Visual impairment experience challenges

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| **Suggested time** | | **Activity** | **Materials required/ activity set up** | **Notes to teacher** |
| Choosing food for breakfast | | | | |
| 20min | | The aim of this challenge is to correctly identify and choose specific cans within a set timeframe while wearing visual impairment (VI) goggles.   * S1 arranges cans on the shelf and dictates which ones S2 should pick up (three cans in order). * S2 identifies which cans to pick while S1 times them. * Repeat with both pairs of VI goggles.   S1 and S2 swap roles and repeat. | Per pair:   * Various cans (beans, corns, tomatoes etc.) * VI goggles (2 types) * Shelf * Timer * Student worksheet | * Students can compare the amount of time it takes to identify and choose the correct cans with the 2 VI goggles and without. * Students should reflect on the difficulties they encountered and possible ways to overcome them. * Students should identify other senses they used to compensate for the loss of vision. |
| Shop Keeper | | | | |
| 20 min | | The aim of this challenge is to give correct amount of change to your customer in the shortest amount of time with and without wearing visual impairment (VI) goggles.   * Items are arranged on a desk and Student 1 is the customer. * Student 2 first completes the task without VI goggles and listens to the customer order. * Student 2 calculates the total amount for the item(s). * Student 2 counts out the amount of money to give while Student 1 times them. * Repeat with the first pair of VI goggles, then with the other. * Student 1 and Student 2 swap roles and repeat. | Per pair:   * VI goggles (2 types) * Items for sale * Price list * Timer * A range of coins and notes * Student worksheet | * Students should reflect on the difficulties they encountered and possible ways to overcome them. * Students should identify how they used other senses to compensate for the loss of vision. |
| Dialling a phone number | | | | |
| 20 mins | | The aim of this activity is to correctly dial a phone number while wearing visual impairment (VI) goggles.   * S1 selects a business card from the pile and dials without VI goggles – S2 times them. * S1 wears VI goggles, selects a second business card and dials the phone number – S2 times them. * S1 repeats the activity wearing the second pair of VI goggles. * S1 and S2 swap roles and repeat | Per pair:   * A mobile telephone or photocopy of a telephone dial pad * VI goggles (2 types) * Student worksheet * A pile of business cards | * Students should reflect on the difficulties they encountered and the possible ways to overcome them. * Students produce a summary of senses they used to complete the task. * Students could also record how/why various mistakes were made in the process. |
| Trying to match sock pairs | | | | |
| 20 min | | The aim of this activity is sort socks into correct pairs while wearing visual impairment (VI) goggles within the shortest period of time.   * Socks are bundled on the desk. * S1 wears no goggles, then the first pair of VI goggles, and then the second pair of VI goggles and has to correctly match socks into their pairs. * S2 records the time and how many times S1 attempted this activity incorrectly under each condition. | Per pair:   * Timer * 8 pairs Socks * Student worksheets * VI goggles (2 types) | * Students should reflect on the difficulties they encountered and the possible ways to overcome them. * Students should consider what other senses compensated for the loss of vision. |
| Reading a Recipe | | | | |
| 20 min | | The aim of this activity is to read two parts of the method of a recipe while wearing the visual impairment (VI) goggles and without in the shortest amount of time.   * S1 reads the first two steps of the method while S2 records the time taken. * Repeat experiment with one pair of VI goggles (but read the third and fourth steps) and with the second pair of VI goggles (and read the fifth and sixth steps). * S1 and S2 swap roles and repeat. | Per pair:   * VI goggles (2 types) * 6X paragraphs of comparable difficulty * Timer * Student worksheet | * Students can compare the amount of time taken to read a paragraph using different VI goggles and without. * Students should reflect on the difficulties they encountered and how they compensated for the loss of vision. |
| Catching a ball | | | | |
| 20 min | The aim of this challenge is to test coordination by throwing and receiving a tennis ball by recording time it takes to successfully catch a ball five times while wearing visual impairment (VI) goggles.   * S2 throws a tennis ball to S1 5 times (control round). * S2 repeats the activity while S1 wears the VI goggles while trying to catch the ball. * Repeat with the other pair of VI goggles. | | Per pair:   * VI goggles (2 types) * Tennis ball * Student worksheet * Safe environment where ball can be thrown | * Students can compare their catching accuracy while wearing the goggles and with their normal eyesight. * Students should reflect on the difficulties they encounter and possible ways to overcome these difficulties. * Students should attempt to identify how other senses could compensate for the loss of vision. |