

ICLife: Tools for inclusion

How to make life on a campus for higher education more inclusive.

TOOL: George goes to university



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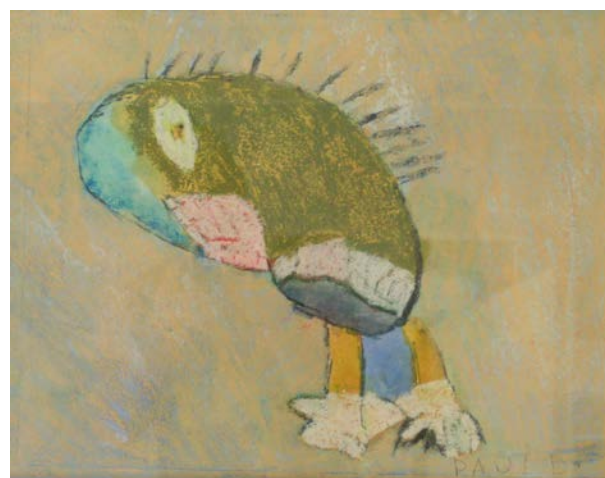
What's in a name?

The intention of this tool is to show by way of an extended example how to produce material that can entice and make imaginable the participation of people with intellectual disabilities on a higher education campus. The example (included herewith as annex) refers to the booklet “George goes to a university of applied sciences”. Written in easy-to-read language, the document is important in preparing materials that reflect both pedagogical needs (students) as well as perspectives of feasibility (employees) and connections to the actual life worlds of PID.

In general, the document looks at what people would think if someone with a mild intellectual disability went to a university of applied sciences. Several positions within the organization of a university of applied sciences are explored: life as a student, who takes lessons or is more fully engaged in a study programme, but also as an experience expert, co-developer of subject matter, (guest) teacher, receptionist, librarian, or in any other way. The opinions of students, teachers, staff, and people with a mild intellectual disability have been asked and some of them are reflected in a kaleidoscopic view on what higher education life entails. Apart from offering PID who would like to go to a university of applied sciences an enticing insider's view (in order to know what it means to study and what to expect more precisely), the intention of the booklet is also to practice the skills you need to work or study. The end of each chapter in which different activities are described, contains exercises to think about the reading material and the daily life at a university of applied sciences.

Target group

- PID
- PID coaches
- Job coaches
- Regular students from social work, pedagogy, psychology, etc.
- Campus staff involved in both technical (supportive) as well as academic (teaching



What's needed?

Convince your co-workers of the need for inclusion of PID on your campus, preferably also board members.

Find course time/free time in which such a book project can be developed.

From your network, gather a group of interested students for project work combined with colleagues or co-workers from institutions/homes working with people with mild intellectual disabilities alongside a group of interested PID.

Make sure they involve PID at all levels of the development, from the initial idea, the development of book characters to its final outcomes.

Form a PID experience panel to read/be read and comment on the booklet.

Seek channels for distributing the book, perhaps your local university press (which might be cheaper and willing) by launching a book presentation involving the local press. We have the experience that they are often quite keen and interested in topics surrounding PID.

Launch the booklet on international occasions in order to get feedback, such as conferences and expert meetings.

Budget

One would need the creative time of a group of people: students of social work, pedagogy, psychology,...who do this kind of work as part of a course requirement (least costly); board members and other colleagues whose time and involvement in the project will need to be justified in working hours; employees from homes for PID whose time will equally need to be justified, and PID (with the option to provide transportation and running costs for their work and engagement).

Printing costs depend on the options at your local university: perhaps there is a university press or a local fundraiser can be organized in order to help print copies of the book.

Distribution costs can largely be circumvented by making your booklet free-access and easily downloadable (electronically available) by means of a .pdf. There exist several open-source systems of protection for your developed materials. See e.g. here: <https://www.elsevier.com/editors-update/story/access/copyright-in-an-open-access-world>

Who gets what out of it?

PID: a revelatory view on the expectations, possibilities and daily ways of life at a university of applied sciences.

PID coaches: a concrete tool to use in communicating with and supporting PID in their wish to take part in higher education campus life.

Job coaches and employees of PID home facilities: a meaningful tool to discuss with PID the potential work activities that are available in the higher education campus environment.

Students: learn to develop imaginative ways of producing content suited to target groups they are likely going to be engaged with in their (later) professional lives.

Campus staff: since the booklet tells the story from the PID position, it may help them to understand better which pitfalls and difficulties PID can encounter in the work and study environment and which measures can be taken to understand and help them with these.



Annex:

“George goes to a university of applied sciences”

George

goes to a university of
applied sciences



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George participates at a university of applied sciences

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If you have any questions or remarks, please mail to:

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An informative workbook for people with a mild intellectual disability.

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This book was written by six people.

Four of them study social pedagogy at the University of Applied Sciences Utrecht in Amersfoort and two of them work at Reinaerde in Utrecht, a group home for intellectually disabled people. Together, they carried out a study during the school year 2015-2016.

They looked at what people would think if someone with a mild intellectual disability went to a university of applied sciences. The possibilities are as a student, who follows lessons or a study programme, but also as an experience expert, co-developer of the subject matter, (guest) teacher, receptionist, librarian, or in any other way. The opinions of students, teachers, staff, and people with a mild intellectual disability have been asked.

Many people with mild intellectual disabilities that we spoke to said that they would like to work at a university of applied sciences, although they didn't really know what to expect. They also said they didn't know what it would mean to study. That's the reason we made this book.

George Wright is a fictional character with a mild intellectual disability. The people George meets are also fictional. We hope that people with a mild intellectual disability, who would like to go to a university of applied sciences, will get an idea of what can happen by reading about George's week. You can find exercises at the end of each chapter to practice the skills you need to work or study. Practice these with someone who already has the skills, such as a relative or friend, so they can help you.

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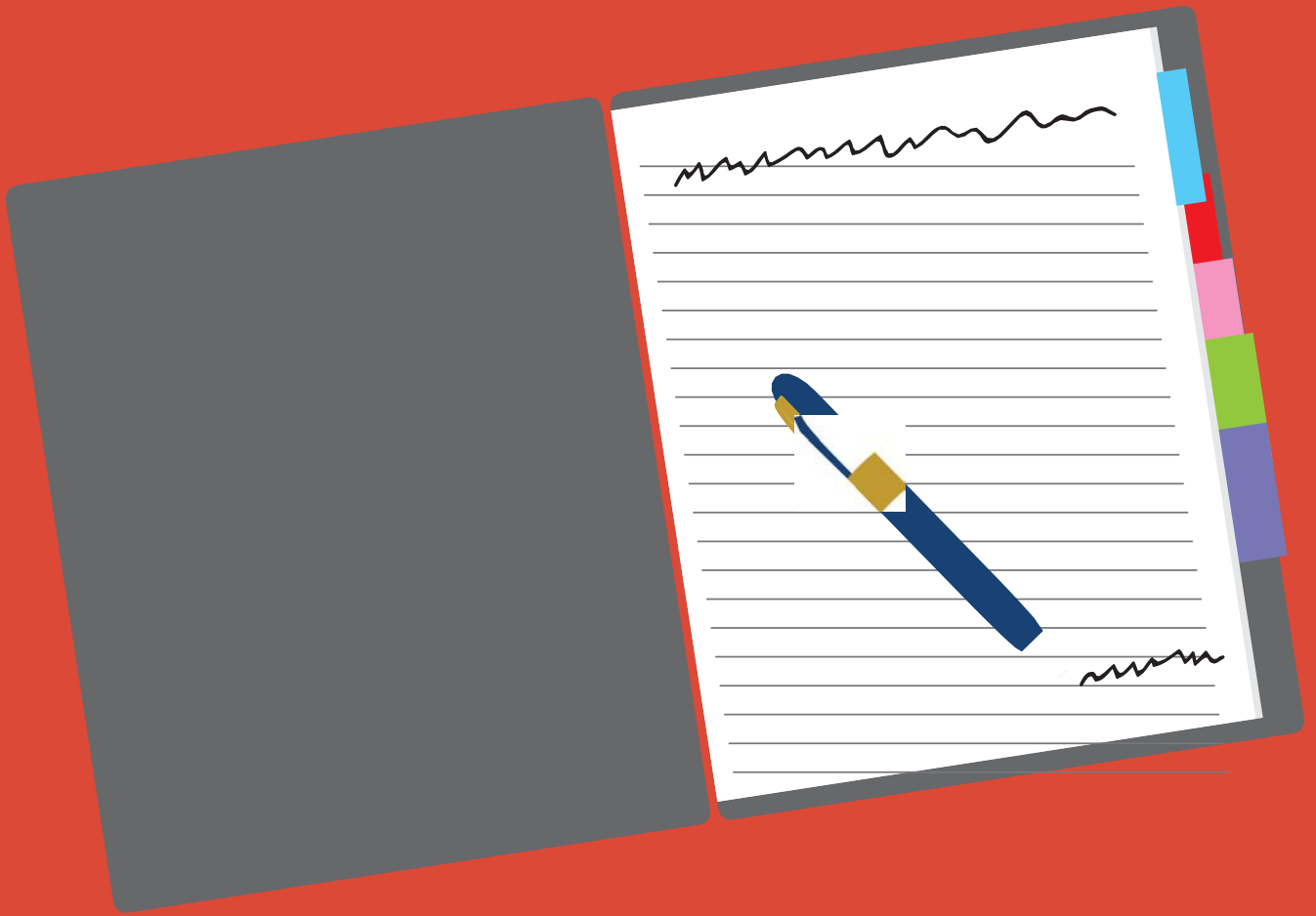
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There is possibility
in every difficulty.

