotmail or gmail in a quick and efficient way. By doing this, users can add their e-mail account to any e-mail client in any computer.

PREREQUISITE

- Knowing the necessary keyboard skills and the positions of the keys such as alt, control, insert and letters.
- Knowing necessary information like incoming and outgoing smtp from the e-mail provider

TECHNICAL DESCRIPTION

- In order to add an account, the e-mail address provider must support the pop access feature. In addition users should know the menu systems in Outlook Express. Outlook Express or any other e-mail client programme must be properly set for an e-mail account in order to send and receive messages from that account.
- In this task, we will use the **ACCOUNTS** options from the **TOOLS** menu in Outlook Express.

TASK DESCRIPTION

No.	Tasks	Results
I1	Open Outlook Express from START menu / PROGRAMMES.	The e-mail client programme will open. When opening the programme for the first time, an add wizard pops up for facilitation purposes. Press ESC to cancel it and answer YES to “cancel” question. A web page will then appear on your screen.
2	Press ALT key then right arrow until you hear the tools menu. Press UP or DOWN arrow to open that menu.	The tools menu of Outlook Express menu will open. It shows many options such as ACCOUNTS, ADDRESS BOOK, and OPTIONS.
3	Press UP or DOWN arrow until you hear ACCOUNTS then press ENTER	The ACCOUNTS option will open in the dialogue box. You can add REMOVE, EDIT, EXPORT or IMPORT for an e-mail account..
4	Press TAB key until you hear ADD button then press SPACE bar .	A NUMBER OF OPTIONS regarding what you wish to add will appear on the screen and you will be asked to choose one of them.
5	Select mail options by using your arrow keys and then ENTER	The ADD dialogue WILL BE OPEN AND READY for information entry.
5	The first question will be DISPLAY NAME. Type your full name (first and last name) including spaces and special characters and then press ENTER	The full name which will be seen when you send an e-mail will now be entered in that field and the next step will appear on your screen
6	Type your e-mail address including the parts after @ sign. ie. intergen@ebu.eu and press ENTER .	The e-mail address you would like to use with Outlook Express will be added to the system. The next step will be seen on the screen. It is absolutely crucial at this step that you type correctly your e-mail address as it exactly appears including special characters (i.e. -, _, etc.)
7	Type your incoming and outgoing servers in the fields. You can use TAB or TAB + SHIFT keys to move between the fields. After you enter the information press TAB key until you hear “next” button and press SPACE bar .	Your POP information related to incoming and outgoing servers will be entered. You should obtain this data from your e-mail service provider before beginning the adding procedure.

No.	Tasks	Results
8	Type your username and password in the related fields which can be accessed and navigated with TAB key	Your username will already be written because you gave it with your e-mail address. Make sure you enter your password correctly.
9	Press TAB key until you hear “finish” bottom and press SPACE bar .	If your e-mail provider does not require additional tasks, the account adding process is completed and you can press the “close” button to exit this dialogue. However many e-mail providers request additional information to complete the adding process. If this is the case, you must go through the following steps.
10	Press TAB key until you hear the list of e-mails you have added. Then UP or DOWN ARROW to select the e-mail you have recently added.	The e-mail you added will be highlighted on the screen. You may add, remove, export and import for this account.
11	Press TAB key until you hear properties button and press space bar.	The properties of the e-mail account will appear on the screen. There are several pages for this dialogue. You can navigate between them through the control panel and TAB key. Here, you can for instance make changes in the server and advanced pages. Before beginning the adding procedure you should obtain all necessary information from your e-mail provider.
12	After you have finished editing the new account, you can access account dialogue. Press TAB key until you hear “close” button and push SPACE bar .	The account dialogue will be closed. Note: If there is more than one e-mail account in your account list that you have not already added, it is recommended that you remove all these accounts except your own.

After you have added your account, before using Outlook Express it will be useful to go directly to your inbox. Then start Outlook Express and complete the following steps:

- Press **ALT** key to open the menu bar. Use **RIGHT** arrow to find the tools menu and press **UP** or **DOWN** arrows to open it.
- Press **UP** or **DOWN** arrows to find options and press enter.
- Check the check box by pressing **SPACE bar** which says: “when starting go directly to my inbox folder”.
- Press **TAB** key to find **apply** button then press **SPACE bar** and then again press **TAB** key to find **ok** button and then **SPACE BAR**.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Controls in Outlook Express inbox window

ADDED VALUE

- Knowing and navigating Outlook Express without problem. This enables to easily read messages, navigate between different folders and select various addresses from the address book.

PREREQUISITE

- In order to reach the Outlook Express inbox window, you should go to the tools/options menu and check the check box which says: “when starting, go directly to my inbox folder”. As a result, when you reopen the program, you will reach the inbox message list screen.
- If you do not set this option, when you open Outlook Express, you should select the “Read Mail” link.

TECHNICAL DESCRIPTION

When opened, Outlook Express has 4 basic controls, i.e. address book, folder list, message list and message body. You can navigate between these controls by using Tab or Shift+Tab keys.

