

TOPIC: What could I use technology for?**Type of session: One to one****Date:****Name of learner:****Length of session: 55 minutes Session Number:1****Device: Laptop/Desktop/Tablet/Smartphone****Level: Beginner/~~Intermediate/Advanced~~ Device:**Aims of the session:

The aim of this session is to support a learner with a learning disability to make informed decisions about whether they want to use technology or go online and the different activities they can use technologies for. At the end of the session the learner should be able to:

1. Identify different reasons or purposes for using technology or going online (e.g. to meet friends, play music, shop online).
2. Understand the different ways in which using technology or going online might help them in their daily lives.
3. Apply what they have learnt to decide if they would be interested in finding out about using technology or going online.
4. Discuss what goals they would have when using technology or going online.

Notes:

This session is designed to support people with learning disabilities who may be reluctant to use technology or go online and may not be aware of the different activities they can use technology for and the benefits it might give them. As part of a person-centered approach to supporting your learner, it is important you help them make informed decisions. If they decide they don't want to use a particular technology or go online, that it is okay as long as you have supported them to think through the pros and cons of their decision.

- *Allow for an introduction at the beginning and a recap at the end of the session as well as time to talk about what you and your learner would like to cover in the next session.*
- *Always schedule a short break during your session so that the learner can get up and move away from the screen.*

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Breakdown of the session			
Timings in mins.	Topics	Activity	Notes/resources
10 minutes	Introduction	<ul style="list-style-type: none"> • Explain the aims of the session. • Make sure your learner can see the device screen and the volume level is set to their preferences. 	Explain that it is their choice whether or not they use technologies in their daily lives, but that you want to help them make an informed choice.
10 minutes	Watching Video 1	<ul style="list-style-type: none"> • Watch the video of Ashley talking about what technologies he used during lockdown www.youtube.com/watch?v=IHtwOU-OAZo • Chat with your learner about what was in the video - focusing on what technologies Ashley talked about using and what he used them for 	<ul style="list-style-type: none"> • Point out the different technologies Ashley uses: a PC, a PlayStation and Zoom. Discuss with your learner how Ashley uses these technologies to interact with friends. • Point out that Ashley talks about how he has learnt new skills by using these technologies. Ask your learner if they would be interested in learning new skills. • Ashley talks about using Zoom to engage Social Club activities. Many self-advocacy groups and day centres offer social activities via Zoom and it could be useful to chat with your learner about what local groups they belong to, whether these groups use

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			Zoom and if they would like to be able to join those groups on Zoom.
10 minutes	Watching Video 2	<ul style="list-style-type: none"> • Watch the video of self-advocates from Ace Anglia talk about their use of technology https://www.youtube.com/watch?v=mxg_5-Po1WI • Chat with your learner about what was in the video - focusing on what technologies they talked about using and what they used them for. 	<ul style="list-style-type: none"> • The self-advocates talk about a wide range of communication technologies such as Zoom, WhatsApp, Messenger and Skype. It may be helpful to explain the differences between them and see if your learner is interested in another session where you demonstrate each of them in turn. • Point out to your learner how some of the people in the video needed help to use technologies in the beginning, but then have grown in confidence and are able to use technology with little support This may reassure an unconfident learner that it is possible to become a confident technology user.
10 minutes	BREAK		
10 minutes	Reflection	<ul style="list-style-type: none"> • Chat with your learner about what they have learnt from watching the videos. 	<ul style="list-style-type: none"> • Ask your learner if the videos have inspired them to try out using technology. If the answer is yes, discuss what they would like to try

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			<p>out and why. This will help you plan what you can do in future sessions.</p> <ul style="list-style-type: none"> If the answer is no, give them time and space to explain why. If their response is driven by fear and anxiety (for example, fear about online safety) see if they are willing to have an online safety session. If their reason for saying no is that they still don't know what they want to use technology for, it may be helpful to give them the link to the 'Toolkit for People with Learning Disabilities' . This has lots of examples of people with learning disabilities using technologies.
5 minutes	Recap	<ul style="list-style-type: none"> What next? Discuss what they would like to cover in the next session. 	<ul style="list-style-type: none"> Ask questions to find out if your learner would like to use technologies and, if so, what kind of support they would like in future sessions.

Links to further useful resources:

- **Digital Unite Technology Guides:** <https://www.digitalunite.com/technology-guides>
- **Digital Unite's guide: How being online can help you:** <https://www.digitalunite.com/technology-guides/easy-read-technology-guides/how-being-online-can-help-you>




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- Open University Toolkit for People with Learning Disabilities: <https://tinyurl.com/9jsywawb>



Handout: Things I would like to use technology to do



Things I would like to use technology to do	How happy would this make me?		
	 Okay	 Really good	 Fantastic
Example: Being able to shop online			

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Notes