



Lesson plan

Magic table in combination with aging suit	
Made by	Summa College
Starting point, why do we do this? <i>Learning goals/targets</i>	Targets: - The student is able to choose a suitable game considering the abilities and restrictions of a client - The student is able to combine the abilities and restrictions of a client with practice through gaming. - The student is able to support a client while playing the game
Learning environment (school, work placement, company)	School
Who is involved (students/teachers/clients...)	Students and 1 teacher
Preparations, instructions to the students	Preface Max 8 students. Therefore organize a mix of devices for a class in a timetable [as seen in Eindhoven]. Give information about the games which are available on the magic table, and the parts of the aging suit – and let them experience themselves first. The students can make their own 'scenario's' – which diseases /restrictions& abilities does the client have. You can choose to let several students play a role of client at the same time – each with their own nurse to assist them. The theme The goal is to enjoy quality time with the client while exercising and playing a game together. The students must first study theory about the disease, then find a suitable game to play. They have to let the client participate as much as possible. The student has to motivate, inform en assist the client. Of course you can run this lesson twice – and change roles.
Duration/schedule	- A group of 24 student has to be divided in 3 small groups. - Organize 2 more 'devices' – and let the small groups change places after 30 minutes. - 1.5/2 hours total time, including evaluation.
Description of the learning process, what kind of welfare technology is involved	Learning by playing. Searching for additional information how to assist the client the best way. The magic table is the technical device.
Evaluation plan of the module, how do we evaluate the module	Reflective discussion, proces and product of the lesson[-s].
Anticipated benefit to the client, student, working life	Benefits:



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	- Client: Clients get professional guidance, and practical training while playing a game – based on their own possibilities. - Student: Knowledge, skills and self confidence about their knowledge of pathology and how to assist a client while playing the game. While playing the role of a client the experience how difficult it can be to play a game when you are suffering a disease. - Working life: As future working force the students are change agents, and can inspire colleagues.
Teaching materials	