TASK DESCRIPTION

No	Name of the Control	Description of the Control
1	Message List	When you open the program, you go directly to the message list view screen. The incoming messages from your account will be sent to this list. You can navigate between these messages with UP and DOWN arrow keys. The form and subject fields of the messages will appear. To read any message, select it with your arrow keys and pres ENTER or press Tab key to access to the message body where you can read the contents. If you pressed Enter, press Escape to return the message list. If you pressed Tab, press Shift+Tab to return to the message list.
2	Message Body	If you select a message from the message list and press Tab, you will go to this field. Here, you can read the message by using basic reading commands. The page will look like an internet page so that you can click any link in the message. In addition, the menu allows you to complete further actions in relation to the selected message such as “reply”, “forward”, “save attachments” or “delete”.
3	Address List	This list shows the e-mail addresses you have added. You can navigate between them with up and down arrow keys. If you press Enter on one of the address, the new message screen will appear and the address of the person you have selected will appear in the field. You can also display the properties of any contact by pressing application key and find properties options with your arrow keys.
4	Folder List	There are different folders in this window, i.e. inbox, outbox, sent items and deleted items. By default you are in the inbox folder. You can select different folders with your up and down arrows. When you select a folder and press tab, the messages in that folder will appear. For example, when you select the “sent items” folder and press Tab, the messages you sent previously appear.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Adding someone to address book

ADDED VALUE

- Being able to find contacts more easily in order to send a message.
- Doing away with memorization

PREREQUISITE

- Knowing the necessary keyboard and editing skills and the positions of the keys such as alt, control, insert and letters.
- Knowing the menu and submenu system.
- Familiarity with completing forms

TECHNICAL DESCRIPTION

- We will use Outlook Express to receive the e-mails and complete further actions.
- Note that for the actions described below, most e-mail client programs like Microsoft Outlook or Windows live mail operate according to similar procedures.

TASK DESCRIPTION

No	Tasks	Results
1	Adding someone by filling in necessary information	With this method, you have to fill in the necessary information and add contact to address book.
1.1	Open Outlook Express	The program will be open and ready to take commands.
1.2	Pres ALT+F to enter file menu, choose new submenu by using your UP or DOWN arrow keys, pres RIGHT arrow to open the chosen submenu.	In this menu, there will be different options such as e-mail, news mail- contact and folder,
1.3	Choose contact with your UP or DOWN ARROW keys and press ENTER .	A new form will appear on the screen. You may fill in the information you wish in this form. Filling in all the information is not compulsory. Filling in name, last name and e-mail fields is highly recommended.
1.4	Fill in the information you wish. Press TAB key to go to the next field. Last, type the e-mail address to the related field.	The necessary field will be filled in. You should use tab or SHIFT + TAB keys to navigate between fields and edit them. Make sure you type the e-mail address correctly.
1.5	Press ENTER then ENTER again.	With the first “enter”, the e-mail address will be added to the e-mail list. With the second “enter” your adding process will be completed.

2.0	Adding contact from the message list	With this method, you do not need to type the name or e-mail address. You can directly add the person from the message list.
2.1	Open Outlook Express.	The program will be open and the message list will appear.
2.2	Select a message wit your UP or DOWN ARROW keys.	Now, you can add the sender of that message to your address book.
2.3	Press APPLICATION key.	A context menu will appear on the screen. In this menu, you can take further actions related to message such as delete, reply etc. You can navigate in the menu with your UP and DOWN arrow keys.
2.4	Choose “add sender to address book” with your UP or DOWN ARROW keys and press ENTER	The sender will be added to your address book and the cursor will return to the message list.

Note: When you reply to a message, the sender of that message will automatically be added to your address book.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Composing a new message

ADDED VALUE

- Being able to send a message to persons of your choice.
- This skill will make it easier for you to share with your friends, family and colleagues.

PREREQUISITE

- Knowing the necessary keyboard skills and the positions of the keys such as alt, control, insert and letters.
- The pop-access account settings should be properly set before sending and receiving e-mail.

TECHNICAL DESCRIPTION

The new message screen is a new window with various controls. You can navigate between these fields with Tab or Shift+Tab key. The fields are as follows:

To field: This is the field where you type the e-mail address or addresses of people you wish to send the message to. You can type more than one address. To do this, you must separate each address with a comma.

Example:intergen@intergen.eu,intergen@ebu.eu

If the person is already in your address list, the program will suggest names in the list when you type a few letters. If this is the person you are looking for, just press the tab key to approve the selection. If it is not, continue typing the name until the proper alternative is suggested.

CC Field: it is similar to the “to” field. You can type different addresses to this field. For example, in a company you may wish to send a message to another company while at the same time informing your superior. Then you should type your contact person’s address in the "to" field and your superior’s address in the "cc" field.

BCC Field: this field does not appear initially in the message area. For this field to appear, go to “view” menu by pressing Alt+v, then find the “all headers” option with your UP or DOWN arrow keys and press ENTER to check it. It will appear after the “cc” field in tab order. You can type e-mail addresses as you do with the “to” or “cc” field. The difference is that receivers do not see e-mail addresses written to this field.

Subject Field: this is the field where you can type the title of the message, like “trial” for instance.

Message Body: this is the field where you type your message. You can use standard editing commands for all these fields.

Attachment field: if you added a file or more to be sent with your message, there will be an attachments field between the message body and subject fields. This field lists the files you added.