Albert Einstein

GEORGE PARTICIPATES



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Introduction

George Wright is a 25-year-old young man. George has spikey hair, white as snow, and wears glasses. He likes wearing jeans and a t-shirt. And for his feet? Pointed shiny shoes. He likes saving musical tickets from all the shows he has ever seen. His favourite drink is hot chocolate.

George has a mild intellectual disability. He can't deal with too much light or sound. He has trouble showing that something is too difficult. He likes to do everything himself. If that doesn't work out, he gets angry at himself.

Zijn gezicht wordt dan rood en hij gaat dan heen en weer lopen. George wordt ook boos als mensen te veel van hem vragen. Hij raakt daarvan in de war.

Although he likes reading and reading, he finds it difficult. He can read slowly and understand short texts. Writing goes faster. He doesn't really know the alphabet

George is also very curious and eager to learn. He loves new challenges and is proud when he can learn new things. He is usually happy and always kind. He likes meeting new people.

He lives at a group home in Wrightville. He doesn't always like the help from the supervisors because they don't always have time. That's why he wants to study himself. Then he can make time for his housemates that need extra help.

He can't wait to start his week at a UAS.

Questions to get to know the reader.

What's your dream job?

What makes you angry?

What can you do to calm down?

What makes you very happy?

What's something you are you not that good at?

What's something that you are very good at?

What would you really like to learn?

Chapter 1 Monday: Reception day

The bus doors close behind him, and as the bus starts driving, George hears the light buzzing noise of the engine. He looks in front of him and sees a giant building. The shadow is even longer than George himself. It's a magnificent, new building. The bottom is painted white and all the bricks on the first floor suddenly turn red. There are a lot of windows in the walls.

The nerves make George feel a bit dizzy. It so happens today is the first day he can work at a UAS. This is called participation, he knows. It's a hard word for 'taking part in something'. He takes a deep breath and thinks about what he should do now. He decides he should go inside. George follows some students and sees a revolving door. He guesses the speed before he decides to enter.

As he leaves the revolving door, he can see a long information desk. Behind the counter there's a woman with dark curly hair that reaches past her shoulders. She's wearing glasses at the tip of her nose and she's focused on her computer. She's wearing a black blazer with a nametag on it. George looks at it and reads "Rosie".

"Hello" George says. His voice sounds deep. He knows it's caused by the nerves. "I'm George" The woman at the information desk looks over her glasses and starts smiling kindly. "Hey George, I'm Rosie"

As George shakes her hand, he feels relieved. Luckily, she is very kind.

Rosie says: "Wow, you're quite early. I only expected you at ten."

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George is taken by surprise. He thought he already had to be here at nine. He squeezes his eyes shut and his face starts turning red. He gets angry with himself.

But then Rosie says “But that’s okay. Follow me, I’ll show you around. You can help me today.”

George opens his eyes again and feels his face turning back to normal. He nods and walks to a swinging door in the information desk, that Rosie points at. Then she puts a shirt into George’s hands. “This has the school logo on it.”, Rosie explains. “Put this on so everyone can see you work here.”

Behind the desk, there’s a small room where George can change. There’s a clothes stand, a table with four chairs, a sink with a faucet, a kettle and a coffeemaker. George hangs up his coat on the clothes stand and puts on the dark shirt from school. It’s the perfect size.

George walks back to Rosie. She’s behind the computer but looks up immediately. “That shirt looks really cool” she compliments George. George glows with pride.

Rosie taps the seat next to her three times. George understands he can sit down. The chair feels very comfortable and posh. “I’d like this one at home,” he says. Rosie laughs. Then the phone rings. Rosie looks up and says “Now, pay attention!” She picks up the phone “Good morning, UAS speaking.” She stays quiet for a bit. George hears noise coming through the phone but doesn’t understand what the caller says. Rosie makes a noise with her mouth closed a few times. “Uh-huh,” she says “uh-huh”

She takes a piece of paper and a pen and starts scribbling something. “I’ll pass it on. Take care!” She stays quiet again and smiles. “Yes sure, thank you.” Then she hangs up the phone. She looks at George “There’s a teacher coming this afternoon. His name is Pete. Can you help me remember I have to pass on this message?” She points at the paper she just wrote on.

George nods. “Do you think it’s hard to answer the phone?” he asks. George is worried he won’t know what to say. But Rosie shakes her head. “Well no, most people who call are very kind.”

The phone rings again. Rosie gestures George may pick up. George clears his throat, but then picks up the phone. “Good afternoon, oh no, good morning” George gets angry with himself “I’m George”

“Good morning George”, the man on the phone says “Is Jared Thornytree already in?”

George freezes. He doesn’t know what to do. As he’s holding his breath his face starts turning red.

“Hello?” the man asks “Are you still there?”

George starts to panic. The world starts spinning in front of his eyes His head feels heavy. Then he feels a hand on his shoulder and sits up straight. He sees that he just hung up the phone during his blind panic. “Sorry”, he tells Rosie. She squeezes his shoulder for a while.

“It’s okay,” she says with a sweet smile; “Come on, let’s practice a bit. What went wrong?”

“I said good afternoon, but it’s morning,” George said. He sighs deeply “I also forgot to mention we’re from the UAS.”

“No problem,” Rosie says “Then you laugh it off and say ‘Excuse me’. Then you say ‘I am George from the UAS’”

George nods. He takes another deep breath. Rosie sits next to him and they practice the telephone conversation a few times. George learns a lot from this. He starts feeling more and more confident. He even laughs and cracks jokes.

Then the phone rings for the third time. George picks up before Rosie can even reach it. “Good afternoon, the UAS speaking.”

“Hello George,” a voice says. It’s the same man who called earlier. “Something just went wrong. I’m calling again to ask for Jared.”

“Hello sir,” George says politely. “Sorry about earlier. I’ll do better from now on”

The man laughs. George then asks Rosie if Jared is already at school. Rosie types something into the computer and looks at the screen. Then she nods “Yes, Jared is already at school.”

George repeats this into the phone.

“Thank you,” the man on the phone says “Take care!” “Enjoy your day, sir,” George closes the call. He hangs up the phone again. He turns around on his chair and sees Rosie with her hand in the air. He gives her a high-five with a grin on his face.

“The next customer is already waiting for you,” says Rosie. There’s a student at the counter.

“This is my first day here,” she says. “I can’t find the toilets.”

Rosie points to a corridor. “Third door to your left.”

The girl thanks her and walks into the corridor Rosie just pointed at. She walks to the wrong side for a minute, but then enters a door to her left. “Do you know how you can see if something is to your left or right?” George asks Rosie. She shakes her head.

“Do you know how you can see if something is to your left or right?” George asks Rosie. She shakes her head. “If you stretch out your arms and make an angle between your thumb and index finger,” says George while stretching his arms, “left is the hand where your fingers look like an L”

Rosie participates and stretches out her arms. Rosie starts laughing her head off when she sees. “Yes, you’re right! Wow, what an amazing tip. Now I’ll never get confused again.”

The rest of the day, George feels very relaxed when he’s with Rosie. He can ask her all he wants. He’s learning a lot from it. He learns giving directions and by doing so, he also gets to know the building. He shakes hands with a few people who walk past the information desk. “Welcome,” They then add, and “I am so happy you are here to reinforce our team.”

