





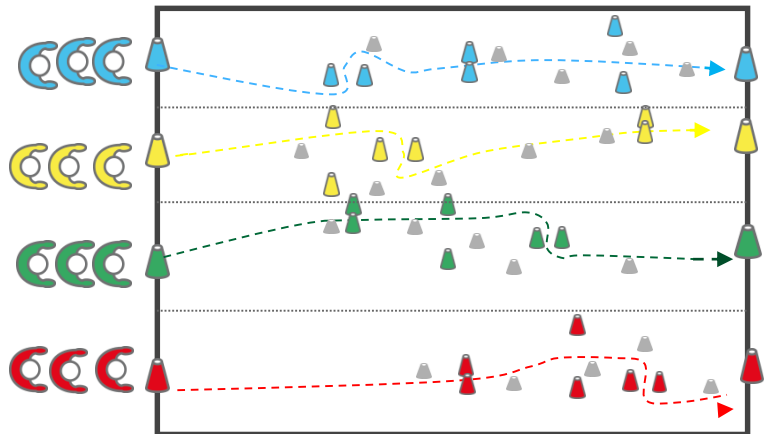
DISABILITY

Age: 7-12
Duration: 60 mins
Suggested Stage: 3

AIM: The environment can be an obstacle if it is not adapted to meet different people’s needs. Objective: Using a relay, explore different obstacles that people face when crossing the city, what it takes to be a good guide and why independence is important.

GET ORGANISED

- Playground: 20m X 20m
- 4 or 5 Teams
(even numbers of people if possible)
- 10 Blindfolds 
- 1 Coloured shirt per player 
- 30 Cones 
- 20 Obstacles 



* Remember to do a warm-up activity *

 10'

INTRODUCTORY GAME

INSTRUCTIONS

 15'

In each lane, the players have to pass through three check points (a check point = 2 cones of the same color) and avoid obstacles (cones or objects of any kind, marked in grey on the diagram). The three check points have different widths (large: 3m, medium: 2m, small: 1m).

Each team does a relay: each player crosses the playground and the three check points, goes around the cone placed at the end of the lane then comes back as fast as possible and taps their partner’s hand.

Goal: To be the first team to finish the relay by passing all the check points and avoiding all the obstacles.

RULES

- If someone touches an obstacle while crossing the playground, they must continue on one leg.
- Each player must start behind the line.
- Each team member must wait for their team mate to tap their hand before going.

TIPS

- Make the whole team do starjumps if a player hits an obstacle.
- Change how the players negotiate the obstacles (jumping, going all the way round them...)
- Scatter some objects of different types on the playground, in addition to the check points to make it more difficult (if hit the player must continue on one leg).

RULES & INSTRUCTIONS



Narrative: "Let's play the same game, but now you only have to cross once. The playground becomes a city with streets and obstacles to avoid [ask children what the obstacles are? E.g. people, steps, poles and cars]. The check points are crossroads."

Put the children in pairs with one 'guide' and one runner (who is blindfolded). Allow them to alternate when they reach the cone.

OPTIONS

- The guide can't speak during the crossing and guides by touch or using an object (shirt held at each end by both runners).
- The guide is not allowed to touch their partner but can stay by their side and talk to them.
- Big finale: combine the 2 methods, give time for each team to get organised before the start (setting a communication code).

For those who want to compete, launch a challenge: 'Who is the best guide?' and organise a run.

DEBATE

QUESTIONS

- 1 How does what you experienced compare to being blind? Is it a disability to be visually impaired?
- 2 How did you help your partner in the game?
- 3 What could we have done to make the crossings easier for the blindfolded person?
- 4 To be independent, a visually impaired person sometimes uses a white stick. Do you know other ways people living with impairments can be independent?
- 5 Do you think a visually impaired person can read and write?



KEY POINTS



- 1 Not all visually impaired people are fully blind or see black. If you lived with a visual impairment you would likely find it easier (developed skills). Blind and visually impaired people develop different techniques to adapt (memory, hearing, touch).
- 2 You talked to them and guided them by touch. It was necessary for the blindfolded person to trust you. How do you build trust (communication skills)?
- 3 We could have adapted the playground; **make it more accessible** by extending the width of the crossings, or taking out the obstacles. The same thing could be done in real life, in cities.
- 4 False limbs, Guide dogs, hearing aids, access ramps in buses, elevators, sound signal at crossroads, larger doors, etc.
- 5 Yes, there is Braille. It is a tactile writing system where you use your finger to read. To learn Braille, visually impaired people do spelling tests, too. There are new technologies like 'text to speech' which can help too.

CONCLUSION

When the environment is adapted to meet different needs, everyone can fully participate in society.