TASK DESCRIPTION

No	Task	Result
1	Go to file menu by pressing ALT + F	The file menu will appear.
2	Find new submenu and press RIGHT ARROW then find new mail option with UP and DOWN ARROWS and press ENTER .	<p>The new message screen will appear and your cursor will be in “to” field where you can type an email address or a name in your address book.</p> <p>Alternatively, you can directly press CTRL + N to open the new message dialog without going through menus.</p>
3	Fill in the “to” field and press TAB . If you wish, you can type addresses to cc or bcc fields. It is not compulsory. Fill in the preferred fields and press tab until you come to subject field.	The subject field where you can type the title of the message will appear.
4	Type something to this field like “trial” then press TAB key.	The message body field will appear. You can type anything you want to this field.
5	Type your message to this field.	Now you are ready to send your message if you do not wish to attach a file.
6	Go to file menu with ALT + F , find send message option and with UP or DOWN ARROWS keys and press ENTER . Alternatively press ALT + S or CTRL + ENTER .	<p>Your message will be sent.</p> <p>If the internet connection is available, it will be directly sent and moved to your sent items folder.</p> <p>If not, your message will be moved to your outbox folder to be sent later when there is internet connection.</p>

Note:

In order to open the new message dialog, you can go to address list, select a contact from that list with **UP** or **DOWN ARROWS** and press **ENTER**. The new message will appear and the "to" field will be filled in with address of selected contact.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Attaching files to the message

ADDED VALUE

- You can share your photos, documents or any other file with your friends.

PREREQUISITE

- Knowing the necessary keyboard skills and the positions of the keys such as Alt, Control, Insert and letters.
- Knowing how to compose and send a message.

TECHNICAL DESCRIPTION

- With the development of internet technologies, people start sharing different types of files or documents in a variety of ways. E-mail is the simplest way of sharing files. Files can be sent to other people provided their size is small enough.
- In a list view, select a file, press the “application” key and select “send” submenu from the menu.
- Then in a new menu, you can select email recipient with your UP and DOWN arrows and press enter.

- Your default e-mail client will open and you can type the recipient's e-mail address.
- You can do the same thing when composing an e-mail in Outlook Express.
- If your Outlook Express is open and you want to attach a file, complete the following tasks:

TASK DESCRIPTION

No	Task	Result
1	Go to file menu by pressing ALT + F	The file menu will appear.
2	Find new sub menu and press RIGHT ARROW then find new mail option by your UP and DOWN ARROWS and press ENTER .	The new message screen will appear and your cursor will be in "to" field where you can type the mail address or name in your address book. Alternatively, you can directly press CTRL + N to open the new message dialog without going through menus.
3	Fill in the "to" field and press TAB . If you wish, you can type addresses to cc or bcc fields. It is not compulsory. Fill in the preferred fields and press TAB until you come to subject field.	The subject field where you can type the title of the message will appear.
4	Type something to this field like "trial" then press TAB key.	The message body field will appear. You can type anything you want to this field.
5	Type your message to this field.	Now you are ready to send your message if you do not wish to attach a file.
6	Press ALT + I to go to insert menu, then select "file" with your UP or DOWN ARROWS . Then press ENTER .	The file name edit dialog will appear on the screen. You can type the file name with its path or select from the list in this dialog.
7	Press SHIFT + TAB	The list view where you can select the file you wish to attach will appear on the screen. You can use your ARROW keys or the first letter of the item to navigate in this list. To go back to one level up, press BACK SPACE key. To go to a folder in the list, press the first letter of it until you hear the correct name and press ENTER .

No	Task	Result
8	Find the file you are looking for by navigating in the list and press ENTER .	The file will be added to attachment list and you will return to your message body. You can press SHIFT + TAB to check whether your file is attached or not. If attached, an attachment field will appear.
9	Go to file menu with ALT + F , find send message option and with UP or DOWN arrows and press ENTER . Alternatively press ALT + S or CTRL + ENTER .	Your message will be sent. If the internet connection is available, it will be directly sent and moved to your sent items folder. If not, your message will be moved to your outbox folder to be sent later when there is internet connection.

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- X Using Internet

TITLE OF THE SKILL

Saving attachments

ADDED VALUE

- To save files for further use.

PREREQUISITE

- Knowing the necessary keyboard skills and the positions of the keys such as Alt, Control, Insert and letters.
- Knowing the menu and submenu system.
- Familiarity with tree views and navigation in a tree view.

TECHNICAL DESCRIPTION

- e-mail accounts have specific capabilities to receive files and e-mails.
- Files sent as attachments must remain relatively small.

TASK DESCRIPTION

No	Task	Result
1	Open Outlook Express	The inbox message list will appear on the screen. Wait for the reception of all messages. At the end you will hear a beep indicating that you have received all your messages.
2	Press UP and DOWN ARROWS to navigate between messages.	If you hear attachment before the message title, it means that that message has an attachment.
3	Press ENTER or TAB key to read the message.	The message body will appear on the screen. You can use your Standard reading command to read the message.
4	Press ALT + F to enter to the file menu. Then press DOWN ARROW to find save attachment option and press ENTER .	A list view showing the list of attached files will appear on the screen. If you press ENTER , the files will be saved in the specified folder. If you wish to save your file in a different location, complete the followings steps.
5	Press TAB key until you hear browse button and press SPACE bar.	A tree view screen will be seen. You can use UP and DOWN ARROW to navigate between folders and files in the same level. To open a folder press RIGHT ARROW . To close one and go up one level press LEFT ARROW .
6	Navigate in tree view by using your arrow keys to specify where you will save your attachments. Then press TAB key until you hear OK button and press SPACE bar.	You will go back again to the save attachment screen.
7	Press TAB key until you hear SAVE button and press SPACE bar	The files will be saved in your specified folder and you will return to the message body window. You can check your files in the specified folder. If you open the message with TAB key, to return to the message list, press SHIFT +TAB key or if you opened the message with ENTER key press ESCAPE .

