



## Why “Physical Activity for people with visual disability”?

Discuss about the benefits in pairs and make notes.  
Afterwards, in a whole class interactive teaching, students  
will explain their notes

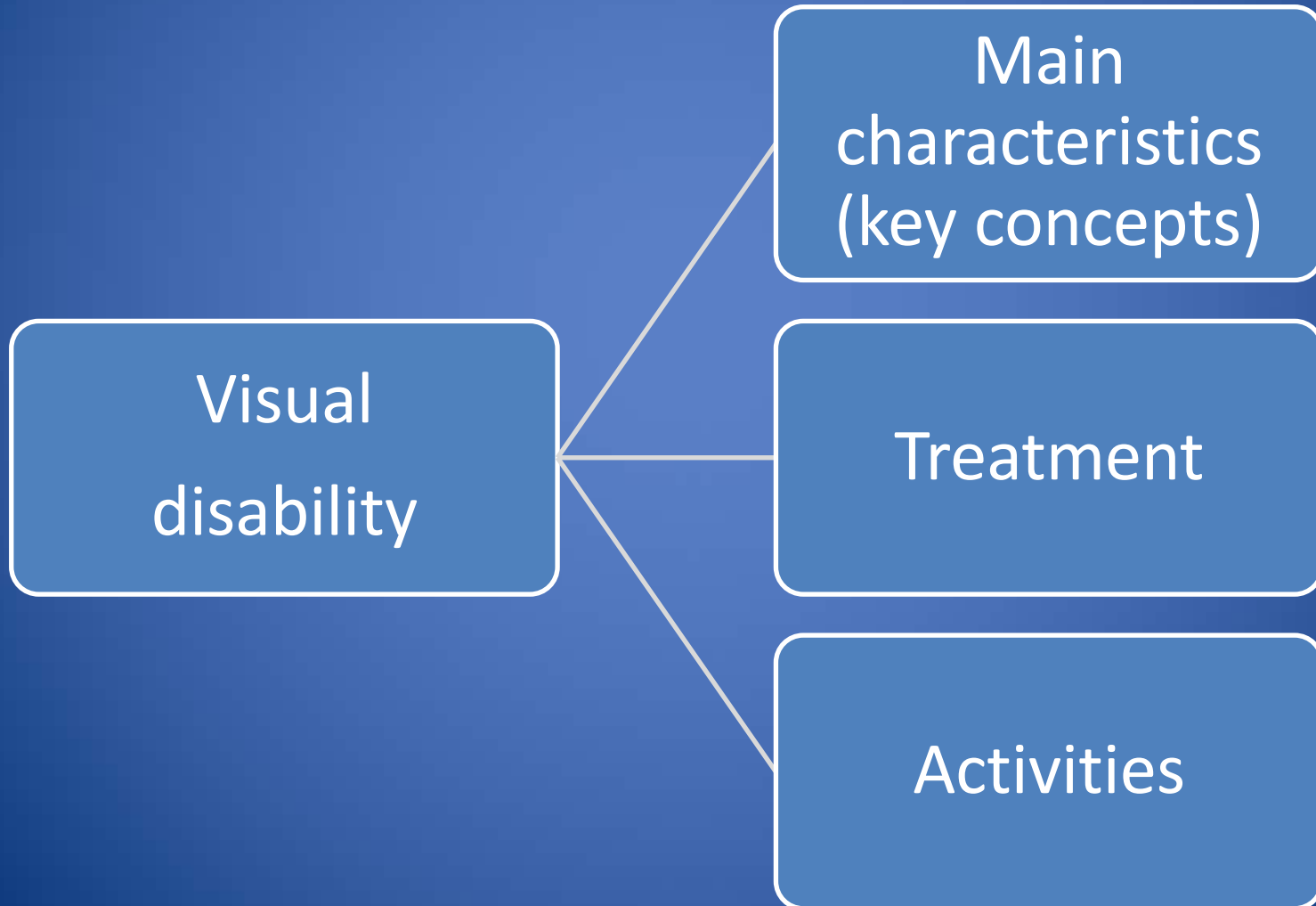


# Running dictation (to learn more about the benefits of doing physical activity)

- Students are divided into teams and complete a relay race. One member RUNS to a specific location to read information that the teacher has previously prepared (in this case, the benefits of doing physical activity for people with disability), then RUNS back to the team to report it, where a secretary writes it down. After having written all the benefits, students have to divide them into three fields: physical benefits, mental benefits and social benefits.