At the end of the afternoon, George feels tired and sits back in his chair. He folds his hands and puts them on his head. “This has been a long day,” he sighs pleased. Rosie laughs. “You liked it?” George nods. “A lot. Tomorrow, I’ll work somewhere else. I believe in the multimedia library”

“Nice,” Rosie says. “Then you’ll work with Jared.”

She gives George a cup of hot chocolate and also takes one for herself. “You’ve helped me a lot today. Thank you.” Together they toast to an educational and successful day. When they finished their hot chocolates, George changes clothes again and waves at Rosie. “Thank you for today”.

That night George falls asleep being very tired yet satisfied, with a big smile on his face.

GEORGE PARTICIPATES



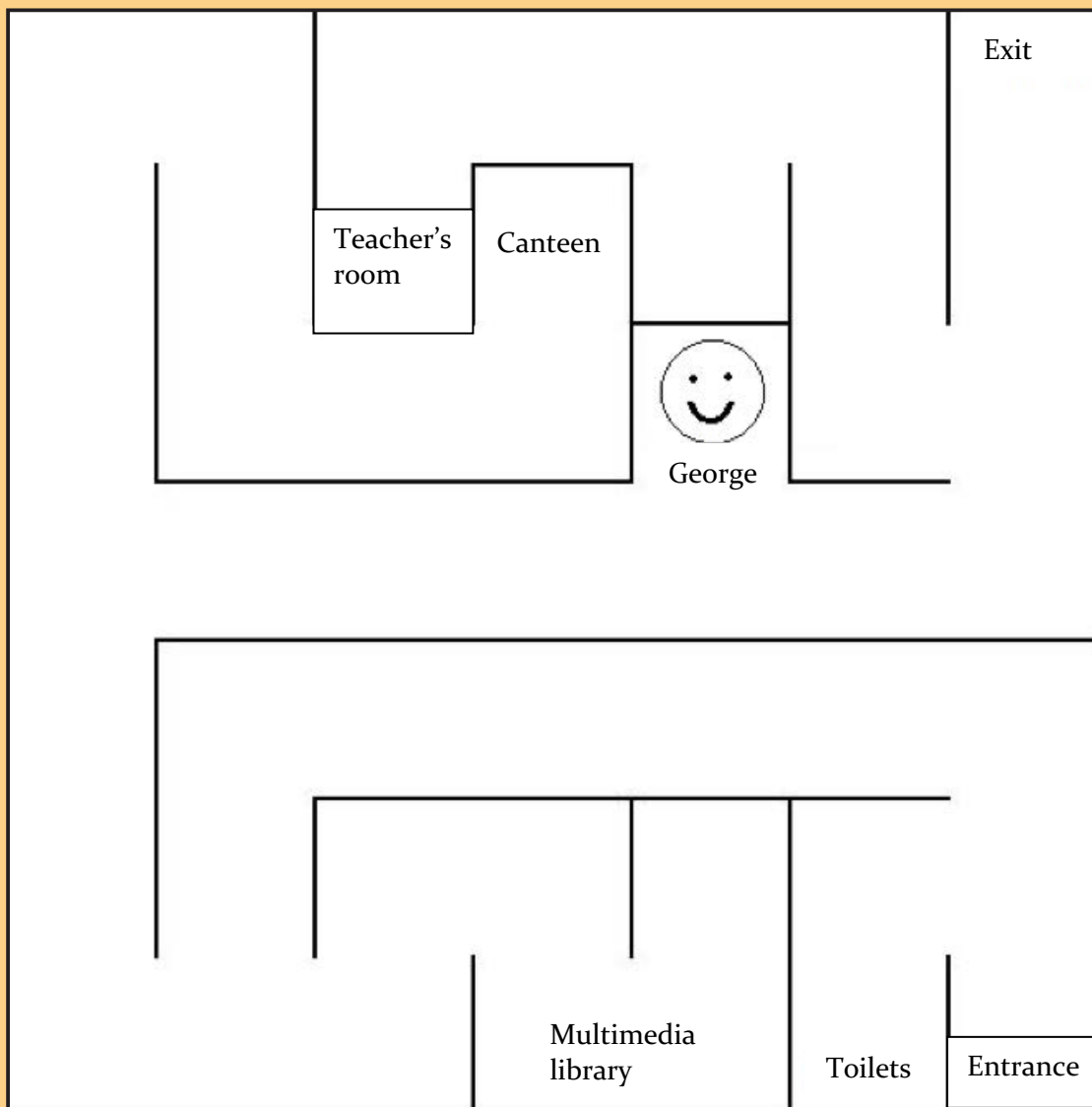
RECEPTION

Exercises chapter 1

The purpose of these assignments is to practice giving directions and having a formal conversation.

Help George give directions.

Work with a partner for this exercise. Have a look at the map. Give a description to get from one place to another. Use 'left' and 'right', but also for example 'at the end of the hallway'.



How do you get from...

...the entrance to George?

...George to the teacher's room?

...the teachers' room to the canteen?

...the canteen to the multimedia library?

...the multimedia library to the toilets?

... the toilets to the exit?

Come up with your own route!

Help receptionist George have a good conversation.

Someone calls the UAS' reception with a question. Come up with your own answers for the questions asked. You can also pick one of the answers at the bottom of the page.

“Good morning.”

“I would like to know at what time the UAS will open tomorrow.”

“Thank you very much. What’s the best way for me to get there from the bus station?”

“Which buses can I take?”

“Thank you very much.”

“No, I have no further questions. Thank you for the information.”

- You can choose between the buses 4, 7 and 133.
- You’re welcome. Have a good day.
- Can I help you with something?
- That’s a ten-minute walk. You can also take a bus to UAS.
- Good morning, the university of applied sciences.
- Is there anything else I can help you with?
- Tomorrow, we’ll open at seven thirty in the morning.

Chapter 2 Tuesday: Librarianday

It's Tuesday. George turns off his alarm and feels happy when he gets out of bed. He looks at the clock. Yesterday, he arrived at UAS too early, but today he's supposed to start at nine a.m. though. He takes a quick shower, shaves himself and gets dressed. His breakfast consists of two cheese sandwiches. Then, he quickly goes outside and realizes the sun's shining. It's the perfect weather to walk.

After arriving at school, he goes inside through the revolving door. Rosie waves at him very enthusiastically when she sees him passing by. George waves back cheerfully and walks towards her. "May I put that shirt back on today?"

Rosie nods happily. "Of course. This shirt's yours for as long as you work here."

George walks to the same room where he also changed his clothes yesterday. His shirt's still hanging at the same spot. He changes his clothes and walks back to the front. "I'm going to Jared in the multimedia library," he tells Rosie. He raises his hand to say bye. "See you!"

"Have a good day," she calls after him. Since he showed so many people the way yesterday, George knows exactly where to go today. At this corridor to the right, at the coffee machine to left and then to the end of the hallway, walk up the stairs, and then left at the first hallway. Here's a desk as well. There's no one here yet. George doesn't really know what to do. He just sits down on a chair, waiting for a moment. He looks around a bit.

There are a lot of bookcases in the room. A whole lot. George starts counting them, but it almost makes his head spin. They're even placed disorderly, as if it were a maze. Every three bookcases, a sign hangs from the ceiling. The signs read things such as: 'Management and Law', 'Psychology' and 'Anthropology'. The first two signs, George understands, but he's never heard of 'Anthropology'.

George keeps looking around. The outside walls have very large windows. Yesterday, he saw these windows from the outside. They're larger than the door through which George entered. In front of the windows are long rows of computers.

"We're not open yet, you know," a deep voice says. It frightens George. He hadn't heard anyone approaching.

"I'll be working here today," George explains. He searches for the person who the voice belongs to but sees no one. "I'm waiting for Jared."

All of a sudden, someone's standing behind the desk. It's a rather short and bald large man, with a heavy build bald head and thick-framed glasses. He's holding a box of paper he had taken off the ground. "Are you George Wright?" he asks.

George nods and stands up. He holds out his hand to shake the man's hand. The man puts down the box on the desk and takes the hand. "I'm Jared".

"Well George," says Jared, and he slightly pulls up his trousers. "You can help me today by putting the books that are returned back in their right place.