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SKILL IMPROVEMENT FORM

NEW TECHNOLOGIES

TYPE OF SKILL

- Using DAISY
- Using mobile phones
- Using Internet

TITLE OF THE SKILL

Message actions

ADDED VALUE

- Ability to read, reply, forward or delete a message.
- Ability to perform various actions on a message.

PREREQUISITE

- Knowing the necessary keyboard skills and the positions of the keys such as alt, control, insert and letters.
- Knowing the menu and submenu system.

TECHNICAL DESCRIPTION

- We will again use Outlook Express to receive the e-mails and complete further actions.
- Note that for the actions described below, most e-mail client programs like Microsoft Outlook or Windows live mail operate according to similar procedures.

TASK DESCRIPTION

Reading messages

No	Tasks	Results
1	Open Outlook Express	The inbox message list will appear on the screen. Wait for the reception of all messages. At the end you will hear a beep indicating that you have received all your messages.
2	Press UP and DOWN ARROWS to navigate between messages.	If your message is still unread, your screen reader will warn you by saying “unread”. Then, you will hear the message sender’s name and the subject name. If you hear “attachment” before the sender’s name, it means that that message has an attachment.
3	Press ENTER or TAB key to read the message.	By pressing the TAB key, the message body and all its fields such as “from”, “to” and “subjects” will be opened, and the message body will appear on the screen. You can use your Standard reading command to read the message.
4	To return to the message list, press SHIFT +TAB keys if you opened the message with TAB key, or press ESCAPE .if you opened the message with ENTER key	The message list will reappear. You can choose other messages to read.

Replying to a message

No	Tasks	Results
1	Press ENTER or TAB key to open the selected message.	By pressing TAB key, the message body and all its fields such as “from”, “to” and “subjects” will be opened, and only the message body will appear on the screen. You can use your Standard reading command to read the message.
2	Press CONTROL + R or go the message menu then select reply sender.	A message editing area where you can type the message will appear. You do not need to type anything to the “to” or “subject” field because they are already filled in for you.
3	Type anything you wish to message body area.	Your message will be formed. You can use basic reading and editing command to correct your message.
4	Press CTRL + ENTER , or ALT + S . Or go to file menu and select send message.	Your reply will be sent and you will return the message body. The address of the message sender you replied to will be automatically added to your address book.
5	If you would like to reply to all the senders, you should press CTRL + SHIFT + REPLY or select “reply all” from message menu.	If you press CTRL + R , your message only goes to the sender. If you press CTRL + SHIFT + R your message will also go to other people who may be written to the “to” or “CC” fields of the message you replied to.

Forwarding a message
(to share a message with others)

1	Press ENTER or TAB key to open the selected message.	<p>If you pressed TAB key, the message body and all its fields like from, to and subjects will be opened.</p> <p>If you pressed TAB key, only the message body will appear on the screen.</p> <p>You can use your Standard reading command to read the message.</p>
2	Press CTRL + F or go to message menu and select forward.	<p>A new message screen will appear.</p> <p>Your cursor will be in “to” field in order for you to specify the recipient’s addresses.</p>
3	<p>Type the e-mail addresses of the people, you would like to forward the message.</p> <p>You can type multiple addresses, by separating them with commas, or you can use cc fields</p> <p>You can use TAB key to fill in the necessary fields including subjects and message body.</p>	<p>If you fill in all the necessary fields, you are ready to send the message.</p> <p>In subject field of your message, you will see “fwd”. This shows that you are forwarding the message.</p>
4	Press CTRL + ENTER , or ALT + S or go to file menu and select send message.	<p>Your forward will be sent and your cursor will return to the message body you forwarded.</p>

Note:

In order to delete message, you can use **DELETE** or **SHIFT + DELETE** key in message list.

If you press **DELETE** key only, the message will go to deleted items folder.

If you press **SHIFT + DELETE** keys, a warning screen will appear and ask you to confirm that whether you want to permanently delete the selected message. If you choose “yes” the selected message will be permanently deleted.

7. SKILL IMPROVEMENT FORMS FOR DAILY LIFE MANAGEMENT

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Cutting meat

ADDED VALUE

- Ability to cut meat independently.
- Greater self-confidence when you go to restaurants or are invited for a meal.

PREREQUISITE

- If you are presented with plastic plates and cutlery, do not hesitate to ask for proper ones.
- You may find it easier to ask for the meat to be served separately and have the garnish served once the meat is cut.