# Physical Activity for people with disability

## Advance Organizer



# Visual disability

- Main characteristics:

Degrees of visual disability (Barraga, 1992):

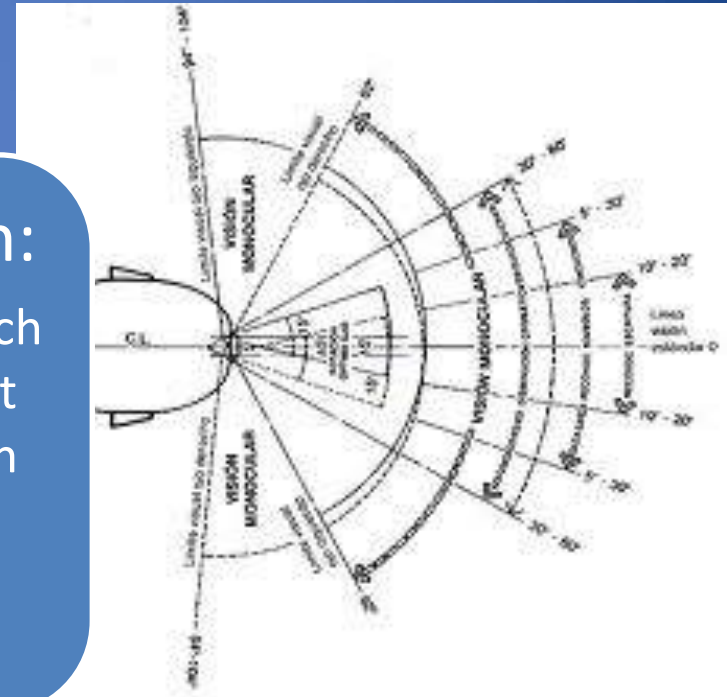
- a) Blindness: lack of sight
- b) Severe: poor vision
- c) Moderate: they can do tasks with time and help.
- d) light

# Visual disability

- Key concepts. Individual activity: measure your field of vision.



The field of vision:  
the area of space in which  
objects are visible at  
the same time when  
the eye is fixed





# Visual disability

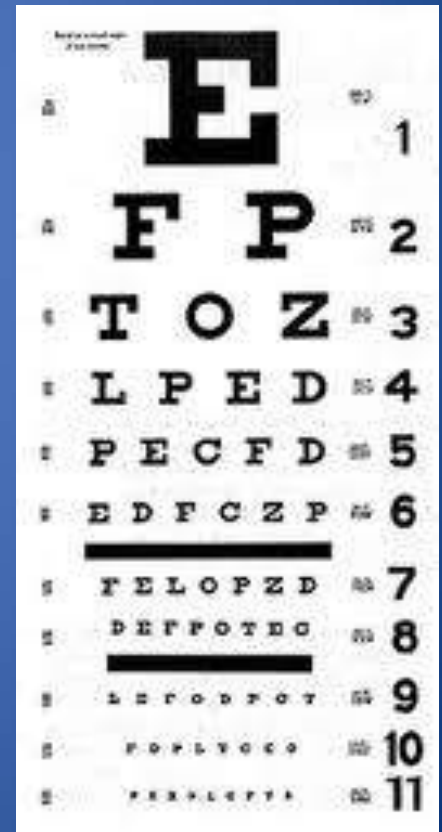
- Key concepts:

Visual acuity: the ability to see things well and quickly



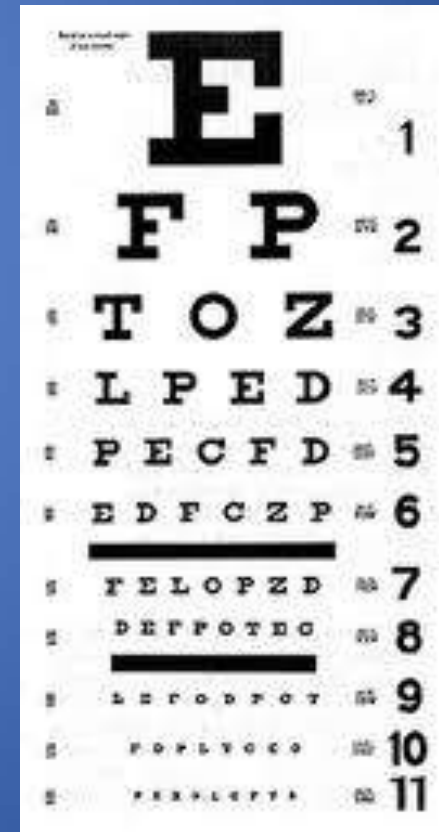
# Visual disability

- The Snellen Eye Chart is read while standing 20 feet (6 meters) from the chart.
- Test one eye at a time (cover the other eye with your hand)
- The lowest line that you can read correctly is your visual acuity.