A large cart's standing next to the desk. A few books are already on it. Jared and George walk towards it and Jared picks up two books. "On the cover of the book, an abbreviation's written," he explains to George. Jared points to the abbreviation. "Of course, "Psyc" must go with "Psychology", "Antr" must go with "Anthropology" and "Diet" must go with "Dietetics".

To show that he understands the task, George takes the books and nods. "I'll start right away."

It turns out to be a more difficult task than he thought it would be.

George knows very well how to put the books in the right bookcase, but then, he doesn't know how to continue. Where does he put the books on the shelf? Just at the end?

Actually pretty exciting to have to ask Jared something. He doesn't know Jared that well yet. But he could ask Rosie anything, so Jared probably won't mind either.

"Hey, Jared?" George asks. He looks around and sees Jared squatted down next to a printer. "Could you help me?" "Sure thing, boy, but wait just a minute," Jared grumbles. He pulls open a drawer of the large printer and puts paper in it. He then closes the drawer again and stands up, sighing heavily. "What's wrong?"

George points at the pile of books he collected at the bookcase of Ecology. "Where do I have to put them now?" "Just in alphabetical order," Jared replies. Without checking if George understood, he walks back to the printer.

But George still doesn't know what he needs to do. He does know how to read, but he doesn't know the alphabet that well. He wants to ask more questions, but he's afraid Jared will get angry. George doesn't want to bother him all the time.

"I'll try myself," George thinks. He grabs a book. It's written by 'Seistheem, Eko'. The book's called 'Invloed op het Milieu van Gaswisseling bij Drenthse Buffel'. George's head starts spinning. Which word does he have to use for the alphabetic order? He thinks hard, carefully, and he sings the alphabet song in his head. A-b-c-d-e-f-g... Of all the capital letters that are on the book, the D comes first. George puts the book next to the other books with a D on them. He uses the same method for a book called 'Ecologische Voetafdruk van Herbivoren in Oerbossen' by 'Dr. O.M. Niveaur.' 'Ecologische' comes first in the alphabet. George puts it next to the other books starting with an E. "Hey, what do you think you're doing?" Jared grumbles behind him. George had been so concentrated while working, that he drops a heavy book because it scared him out of fright. "I am putting them in alphabetic order," George defends himself. "Look, this one needs to go here and that one needs to go there."

“You must be the funny one in the family?” Jared asks irritated.
“Start over. This really won’t do.”

George gets very angry while Jared’s walking away. How unfair of Jared. Making a mistake isn’t bad, George believes. But now Jared still hasn’t told him how it should be done. George is too upset and holds his breath. He doesn’t want to get angry. To calm down a bit, George walks away from the bookcase for a moment. He sees the chair he sat on this morning and takes a seat. He leans his elbows on his legs and holds his head in his hands. The upcoming headache doesn’t make him calmer, either.

If only he could work with Rosie right now. At least she could explain it. He could make mistakes with her. George gets up from his chair and leaves the multimedia centre. He’s still angry and can’t see very well where he’s going to. He feels the occasional stool or trash can he runs into, but he doesn’t care about that at all.

Rosie quickly puts a hand on his shoulders again. “Oh George, please sit down for a second. Take a deep breath, you’re completely flushed.” It’s nice someone can help him now. George already starts feeling a lot calmer it calming down in his head. He takes a very deep breath and holds it for a while. After five seconds he breaths it all out. His head’s spinning, but all at once, he isn’t angry anymore. He’s still sad, though. “Please tell me what exactly happened,” Rosie says. She now sits next to him on a chair. George starts telling about the books and how Jared made him put them away.

He tells about the books he put in the right bookcase and he explains that he didn't know how to continue and that's why he asked Jared for help. That Jared hadn't really helped him and that after that he got angry when George didn't do it correctly. George starts to cry again. He feels misunderstood and not taken seriously. That's what's making him angry.

But Rosie nods understandingly. "Yes, that's annoying," She says. "How do you want me to help you?" That makes George think for a bit. "Do you want to tell me how I clean up alphabetically?" he then asks. To his surprise Rosie shakes her head. "I actually think you can learn that very well from Jared. I will walk along to Jared, and then we'll ask him together." The truth is that George doesn't want to go back to Jared. But he trusts Rosie and likes the fact that she's helping him, so he gets up and follows her.

A little later they walk into the multimedia library. Jared sits behind the desk and looks up. "There you are again, boy. I already lost you. Hey, Rosie, nice of you to come and visit us."

"Hey, Jared," Rosie says cheerfully. "We would like to talk about George's assignment. George, would you like to tell it yourself?"

George nods. He looks at the ground. "I don't know how to put the books in alphabetical order."

It is quiet for a moment. George doesn't dare to look up. He knows that both Rosie and Jared are looking at him and he feels uncomfortable.

"Yes, but I don't know very well how to teach you that," Jared mutters.

Thankfully, Rosie has an idea. "Come on, George, we'll write down the alphabet for you. That way, you can keep the paper with you to check." George knikt, maar loopt niet achter Roosje aan om papier te pakken. George nods, but he doesn't follow Rosie to grab a piece of paper. "I don't know which word to use to order it correctly," he adds.

“Well, fortunately we know exactly what the problem is,” Rosie says. George now looks up. Rosie looks at him with a friendly smile. George then turns his head towards Jared. He keeps a close eye on George, but he doesn’t look angry anymore. “Sorry, boy, that I chased you away earlier. Let’s make up for it.”

While Rosie writes down the alphabet on paper, Jared takes a book. “Always look at the writer’s last name,” he explains. “Here, the writer is called Niveaur so the book should be with all the writers whose names begin with an N. The other book is written by Siestheem, so it should be with the letter S.”

George breathes a sigh of relief. Luckily, it isn’t too hard to learn. He then sees a book standing between the R’s which doesn’t belong there. He points at it. “This man is called ‘Van der Rede’, so it needs to be with the letter V, right?”

“No,” Jared says. Luckily, he doesn’t sound angry and George is pleased with himself that he dares to ask questions now. “These are infixes. You can ignore ‘Van’, ‘de’ and these kind of words. So it should be with the R.”

Together with Jared, George now clears away a pile of books. He starts to understand it better and better and he even begins to like the work. “I’ll go back to reception,” Rosie says. “I’ll see you again at the end of the day, George.”

“Thank you for your help,” George says. He wants to take the next book from the pile, but hits the cold table top instead. “The pile is gone, boy,” Jared grins. “Well done.” George grins back. The rest of the afternoon they work together behind the information desk. Jared teaches George ‘how to borrow a book’. A student then gives you a book and a library card. Both must be scanned with a card reader. First the book and then the library card. Both will then appear on a screen. You can then choose whether you want to press ‘borrow’ or ‘renew’. There is also a euro sign on the screen.

Usually, it indicates zero, but sometimes there is an amount behind it of an unpaid fine. You will have to tell the student that. George has already collected three penalties.

At the end of the day, Jared gets up and walks along the row of computers. He shuts them all down one by one. Meanwhile George walks around all the bookcases and tables to check if there are any books lying around somewhere. Luckily, there is only one. He has a quick look at the cover and sees: 'Soci. Werken, Ned. Contactleggen is een spel'. George now knows that the book belongs to the 'Sociology' department, and that the book has to go with the W of 'Werken'. He quickly puts it away.

"You worked great," Jared says. "I couldn't have done it without you today."

George is so happy and proud that he has already forgotten that he was so angry this morning. He looks at what Jared has in his hands: two cups of hot chocolate.

George takes one and says cheerfully: "I don't only like this job, but it's also a really sweet one".

It makes Jared laugh. Together they empty their cups and then they close the door of the multimedia library. The rest of the school is already pretty empty. Only Rosie is still sitting at reception. "See you tomorrow," George waves. "See you tomorrow," Rosie waves back.

Tomorrow, George knows, he can follow a lesson and he is already thrilled about it. He thinks it's a nice challenge, but an exciting one.



Exercises for chapter 2

*The purpose of these assignments is to practice
alphabetising and calculating with money.*

Help George to put the books in alphabetical order

George has to sort books. Arrange the books by the writer's last name. Then sort them again by the book title, and once again by the writer's first name.

De evolutie van het ijsklontje Z. Pil	Hoe leer ik lopen? K. Huppel	Mijn schoenveter en ik Mensaap, K.
Vogels in Europa Hendrik van Havenkamp	Architectuur van nesten Pieter Ooijevaerh	Mensen met een gehoorbeschadiging Sandra de Rooy
Auto's door de jaren heen H. van de Vink	Vliegtuigfobieën Leo Propellor	Geschiedenis van het paard Dhr. M. Janssen

Students pay their fines to George sitting at reception
Calculate how much change George has to give back.