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips (if any)
1	Ordering (formal dinner)	Make your selection on the basis of ease of cutting if no other alternative (e.g. order boneless meat).
2	Exploring the knife	Slide a finger or thumb down the handle to identify the junction of handle and blade. Usually the cutting edge of the blade will extend outwardly. Drag the knife edge along the rim of the plate and listen or feel for serrations.
3	Measuring the slices of meat to be cut	Place a fork at reasonable distance from the edge of the piece (approx. 1cm).
4	Picking the cut slice of meat	Drag the cut portion away from the rest of the meat. The resistance and weight on the fork will give useful clue such as whether the piece is too big or still attached to the rest of the meat. Then pick it up.
5	Getting help	Never be ashamed to ask a companion or waiter to help with difficulties.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Frying an egg

ADDED VALUE

- Ability to fry an egg independently and safely.
- Production of a perfectly shaped egg.
- Ability to remove easily the egg from the pan.

PREREQUISITE

- Tuna can, or any other can about that size
- Electric or rotating can opener
- Spatula

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips (if any)
1	Preparing the can	Remove both the top and bottom of a small tuna can using a can-opener
2	Preparing the pan	Heat your frying pan to the temperature required. Place the open-ended can (or cans) in the pan. The number of cans depends both on the size of the pan and on the number of eggs to be fried simultaneously.
3	Breaking the egg into the can	Touch the top of the can to know where it is and break the egg inside.
4	Frying the egg	Time, touch, smell, taste, and/or sound will indicate when a product is done.
5	Removing the fried egg	Slide a spatula under the bottom of the can and pick the egg up
6	Future use	Keep the open-ended tuna can in case you need to use it again.

Alternate method: Use a commercially available egg ring.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Spreading butter on toast

ADDED VALUE

- Ability to easily spread butter independently.
- Feeling more comfortable when buttering toast, in particular when sharing breakfast with others.

PREREQUISITE

- Take the butter out of the fridge beforehand so as to soften it before use.

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips (if any)
1	Exploring the knife	Slide a finger or thumb down the handle to identify the junction of handle and blade. Usually the cutting edge of the blade will extend outwardly. Drag the knife edge along the rim of the plate and listen or feel for serrations.
2	Cutting butter	Place the knife along the edge of the butter. Lift it slightly and slide it over the top of the butter. Cut through the desired size.
3	Spreading butter	Place the pat of butter in the centre of the piece of bread and spread out to the edges.
4	Checking coverage	Feel the thickness of the surface with knife or finger.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Making coffee

ADDED VALUE

- Ability to make coffee independently and safely.
- Being more comfortable when inviting relatives or friends.

PREREQUISITE

Important: It is advisable that one person perform all the actions.

- Italian “Moka” coffee-machine
- Electric stove
- Jug



TASK DESCRIPTION

Nb	Tasks	Recommendations / tips (if any)
1	Preparing the area	<p>Perform this action on a surface than can easily be cleaned afterwards.</p> <p>Place a paper kitchen towel under the coffee-machine to absorb any spilt coffee.</p>
2	Pouring water	<p>Place your fingertip immediately below the rim of the lower part of the coffee machine so as to know when the water reaches the desired level.</p>
3	Adding coffee	<p>Insert the filter.</p> <p>Take ground coffee with a spoon.</p> <p>Put your index and thumb around the edge of the lower part of the machine and use them as a funnel to guide the other hand to correctly add the coffee.</p>
4	Finalizing coffee	<p>Fasten the upper and lower parts of the machine.</p> <p>Put it on the stove.</p> <p>Remember where the handle is placed when the machine is heating.</p>
5	Knowing when coffee is ready	<p>Listen carefully and wait until you hear the typical sound of the coffee gushing into the upper part of the machine.</p> <p>Some coffee machines are equipped with an electronic whistle that blows when the coffee is ready.</p>
6	Pouring coffee	<p>Reach out for the machine cautiously and seize it by the handle with a pot holder.</p> <p>Pour it first into a little jug and then pour it from the jug into the coffee cups. This transfer is made necessary because of the size of coffee cups and the hot temperature of the machine and the coffee.</p>

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Eating tips

ADDED VALUE

- Being able to have lunch/dinner independently and safely.
- Greater self-confidence when you go to restaurants or are invited for a meal.

PREREQUISITE

None

TASK DESCRIPTION

Tasks	Recommendations / tips (if any)
Making meals easier for partially sighted people	<p>Set plates on a color-contrasting table cloth or placemat.</p> <p>Do not use clear glasses or dishes.</p> <p>Enhance color contrast between the food and the dish or cup. For example, use a white cup when pouring coffee. Place the white cup on a dark mat rather than on a white or light colored counter or table.</p> <p>Do not use heavily decorated plates as food becomes difficult to identify.</p>
Identifying the food on one's plate	<p>Describe the contents of the plate.</p> <p>When describing, relate to top, right, bottom, and left of the plate, or to numbers according to position on a clock face.</p>
Avoiding spilling food	<p>Use high-rimmed plates (e.g. for ice-creams).</p> <p>Push the food starting from the rim of the plate inward.</p> <p>Use a pusher, such as a piece of bread, to place food on spoon or fork.</p>
Avoiding spilling drink	<p>Do not move the hands above and across the table surface to avoid tipping glasses over.</p> <p>Avoid light plastic glasses that would easily tip over.</p>

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Pouring liquids

ADDED VALUE

- Ability to pour liquids independently.

PREREQUISITE

Advice

- Pour liquids over a sink or a plastic tray in case of spillage.
- For partially sighted people: use a white or lightly coloured cup to provide colour contrast to dark liquids such as tea or coffee and help determine the level of liquid.