# Visual disability

- In pairs, create a Snellen Chart and measure the visual acuity of your mate

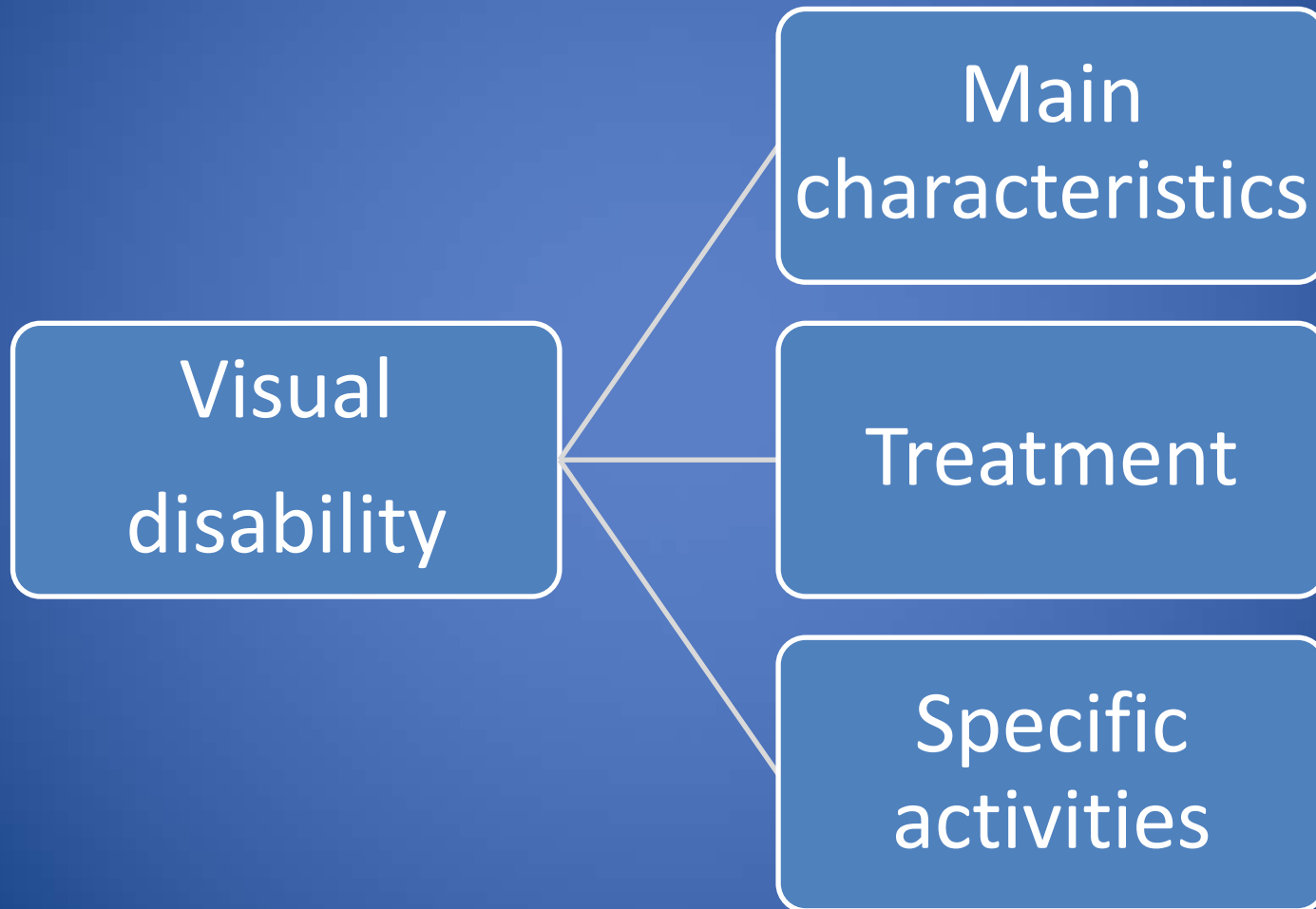




Visual disability. Key review. Whole class interactive teaching.

- What does Wecker scale measure?
- What does Snellen Eye Chart measure?

# Physical Activity for people with disability. Organizer.



# Physical Activity for people with disability

- Treatment:



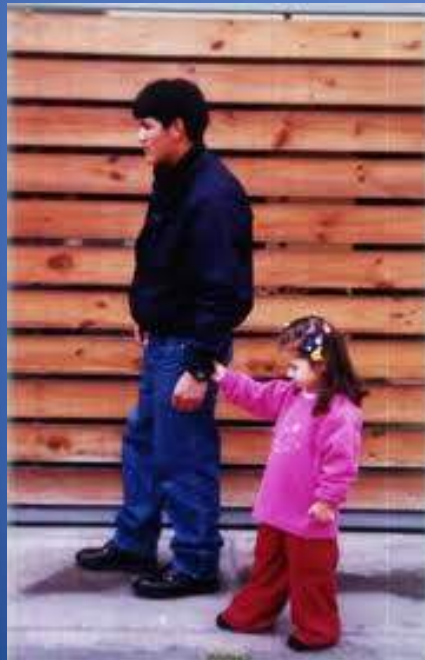
- ✓ Increase their abilities
- ✓ Avoid over- protection
- ✓ Enhance their independence
- ✓ Get in touch with other people. Get in touch with the environment.
- ✓ Possible challenges, but not too easy.