Fine is:	Received:	Change:
€1,95	€10	€.....
€2,50	€20	€.....
€0,75	€2,25	€.....
€4,60	€50	€.....
€1,10	€2	€.....

Chapter 3 Wednesday: student day

The alarm goes off. George has been awake for half an hour as he is all excited. He is happy to turn it off. Today at the university, he is allowed to join the students. Teacher Pete allows George to follow a lecture about writing a treatment plan. Because George himself would like to be a group supervisor, he thinks this is a very nice idea.

Time is not going fast enough for him. He has finished his breakfast, has been washed, has shaved and has already brushed his teeth, but it is still too early to leave. He has to sit on the couch for a while. Because he is too restless and happy, this turns out to be a difficult task. That is why George decides to start walking to school already.

Walking also goes a lot faster. George notices that he is less nervous than he was on Monday and Tuesday. By now, he knows a few people of course: Rosie, who is always friendly to him, and Jared. It was important that they got to know each other a little bit better first. Although the first contact with Jared was difficult, George eventually found him a nice man.

George walks through the revolving door. Unfortunately, the door can't go any faster, causing George to almost run into the glass. He sees Rosie at the information desk. She had seen him too. She laughs at him being so clumsy. He waves back when he leaves the revolving door. "Good morning Rosie," George greets cheerfully.

"Good morning George," Rosie greets back. "Today you don't have to wear your beautiful UAS shirt, right?"

"No, it isn't necessary," George explains. "Today, I'm a student."

Rosie crosses her fingers. "Good luck! Do you know what you'll need?"

She briefly rummages in a drawer of her desk and then takes out a notebook and a pen. "Later on, you can use this to make notes with."

"Thank you," George says.

Rosie smiles. "Will you tell me later if you liked it?"

George nods, puts away the notebook and the pen and then walks on. He searches for the staff room. He is pleased to know who his teacher will be.

Once he arrives at the room, he knocks on the door a few times. George can't see who's coming, because the windows are covered. The door opens and there is Jared.

"George, my boy, good morning. How are things today?" he greets. He enthusiastically shakes George's hand.

"Good morning Jared," George says happily. "I'm going to study today."

"Don't," Jared jokes. He winks about it. "You don't have to become smarter than you already are."

George laughs back. Then he looks over Jared's shoulders into the teachers' room. "Is Pete here too?"

"Present," a voice is heard calling in the back. A chair slides back and George hears footsteps approaching. Then Jared is pushed aside and another man stands in front of him. He is a young man, maybe only five years older than George. He has dark spikey hair. He wears a neat blazer, but underneath he wears a wrinkled shirt and jeans. George sees an earring in Pete's right ear.

"My name is Pete. How can I help?" Pete introduces himself. George shakes hands for the second time this morning. "My name is George. I will have a course from you later. Ah, George," Pete exclaims joyfully. "Nice to see you for a moment. I wanted to check the lecture room together with you, would you walk with me?"

Pete and George walk together to a giant classroom. There are long rows of chairs and more chairs and next to them even more chairs.

George doesn't know what hits him. "How many people can sit here?" he asks in astonishment.

Pete thinks for a moment. "I think about two hundred students." "But," he laughs, "that many never show up for class.

They walk to the front of the lecture room. Here is a reading desk. Pete demonstrates that the front of the reading desk looks different from the back: the students only see a white plate with the logo of the UAS on it, while the teacher behind the reading desk can put his paper and laptop on the board. Pete places his laptop on it.

"George," Pete says. "Why don't you go and sit there for a moment," he points to a chair in the front of the room.

George takes a seat. He sees Pete looking at the laptop. There is a sound of a starting computer. George suddenly sees that an image jumps on the wall behind Pete. Now George can see on the wall what Pete shows on his laptop.

"Can you hear me well?" Pete asks. "And do you also see well?" George nods.

Pete points to another chair. "Would you like to sit there now?" George does what he is asked to do. Again Pete asks the question if George can hear and see him well. George raises his thumb to confirm.

"Great," Pete says. "Can you read my PowerPoint well?" "Your PowerPoint?" George asks. "What is that?"

A large box appears on the screen showing 'PowerPoint'. "This is a program I use to prepare my lessons," Pete says. "I can use videos, write texts, show pictures... anything I want". He presses a button and a picture of a book appears on the screen. "This is the book my students have to read for this subject. Can you see it clearly from over there?"

He has to squeeze his eyes a bit, but George can see the picture clearly. "From the front as well?" Pete asks. George sighs exaggeratedly deep and gets up. Pete has to laugh. George again takes place in the front of the room. He looks at the screen. "It's pretty big from here," George says. "But I can see it very well now."

Absolutely great," Pete says satisfied.

There is some murmuring just outside the room. There are a lot of voices and laughter. There are a few knocks on the door and then someone pushes it open.

"Hey, the door is already open," someone shouts

There is a mumbling reaction. Suddenly, a lot of students come in. George feels a bit overwhelmed. He didn't expect that many people.

It takes a few minutes before everyone sits down. It is still noisy. As a result, George becomes restless. To have something to do, he takes the notebook and the pen he received from Rosie a little earlier. He turns over the front page and writes at the top of the paper: 'Pete's lesson'.

Meanwhile, Pete is in front in the middle of the room.

From his first-row seat George can observe him very well. Pete looks around, puts his hands to his mouth and shouts out loud: "Ladies and gentlemen!"

It immediately turns silent. George also notices that it suddenly feels a lot calmer in his mind. He takes a deep breath.

"Thank you all for being here," Pete says in a loud voice. No doubt everyone will hear him now, George thinks. Even the people who sit in the back. "Today I'm going to tell how to write a treatment plan." A few boys sit in the same row as George. They talk very quietly to each other and sometimes give curious glances at George. This makes him feel uncomfortable

“You have passed your conversation tests,” Pete continues. He doesn’t realise that George feels uncomfortable. “This means I don’t have to discuss formulating the request for help and we continue analysing the context in which the client lives to get a complete picture of which life domain needs to be improved or to be changed.”

George his head starts spinning from all the hard words. He’s starting to get angry, but he wants to push it away immediately. Rosie taught him that you can ask anything and that there is always a solution. A solution that could help him now, would be that he writes down all the words he doesn’t understand. George writes along as fast as he can. “Analysing”, “context”, “life domain” ... Luckily Pete doesn’t say anything new, so George can ask him directly. From his secondary school days, he remembers to raise your hand if you want to ask something. He raises his hand. It felt a lot calmer in his mind already, because he’s working out a solution.

“George has a question,” Pete says. “I’m all ears.” “What does ‘analysing the context’ mean?” George asks. He doubts that he remembered it well and wrote it down correctly. One of the boys sitting next to him sighs very deeply. Even though he whispers, George can hear him say: “What a weirdo, isn’t he? Is he an imbecile? What’s he doing here?”

The angry feelings George just put away, suddenly get very strong. George jumps up and his pencil falls on the floor. “What did you say?”

The boy looks up shocked, straight in George’s eyes. He jumps up too. “Take it easy,” he shouts back. “Just sit down.”

“You called me a weirdo,” George shouts. Before he can say anything else, Pete jumps in between the two men. “Jeff, George, sit down please.”

The appearance and the loud voice of Pete make George’s anger go away. Although George is very angry, he feels that he slowly gains back control over his anger. But he is too agitated to sit down. The other boy, who Pete called Jeff, has returned to his chair.

“George, you can keep standing up, but do pick up your pen,” Pete says calmly. George finds this odd, but he does it anyway. He looks away from Jeff and searches for the pen. He feels that he is calming down. It helps to just think of something else than Jeff’s comment. Like searching for a pencil. George picks up his pencil and puts it on the table. By now he feels calm enough to sit down again.

“What just happened?” Pete asks.

“He starts screaming out of nowhere,” Jeff says. He points at George. George opens his mouth ready to react, but Pete raises his hand. “Can you think of a reason why he started to scream?”

George remains quiet. He is very curious whether Jeff will give an honest answer.

Jeff feels guilty and looks down at the floor. “I think he might have heard what I said. I asked him if maybe he has an intellectual disability. But I don’t understand why he’s in our class then.”

Now George starts to talk before Pete can stop him. “I would like you to ask me directly,” he says, with a clear voice. “instead of saying such things.”