Material

- Jug (in some cases, use a small jug for smaller quantities)
- Rubber band
- Small plastic funnel

TASK DESCRIPTION FOR COLD LIQUIDS

Nb	Tasks	Recommendations / tips
1	Preparing the jug	Use a small light jug. Be careful not to overfill, as this makes it difficult to control the flow of liquid.
2	Using the jug	Carry the glass to the jug rather than moving the jug to the glass.
3	Pouring liquid	Place the spout of the jug directly onto the rim of the glass. Pour into the glass.
4	Determining quantity	Insert your fingertip in the glass to determine liquid level.

TASK DESCRIPTION FOR HOT LIQUIDS

Nb	Tasks	Recommendations / tips
1	Preparing the jug	Use a small light jug. Be careful not to overfill, as this makes it difficult to control the flow of the liquid.
2	Pouring boiling liquid	Use a small plastic funnel with a short spout. Place the funnel inside the cup. The funnel will help to pour boiling liquid safely. In the case of tea or coffee pots, a broad rubber band around the spout can prevent it from sliding. Direct the flow of liquid into the cup.
3	Determining heat	Feel the temperature on the outside of the cup to have an indication as to whether it is hot enough.

Alternate method: Use a commercially available liquid level indicator which hooks over the edge of the cup. Place it at some distance from where you pour the liquid into the cup. It will buzz when the liquid is close to the top.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Handling euro coins

Important: This skill improvement form applies to euro coins and only some of the tips described below may be relevant for other currencies.

ADDED VALUE

- Ability to handle coins quickly and independently.

PREREQUISITE

- Purse with separate compartments for coins.

TASK DESCRIPTION

Comments:

Euro coins were designed in a way to make them accessible to blind and partially sighted people. Tips will however be useful to optimize handling.

Nb	Tasks	Recommendations / tips
1	Discriminating euro coins	<p>Colour, size, weight and thickness vary from coin to coin.</p> <p>Feel the tactile features such as smooth, coarse, scalloped edges, interrupted milling, and edges milled all the way round. Study these features carefully.</p> <p>Size of coins grows with increasing denomination from 1 cent up to 2 euros, with one exception: 10 cent is smaller than 5 cent but is easily identifiable with its sharply milled rim.</p>
2	Sorting coins	<p>Use a purse with three compartments.</p> <ul style="list-style-type: none"> • Use the first compartment for 1 cent, 10 cent and 1 euro coins. • Use the second compartment for 2 cent, 20 cent and 2 euro coins. • Use the third compartment for 5 cent and 50 cent coins. <p>This is easy to remember as it is logical: denominations beginning by 1, 2 and 5 go respectively in one same compartment.</p> <p>Denominations in one same compartment have different edges and size.</p> <p>For each compartment, the lowest denomination (1, 2 and 5 cents) is made of copper and is thinner than the other coins.</p> <p>The 1 and 2 euro coins have quite similar size and edges but are in two different compartments.</p>

Alternate method: There is commercially available money handling devices such as coin boxes which might be useful.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Handling euro notes

Important: This skill improvement form applies to euro notes and only some of the tips described below may be relevant for other currencies.

ADDED VALUE

- To be able to handle bank notes quickly and independently.

PREREQUISITE

- Wallet with separate compartments for notes.

TASK DESCRIPTION

Comments:

Euro notes were designed in a way to make them accessible to blind and partially sighted people. Tips will however be useful to optimize handling.

Nb	Tasks	Recommendations / tips
1	Discriminating euro notes	<p>Pay special attention to sizes and colour contrast.</p> <p>Length and width of notes grow with increasing denomination from 5 up to the 100. The 200 and 500 euro notes have tactile markings.</p>
2	Implementing your personal differentiation system (without wallet)	<p>Fold each denomination in a different way.</p> <p>For example, the lowest value, the 5 euro note, may not be folded at all; 10 euro notes can be folded half widthwise; 20 euro notes once in a half lengthwise; 50 euro notes folded twice; etc.</p> <p>This is particularly useful if no wallet is used.</p>
3	Sorting notes (with wallet)	<p>Use a wallet with three compartments:</p> <ul style="list-style-type: none"> • Use the first compartment for 5, 50 and 500 euro notes. • Use the second compartment for 10 and 100 euro notes. • Use the third compartment for 20 and 200 euro notes. <p>This is easy to remember as it is logical: denominations beginning by 1, 2 and 5 go respectively in one same compartment.</p> <p>This means that between each denomination in a given compartment, there are two other denominations in other compartments.</p> <p>The dimensions of the different notes in each compartment are sufficiently different to avoid confusion.</p>

Alternate methods:

- There are commercially available money handling devices such as bank note gauges and devices for marking currency with raised dots which might be useful.
- Electronic devices detecting the denomination of notes may be used.

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FORM FOR THE MODELISATION OF SKILLS

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Organizing documents

ADDED VALUE

- Helps performing a number of tasks (e.g. retrieving documents) independently.
- However, the assistance of a trusted person is often requested at some point or another.

PREREQUISITE

- Color contrasting folders (for partially sighted people).
- Tagging system in Braille or stick-on relief letters.

