



## Appendix A:

# Experiential Activities

### Activity 1

Use the Take a Look – Eye Conditions tool contained in Module 1 and let children take turns holding it up to their eye (keeping the other eye closed). This will allow children to experience what you might (or might not) see if you have vision loss.

This is a very clear demonstration of some of the most common conditions to cause blindness.

### Activity 2

| <b>Activity:</b>       | <b>Locomotor Skill Development</b>   |
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| Objectives:            | To learn how to help a person who is blind or partially sighted to move about independently.   |
| Materials:             | Blindfold, or eye shades   |
| Introductory Activity: | While still in the classroom, have children pair up, one person acting as a guide, one person wearing a blindfold. Walk down to the gym (or other part of the building). Encourage the children to identify landmarks they know (doorways, intersection of hallways, classrooms, etc.). Verbal communication is essential. |
| Skill Development:     | Once in the gym the children guide their partners on a warm-up walk around the gym. Begin with a slow walk gradually speeding up to a brisk walk. On signal ask the children to stop and walk in the other direction. Switch blindfolds between partners.  |
| Utilization of Skills: | Frozen tag. The game is played in partners, one person guiding the blindfolded partner. The child who is sighted carries a noisemaker (bell or   |



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|             | <p>clicker). The children move about the gym at a fast walking pace. To be unfrozen another set of partners must pass under their outstretched hands. Switch blindfolds between partners.</p>  |
| Discussion: | <p>Encourage the children to discuss:</p> <ul style="list-style-type: none"><li>How it felt to rely upon a guide</li><li>How it felt to be a guide</li><li>How your guide indicated the direction you needed to go</li><li>How you prefer to be guided</li></ul> |