Jeff nods. “Yes, I’m sorry. You are totally right. Can I ask you now then?”

George looks at Pete. Pete takes a step backwards and nods, like he means that George can start his story.

“I have a mild intellectual disability,” George explains. “And my group has a supervisor who doesn’t do his job very well. I think I can do better. That’s why I want to become a supervisor.”

Jeff nods. “That’s a good reason to study.” “But I don’t know every word,” George continues. “So when I want to learn something, I have to know what’s said, right?”

Jeff nods again. “I’m sorry man. You are totally right. I’m sorry. I shouldn’t have said it like that. Next time when I have a question, I will ask you directly.”

George’s anger disappears. He takes a deep breath and then nods towards Jeff. “I would really like that.”

Pete looks from Jeff to George and back again. “Can I continue my class now, gentlemen?”

Both George and Jeff nod towards Pete. Pete continues his story. He keeps on using difficult words. “Don’t forget to evaluate your treatment plan on a yearly basis.”

George quickly opens his pen and starts to write down ‘evaluate’. He feels a tap on his shoulder, and notices Jeff sitting next to him. “Evaluate”, Jeff whispers in George’s ear, “means to see if something is still the same or that something has to be done in a different way.”

“Thanks,” George mumbles, and he crosses the word on his paper.

“For self-development, your client could join the CC.”

Jeff raises his hand, but George taps him on the shoulder. “CC means ‘client council’,” he explains while whispering. Jeff lowers his hand. “Thanks man.”

George and Jeff smile at each other. George is happy that they can learn from each other.



Exercises Chapter 3

The purpose of this assignment is to learn to read a timetable.

Help George reading his timetable

Answer the questions by using the timetable on the next page

1. What time do you have to be at school on Tuesday?

2. In what classroom is Mrs Smith?

3. What lesson does Mr Pigeon teach?

4. When do you finish school on Mondays?

5. When is your longest day at school?

6. The Physical Education teacher likes to start 30 minutes earlier. Is this possible?

7. Who is your mentor?

8. On what weekday do you have no classes, and why not?

9. How long do you have to prepare your drama homework on Monday for the next drama lesson?

10. On what weekday do you have no classes, and why not?

	Monday	Tuesday	Wednesday	Thursday	Friday	
08:30	Drama		Internship		Support Plan	
09:00	Andrew Boat				Group Dynamics	Suzy Blue
09:30	F5.21				Elisa Yellow	D3.66
10:00	Mentor Class					
10:30	Clara Duck					
11:00		Educational			B2.43	Support Plan
11:30		Sciences				Suzy Blue
12:00		Hetty Brown				
12:30		A3.40			Psychology Pathology	D3.66
13:00	D3.48	Physical Education			Sue Smith	Religion
13:30		Vince Jump			A2.34	John Pigeon
14:00		A0.02				
14:30		Drama			Music	
15:00		Andrew Boat			Henry Violin	
15:30						E2.14
16:00					C4.51	
16:30						
17:00		D3.02				

Chapter 4 Thursday: development day

The wind pulls hard on the umbrella George is holding. His feet are getting wet, but his head fortunately remains dry.

George runs fast to the main entrance. The revolving door is closed. George looks around confused. A couple of students are smoking under a porch. One of the students waves at him. George tweaks his eyes to see who it is, and recognises Jeff.

“Hey,” George says. “The door is closed.”

“That’s what they do with this weather,” Jeff says. “Otherwise the floor gets so wet. There’s a door next to the revolving door, but you have to push it open yourself.”

There’s indeed a door next to the revolving door. George hadn’t noticed this before. “Thanks,” George thanks Jeff. He closes his umbrella and shakes it out. The door is heavy, but fortunately George can enter now.

He already raises his hand to wave at Rosie, but to his surprise George doesn’t see Rosie. Instead, there’s a grey-haired man with a long beard.

George notices that he gets tense immediately. He slowly starts pacing up and down. Every time he had a problem, he liked to go to her for help. Rosie was always friendly and always managed to get him to calm down.

He looks up from pacing. The man watches him. This makes George even more nervous. He closes his eyes for a moment and takes a deep breath. What’s the best way to help himself now?

The problem is that George doesn’t know where Rosie is. He can solve this easily. That’s why George walks up to the man and takes a deep breath. “Good morning,” he says, “Is Rosie here today?”

The man shakes his head. “No, Rosie is always free on Thursday.

“Tomorrow she will be back again.”

She deserves a day off, George thinks. The tension disappears a bit, but George still doesn't feel happy. “Is Pete here today?” he asks.

“Pete is already here,” the man behind the desk answers. “He's in the staffroom.”

George thanks the grey-haired man with the long beard and walks to the staffroom. This time Pete instantly opens the door when George knocks. “Good morning!” he shouts enthusiastically. “Such bad weather outside, isn't it?”

“Good morning,” George also says very enthusiastically. He likes to see someone he knows. “My socks are completely soaked. My feet are awfully cold.”

Pete laughs very loud. He hits George friendly on the shoulder. “Come with me, George. I'm going to help you to prepare a lesson.”

A smile appears on George's face. For the past days he has helped other people. Today someone is going to help him. He feels incredibly proud.

Pete takes George to an empty room. He opens the door and they take a seat behind a desk. Pete folds his hands together and looks with a happy awaiting attitude at George, who is getting his stuff.

The notebook and pen are in front of him on the desk. George opens it and sees the hard words he wrote down in the lesson yesterday. He wants to ask for an explanation but soon realizes that he'd better do it later. Now he's not a student, but a guest teacher. He turns a page, to an empty page.

“What should the lesson be about?” George asks. In the top corner he writes today's date.

“Tomorrow the lesson will be given to people who study to become a caregiver,” Pete starts to explain.

They are taught by multiple experts in one of the fields of caregiving.”

“People with a mild intellectual disability,” George completes. “Yes,” Pete says. “And more. What else can you think of?”

George thinks for a moment who else should be given supervision. “People with an addiction,” he suggests. Pete nods, and George keeps on thinking. “Maybe old people who can’t take care of themselves anymore.”

“Totally right. Last week they had a lesson from a seventeen-year-old boy who was in anxiety therapy. Can you think of a reason why it’s important for these people to tell their stories themselves, instead of me teaching them?”

George knows very well. “You don’t have an intellectual disability, do you?”

Pete shakes his head. “then you don’t know what it feels like either” George explains. “Maybe it’s difficult for you to tell why someone with a disability would get angry but for me it isn’t. I can also tell you what I like and what I don’t like about our supervisors, what I think they should do better or what they already do well.” “What do you think could go better?” Pete asks.

George thinks about it for a second. “Sometimes the supervisors of my group don’t have time for us. They are busy doing other things or helping other people. And that works fine for me. In that case I don’t mind when they come back later. However, sometimes I want them to stay and then they leave. That’s when I get angry. I then think they don’t understand that I do need supervising.”

Pete nods understandingly.

“That’s why I want to become a supervisor,” George concludes. “I don’t want to get angry when someone else gets angry. I want to understand a person when they get angry. And then be able to help them.”

You are a very smart guy,” Pete Says. I think you could tell this story very well in front of a class.

The compliment makes George happy. He suddenly feels very big, like an important person everyone wants to listen to. That feels very nice. Pete picks up his bag from the floor and takes out his laptop. The laptop starts up and a sound can be heard. “What would you like to tell the class?” he asks.

This is quite a difficult question. George thinks about it for a second. “Do I have to talk about people with a disability or about myself? And do I have to talk about myself as a member of a group home or about me wanting to become a supervisor?”

“That’s all up to you,” Pete says. He clicks his mouse a couple of times and then starts typing. In the meantime, he says out loud what he is writing down.” George Wright... twenty-five years old... member of a group home... has a mild intellectual disability... wants to become a supervisor...” “So, I will introduce myself first,” George concludes. “After that, I can talk about what it is like to have a disability.”

“Great idea,” Pete says. Together with George he writes it down.

“What... is it like... to have a disability...”. He peeks up from behind the screen for a moment. “What would you like to say about that?”

“Let me think about that for a second,” George says, and indeed he starts thinking really hard. He thinks about it so hard, that he turns all red. Pete starts laughing. “you are thinking so hard about it I can almost smell it.”

George starts laughing too. “I don’t really know what to say about this. Do you want to help me?” George asks. To his relief, George notices that it becomes easier and easier for him to ask questions at college.