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips
1	Organizing	Use different containers (drawers, baskets, or other) for each category of documents (administration, bills, personal correspondence, etc.).
2	Getting documents read	Identify a trusted friend or family member to help you read your documents. Ideally, assistance should be provided each time by the same person so that she/he becomes familiar with the way you organise your documents. Identify one or two other trusted persons in case the first one is not available to assist.
3	Sorting	Use file folders in different colours (for PS people) or sizes, or break a larger folder into smaller sub-parts by inserting dividers. Label them in Braille or by using sticks with relief letters. Put clearly identifiable letters, for instance “F” for Finance, “H” for Health/Doctor, “I” for Insurances, etc.
4	Keeping important documents	Place documents such as birth certificates and insurance policies in a locked fire-safe box.
5	Remaining up-to-date	Read, sort and file all new papers or at a regular intervals, for instance once a week.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Matching clothes

ADDED VALUE

- Ability to get well dressed independently.
- Feeling more comfortable when going out.
- Gaining in self-esteem.
- Saving time when getting dressed.

PREREQUISITE

- Labelling system such as Braille tag or safety pin.

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips
1	Getting description of new clothes	When you buy something at the store or when someone gives you clothes as a gift, ask him or her to describe the item so you can learn how they look and how they feel.
2	Separating clothes	Distinguish types of clothing by touch, by fabric type, and distinctive features such as buttons, snaps, and zippers.
3	Organizing clothes	Make lists of all clothing by category. Attribute a Braille letter per category. Attribute a Braille number per piece of clothing belonging in each category.
4	Tagging clothes	Sew Braille tags to each article of clothing. You can also use some other tagging systems like safety pins.

Alternate method: use a colour indicator to create your personal labelling.

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Food shopping

ADDED VALUE

- Ability to go shopping independently.
- Improving one's self confidence by being able to cater for one's own needs independently.

PREREQUISITE

Important:

- Identify a supermarket close to your home, and where you can find someone who can help you finding the products you want to buy.
- When shopping includes bulky or heavy products choose supermarkets which can deliver to your home.
- Shopping trolley
- Audio or Braille shopping list

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips
1	Preparing the shopping list	<p>Food in the fridge should be placed in an organised way so that you quickly know what you need to buy.</p> <p>The list has to be recorded or written in Braille. If written in Braille, abbreviations should be used in order to fit on a small piece of paper.</p>
2	Preparing the money	<p>If you pay in cash, check beforehand the amount of cash you have, and in what denominations. Please refer to the skill improvement forms “Discriminating euro coins” and “Discriminating euro notes”.</p> <p>Bring your credit card in case your bill exceeds the amount of cash you have and to avoid bringing too much cash with you.</p>
3	Doing the shopping	<p>Use a shopping trolley and keep one hand free to hold the mobility aid (white cane or guide dog).</p> <p>For fresh food, it is essential that the person helping you has your trust as you rely on her/him to choose the best food.</p>
4	Payment	<p>Payment should be made easier by the preparation phase.</p> <p>Take time to check the change.</p>

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Washing a baby

Important: Make sure someone assists you when washing a baby for the first few times.

ADDED VALUE

- Washing your baby independently and safely.
- Performing a task involved in building a parent's relationship with the baby.

PREREQUISITE

- A comfortable baby bathtub (don't bathe the infant in your own tub)
- All the necessary baby bath items (baby soap, baby shampoo, baby oil, towel)

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips
1	Preparing the washing area	Put the bathtub on a table at arms height, a height where you don't have to bend too much.
2	Preparing the water	Pour hot water into the bathtub. Measure the heat of the water with your elbow or your little finger and wait until it is body temperature: not too cold not too hot. Put baby soap in.
3	Handling the baby	Lay the baby on one arm. Put your palm over the baby's head and hold it from the back.
4	Blocking the baby's ears	Block the baby's ears with his lobes using your thumb and middle finger so that water does not enter. <u>Baby's ears must be blocked during the whole process.</u>
5	Washing the baby	Wash the front of the baby. Turn and lay the baby on your arm. Block baby's ears again. Wash the baby's back.
6	Drying the baby	Use preferably a hooded bathrobe.

Comment: Prenatal seminars may be held in your city. Get informed...

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Feeding babies

Important: Make sure someone assists you when feeding a baby for the first few times.

ADDED VALUE

- Feeding your baby independently.
- Performing a task involved in building a parent's relationship with the baby.

PREREQUISITE

- Baby bottle with easily identifiable graduations.

TASK DESCRIPTION

Nb	Tasks	Recommendations / tips
1	Memorizing graduations	Feel the graduations on the baby bottle to have an idea at which height they are.
2	Memorizing baby's weight	Weigh the baby to know how heavy she/he is before drinking.
3	Identifying quantity of liquid	Determine the amount of baby food by sensing the heat on the bottle with your hand.
4	Feeding the baby	Gently move the bottle closer to the baby's mouth. The baby will instinctively suck the bottle teat.
5	Determining when the baby has finished	Weigh the baby again to determine how much has been drunk. Feel the remaining hot graduations to know how much the baby drank.
6	Making the baby burp	Lift the baby up. Press her/him on your chest with the head on your shoulders. Slowly pat her/his back so that the baby burps.

Comment: Prenatal seminars may be held in your local community. Get informed...

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Putting on make-up

ADDED VALUE

- Ability to put make up on independently.
- Improvement of self-confidence and self-esteem thanks to improved personal care.