Pete nods. “Of course,” he says. “Just don’t make it too big”. It is difficult to tell something about everyone with an intellectual disability. You can talk about how you experience your intellectual disability, and what this disability looks like.

This is already an easier task for George. Suddenly, he gets a bunch of good ideas. With pen in hand, he starts writing really fast. “If you always do something in the same way, that means being ‘consistent’, right? How do you spell that?” he then asks. But Pete shakes his head. “It isn’t necessary to use difficult words to impress your audience,” he says. “If you really understand the word, you can use it of course. ‘Consistently’ is right indeed, but don’t make it too hard for yourself. You will be standing in front of a class soon, and that is already much smarter and braver than many students will ever dare to do themselves. George is happy to hear this from Pete. “Then I would rather use another word.” He is thinking and writing so hard that he doesn’t even notice Pete is gone for a while. A couple of minutes later Pete comes back with two cups of steaming hot chocolate. While drinking George’s favourite drink, Pete reads George’s notes in his notebook. Pete nods a lot and sometimes says ‘oh yeah, good one!’. George is happy with these compliments. Now they know what George is going to talk about, Pete is helping George to create a PowerPoint. They use pictures and text. Pete shows how you can use beautiful film effects while moving from the first picture to another picture. They are making something very beautiful out of it. “Well,” Pete says finally. “Ready. Are you satisfied?” George nods. “Maybe we can add one more picture, perhaps of a question mark. Then they can ask questions at the end of the class.” Pete winks at George. “I hardly have to teach you anymore?” they toast with their last sip of chocolate”



GEORGE PARTICIPATES

Exercises chapter 4

The purpose of this exercise is to learn to prepare a lesson, a talk or a presentation.

Please help George prepare a lesson

Think of something you know a lot about. Maybe about yourself or about your favourite actor. Fill in the text clouds and use the following

My subject is:

I have chosen this, because:

This is what I would like to say:

What I would like to learn about my subject:

Please tell me more about your subject. Use pictures, texts and many more

GEORGE PARTICIPATES

Chapter 5: Friday teacher day

George wakes up with a tight stomach. He turns off the alarm clock and rolls over one more time. He would rather stay in bed today.

He really liked it at college. It was fun to be a student for a while, and even more to work there. He was hoping that if he stayed in bed today, he wouldn't have to say goodbye.

However, George knows very well that he has to get up, but he doesn't feel like it. Yet, he kicks off the blankets and gets up. After freshening up and having breakfast, he gets dressed. He looks outside. The sun's already shining. George finds it quite a pity, because this means he has to go by bike. He feels he should only take the bus when it rains.

George puts on his backpack and closes the door behind him. He walks out of the street with a grumpy face. Soon he will see Rosie again. And Pete as well. Just thinking about it makes him happy. Maybe Jared will be there too. Then they can all say goodbye to each other. And, to Jeff.

Before he even realises it, George is already walking through the revolving door of the UAS. He was so deep in thought, that he didn't even notice Rosie was waving at him. "Good morning."

George looks up frightened. "Good morning. How was your day off yesterday?" Rosie smiles. "Really nice, doing nothing for a day. How was your day?"

George is very enthusiastic and starts telling about Pete and the PowerPoint they've made. Rosie's as enthusiastic as he is. "How nice, but are you brave enough to do that, to stand in front of a class like that? With all those students looking at you?" George acts very cool and nods. "Of course, what I'm going to talk about is very interesting." "I'm sure it is," Rosie laughs. "Good luck, George."

He thanks her and then walks on to the lecture room where he had attended a class on Wednesday. George had agreed with Pete that they would meet there in the morning to prepare his talk.

George walks into the lecture room and goes to the front, where Pete stood while teaching Wednesday. He puts his stuff down near the reading desk and looks around the room. All seats are still empty. He walks to the left side of the room. There are large windows here, making the room seem a lot brighter. Now George walks to the right side. This side has no windows and makes the room darker. When he stands in the middle of the room, the light is as good as perfect.

He then returns to his reading desk. He puts his hands over the edges and says out loud: “Hey, I’m George.” It echoes a bit inside the hall. It sounds loud. “Hey, I’m George,” he repeats, but this time a little louder. Even the people sitting at the back will be able to hear him now, he thinks.

“And I’m Pete,” George quietly hears in the back of the room. He looks up and sees Pete just walking through the door. “You’re well on time today.” “I wanted to know what it feels like to stand here,” George says. He then starts laughing. “It’s pretty big.” “Just wait until it’s filled with students,” Pete responds. “Then the lecture hall will seem a lot smaller.”

Pete takes his laptop out of his bag and puts it down on the reading desk in front of George. There’s a cable lying around, he plugs it into the laptop. Pete points up. “Up there is an overhead projector, can you see it?”

Above him, George indeed sees an overhead projector. The laptop starts up and makes its familiar sound. A small light starts shining on the overhead projector. Five seconds later, the screen on the back wall switches on. What you now see on the laptop can also be seen on the back wall. “So, if you now use your laptop to do something, every student will be able to see what you’re doing,” Pete explains. “Don’t forget that. I once asked my students to do an exercise and went looking for pictures

of funny ties with rubber ducks and fire engines on them myself. Only after I had heard my students giggle, I remembered that they could watch what I was doing.”

This makes George laugh very hard. Luckily Pete is warmly smiling along.

Pete clicks his mouse a couple of times. This opens the PowerPoint program on the laptop. George recognizes the presentation he made yesterday.

“Do you remember it?” Pete asks. “In what order were you going to tell your story?” First of all, I’ll introduce myself,” George says. He uses his fingers to count down the order in which he is going to tell his story. “After that I’ll talk about my group home. And about the supervision there. Then I’ll ask the students why they think I don’t like the supervision”

“Are you going to remember all of that by heart?” Pete asks. He grabs some small pieces of paper from his bag. George hesitates for a second. “I think so. “Remember that almost one hundred people will be looking at you soon.” Pete warns him. “That can be quite exciting.”

George swallowed as if there was a lump in his throat. He accepts the pieces of paper from Pete and clicks his pen. “I’ll just make some cue cards,” George solves the problem. At the top of a card he writes ‘Introducing myself’. Below that, he writes his name, age, address and motivation to study.

On a second cue card he writes ‘Group home’ and below that the name of his group home, how many people live there and who the supervisors are. This way George writes up to five full cards, so he can always take a look at what he still wants to say while presenting. “Are you almost ready for it?” Pete asks. George looks at his watch. “The students are about to enter the lecture room any moment now.” George nods. He takes a short, very deep breath. He feels the tension rising in his stomach. He quickly sits down on a chair.

Pete sits down next to him and puts his hand on his arm.

“Listen, George, you are going to be great,” he says. “In case something goes wrong, I’ll still be here too.” George is so nervous that he has his eyes closed, but he nods. “And what could actually be the worst thing that happens?” Pete asks.

“Maybe you’ll forget your text. So what, then you can say that out loud. Like: ‘Hey, I forgot what I wanted to say. Let me think for a second.’ Students don’t mind that.”

George thinks it’s a good tip. He dares to open his eyes again. The tension is already a little bit reduced. The door of the lecture room suddenly opens. A couple of students enter. They are going to sit in the middle seats of the room.

Then even more students enter the room. They spread out across the room. This way, a lot of students walk into the lecture room. After a few minutes, George can hardly see an empty chair anymore. “Would you mind closing the door?” Pete asks a student with his loud voice. She gets up and pushes the door. It closes. “Thank you.”

He goes to the front of the classroom and loudly claps his hands twice. “Good morning, everyone,” he says. He signals to George that he can stand next to him. “This is George and today George is going to tell you about what it is like to participate in this UAS with a mental disability.” He squeezes George with both hands in his shoulders for a bit and then sits down on a chair at the side of the room.

George clears his throat. He sees all the students looking at him. Many of them have a pen in their hands and look very interested. Other students aren’t interested and are busy with their phones. Others are secretly talking to each other.

The door opens and a girl walks into the room. She’s late. George looks quickly at Pete, who gives the thumbs up. George understands that he can start his presentation.

"Hey, I'm George," he says. A few students immediately start whispering to each other. This makes George insecure. But a girl in front of the room says: "Hey George, you sound a bit quiet. I don't think they can hear you in the back. Could you speak up a bit please?"

George is relieved that someone is so kind to him. He nods, takes a deep breath and then repeats, but louder: "Hey, I'm George Wright."

He gets a 'hey' back from a few students. George likes it. It gives him an energy boost. He peeks at his cue cards. "I'm twenty-five years old and live in Wrightfield. I have a mild intellectual disability."

A girl in the back of the class starts laughing softly. She's looking at her phone and is not paying attention at all. "A mild intellectual disability doesn't mean I can't see well," George shouts very loudly. Luckily, he's not angry, but he does want everyone to pay attention. "Could you please listen and not look at your phone?"

"Ja?" zegt George. A few students laugh softly and look at the girl. The girl looks a bit angry at George, but puts her phone away. Someone in the middle raises his hand.

"Yes?" George says.

"What does it mean to you to have an intellectual disability?" the boy asks. He puts his hand back down.

George starts talking. He tells the students that he can get angry very suddenly and that he sometimes has trouble learning things. He says that he can think very well, but that he can't read or write very well. He needs a little more time for these things.

More questions are asked. He gets questions about whether he finds teaching exciting and whether he had studied himself. George answers all these questions. "Now, I want to ask you to do something," George says after having answered questions for ten minutes. "I have a case for you."

He had learned the word ‘case’ from Pete and George is very happy that he still knows what it means: a situation where there is a problem. “You can help me solve it.”

The students give him a hesitant look. George doesn’t find it exciting anymore that they’re all looking at him. On the contrary, he likes it a lot.

When I haven’t slept well, I am tired all day long and I sometimes get angry. I don’t feel like doing anything. I can get angry at very small things. That’s when the supervisor says that I have to calm down and get a breath of fresh air. They don’t come along with me then. That often works for me. And so I calm down a bit. But sometimes I am very angry and then it doesn’t do the trick. Then I want the supervisor to come along with me. That isn’t always possible,” George says. He sees a few students nodding. He asks, “What can I do when this happens?”

It remains quiet for a while, but then a few people raise their hands. George points at someone who can give an answer.

“You could say that you want someone to walk with you,” a boy says. “That way the supervisor knows exactly what you need.”

“Or you could ask another roommate if they could walk with you,” a girl shouts. “That way you don’t have to be alone.” “Raise your hand if you want to say something,” Pete shouts. “So everything stays clear.”

The girl nods and raises her hand. Now it’s her turn. “When you ask someone to come along with you, you’re maybe able to talk to someone who sees your anger in a different way than a supervisor.”

George nods. “Does anyone have another solution?”

This way a discussion arises. George guides the discussion in the right direction. Students ask him even more questions to gain a better understanding of the case and every time new solutions pop up.

George is extremely enthusiastic.

He likes teaching a lot.

A student asks: "How did you solve it last time?"

George grins. "At the time I was very angry with the supervisor. I said I wanted to be a supervisor myself. And now I'm here to learn about it."

All students in the room start to laugh. A few start clapping softly.

"And we know you can do it!" a boy shouts. George recognises his voice and looks for the boy's face in the crowd of students and then sees him. When he sees him, George shouts. "Jeff, do you also take this course?"

Yes, all along," Jeff laughs. "You're a good teacher, man."

"So good that we lost track of time," Pete says. He's got up and is now standing next to George. "Time's up."

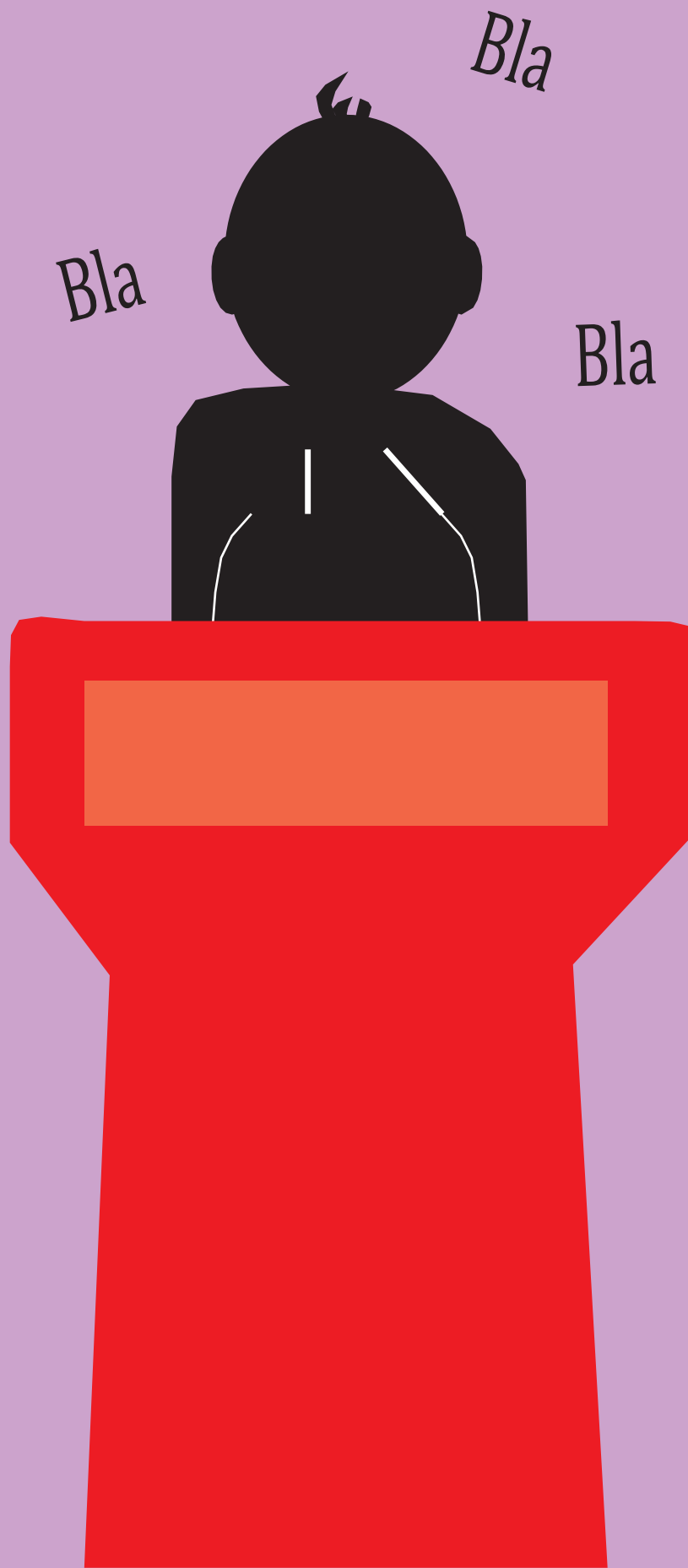
The students give George a hand. He laughs and thanks the students by bowing deeply.

"Thank you, George, and best of luck in the future," Pete shouts over the noise.

"Thank you for this week," George says. "I've learned a lot."

The students are leaving the room. A few come up to George and give him a high five.

George has had one of the best weeks of his life.



Exercises chapter 5

The purpose of these exercises is to practise revising and doing homework.

Help George revising this test.

Did you pay attention yourself while reading this book? Circle the correct answer.

- | | | | |
|---|---|-------|-------|
| 1 | 'To participate' means 'to join in'. | Right | Wrong |
| 2 | When you arrange something in alphabetical order, 'van Tenen' belongs to the V. | Right | Wrong |
| 3 | 'To assess' is checking if something is still good enough. | Right | Wrong |
| 4 | A PowerPoint is a strong coffee with a splash of hot chocolate. | Right | Wrong |
| 5 | A case is a briefcase specially for a teacher. | Right | Wrong |

Help George to make a test for students.

Think of some questions to ask someone else about, for example about George's week or about the presentation you've made in chapter 4.

6. _____
_____ Right Wrong

7. _____
_____ Right Wrong

8. _____
_____ Right Wrong

9. _____
_____ Right Wrong

10. _____
_____ Right Wrong

Final part

That evening, George comes home a bit nauseous. He knows full well that it's his own fault, as he had a cup of hot chocolate with Rosie and with Jared and with Pete and another one with Jeff.

George lies down on his bed and feels very tired. The week has taken him a lot of energy, but it has given him a lot of energy too. He feels a lot more confident and smarter now compared to a week ago.

Rosie has said that George is always welcome to come and sit at the desk. George has promised that he will do so again.

That night George dreams about computers with PowerPoint, Rosie's glasses and his notebook and the pen. He dreams that he's floating through the school building and so he can look at everyone who's inside.

And although he can't see it for himself, George dreams with a very big smile on his face.

He has had a wonderful week.



GEORGE PARTICIPATES