PREREQUISITE

- Make-up purse with compartments
- Make-up material
 - o Moisturizer
 - o Foundation cream
 - o Blusher
 - o Eye-shadow
 - o Mascara
 - o Lipstick or lip pencil
- Baby wipes

TASK DESCRIPTION

Comments:

- Use subtle coloured or even transparent mascara or gloss.
- Use eye-shadows and foundation with creamy texture, instead of products in powder, to sense where the product is applied.
- Ask for a sighted person’s feedback about the final result. Her/his suggestions will allow you to become more skilled in putting your make up on.

Nb	Tasks	Recommendations / tips
1	Preparing the area	<p>Stand before a horizontal surface so that if something falls down it will not stain your clothes and can be easily picked up.</p> <p>The most suitable place is the bathroom as its floor and furniture can be easily cleaned up and you can wash your hands after using make-up.</p>
2	Preparing the material	<p>Apply Braille labels to eye-shadow and blusher containers to identify colours, using abbreviation such as P for “pink” or B for “blue”.</p> <p>Use a make-up purse with various compartments to easily store and access your make-up products.</p>
3	Applying moisturizer	<p>Apply moisturizer. This does not imply any difficulty as moisturizers are usually transparent.</p>
4	Applying foundation cream	<p>Use a product with a dispenser to avoid applying more cream than needed.</p> <p>Apply homogenously a smaller quantity of product and then add to it if necessary. The texture of the product will help you feel where and how much foundation cream was applied.</p>
5	Applying blusher	<p>Gently apply blusher with a large and soft brush to avoid putting too much colour on your face.</p>

Nb	Tasks	Recommendations / tips
6	Applying eye-shadow	<p>Use a cream eye-shadow. Its texture will help you feel where and how much eye-shadow was applied.</p> <p>Apply on the central part of the eyelid.</p> <p>Use a white powder eye-shadow as a complement if you want to give some shade to the eye make-up. Avoid using another colour.</p>
7	Applying mascara	<p>Have baby wipes at hand in order to clean any leaked mascara.</p> <p>It is recommended to use transparent mascara as it is particularly difficult to apply.</p> <p>Place the mascara tip parallel to face just before the eye, between the upper and lower eyelash. Then close and open the eyelid several times without moving the mascara tip.</p> <p>Move the mascara tip to the right part of the eye and repeat the same action. Do the same with the left part of the eye.</p>
8	Applying lipstick or lip pencil	<p>It is recommended to use transparent lip gloss.</p> <p>If coloured lipsticks or lip pencils are used, ask a sighted person to confirm whether the result is OK.</p>

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SKILL IMPROVEMENT FORM

DAILY-LIVING SKILLS

TYPE OF SKILL

- Preparing food and drink
- Organising daily life
- Child care
- Personal care

TITLE OF THE SKILL

Nail care

ADDED VALUE

- Ability to maintain one's own good appearance
- Improvement of self-confidence and self-esteem thanks to improved personal care.

PREREQUISITE

- Nail cutter
- Nail file
- Emery board
- Cuticle pusher
- Cotton swabs
- Nail polish
- Nail polish remover

TASK DESCRIPTION

Comments:

- The following tasks are intended to follow accurate nail cleaning with a nail brush and soap.
- Remember that short nails are easier to maintain.
- When choosing the polish colour, remember that transparent or clear polish is more likely to match any clothes and make-up you may wear.

Nb	Tasks	Recommendations / tips
1	Preparing the area	Sit comfortably at a table where all the nail tools will be displayed and ready at hand.
2	Preparing the material	Apply Braille labels to nail polish bottles to identify colours, using abbreviation such as P for “pink” or R for “red”. You can alternatively cut out conventional forms such as squares and triangles with the same tape used to produce Braille labels and apply them on nail polish bottles.
3	Cutting or reducing the size of nails	Only use the nail cutter to reduce the size of the nail. If used regularly (once every two or three days), a nail file or an emery board can replace the nail cutter. Use the nail file and the emery board to give nails a more regular and rounded shape.
4	Treating cuticle	Identify the cuticles to be treated by passing a finger on the border of the skin around the nail plate with a movement from the edge towards the half moon at the base of the nail. Use a cuticle pusher or a nail file to gently push cuticle back.

(continued on the following page)

Nb	Tasks	Recommendations / tips
5	Applying polish	<p>Ensure that the brush touches repeatedly the internal part of the bottle neck to make polish in excess drop back into the bottle.</p> <p>Place the forefinger of one of your hands on the thumb of the same hand just before the half moon at the base of the thumb nail. This will represent the starting point for the nail brush to move from the nail base to the edge.</p> <p>Apply polish with short strokes on the edge at first, as this will help to have the correct quantity of polish on the brush for the following, longer strokes on the nail.</p> <p>Then, always apply polish from the base towards the top with repeated strokes to cover the whole nail.</p> <p>Apply polish on the other fingers always placing a finger of the same hand at the base of the nail to stand as starting point for the brush (this is not possible for the little finger).</p> <p>Allow for the polish to dry.</p>
6	Removing possible polish stains	<p>Pass a cotton swab with some polish remover on the skin around the nail to ensure that there are no polish stains.</p>

8. CONTACTS

For any information and support to implement INTERGEN workshops, you can contact:

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Information and links available on the website of the project:

<http://www.intergenerations.eu/>



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