# Visual disability

- Treatment:

- ✓ Ask **wether** they need your help. In that case, offer your arm or your shoulder, so he/she can catch. We must not catch them nor push them



# Wether / if (English review)

- Ask wether they need your help.
- I wonder wether he will come to the party
- Which differences can you spot?
- If you want an apple, I will give you one.
- I can drive, if you want.

# Visual disability

- Treatment.

- ✓ We must introduce ourselves and talk slowly. But we must remember they listen properly and it's not necessary to shout.





# Visual disability

- Treatment

- ✓ We must learn the names of the people. Why? Discuss the question with your partner. Interactive activity.



# Visual disability

- Treatment

- ✓ Doors must be totally open or closed
- ✓ Otherwise, they can crash **into** the door



# Visual disability

- treatment

- ✓ Avoid and eliminate obstacles and barriers.

- ✓ Avoid changing the place of the things. If necessary, tell him/her the changes.



# Visual disability

- treatment
  - ✓ The space we are working in must be well lit. Why? Whole class interactive teaching.



# Visual disability

- Treatment

✓ Complete the information with other senses. Which ones? Whole class interactive teaching.



# Visual disability

- Treatment
  - ✓ Enhance social integration



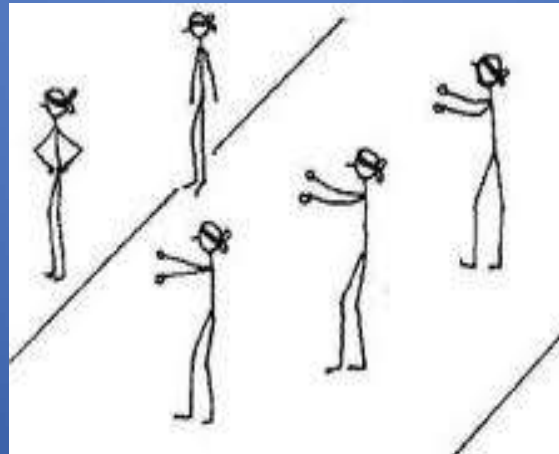


# Visual disability. Review about the treatment.

- **Interactive activity:** Prepare an interview in pairs. One person has a visual disability and is interviewed by a journalist who asks him/her about her/his feelings and the problems he/she has to face.
- Represent the interview in front of your mates. Possibility of recording the interview with the phone and show it to the class.

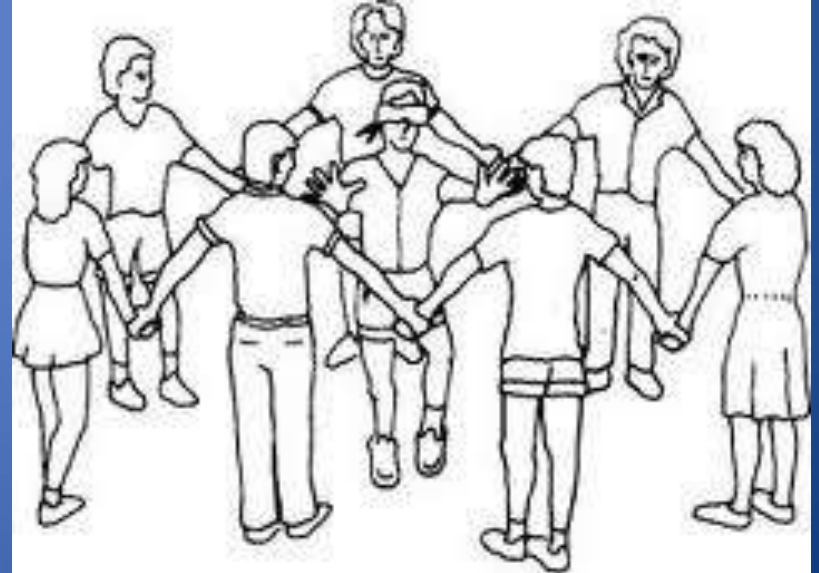
# Visual disability. How to create a game for people with visual disability?

- Specific activities/ games
- Propose games in which people participate under the same conditions.
- Avoid activities such as throwing or receiving. Make activities in which information comes from another senses than visual one.



# Visual disability

- Specific activities /games
- ✓ Propose direction and displacement activities



# Visual disability

- Specific games

- ✓ Material:

- noisy

- Secure

- Guide needed



# Visual disability

- How would you build a noisy ball? Challenging goals and problem solving

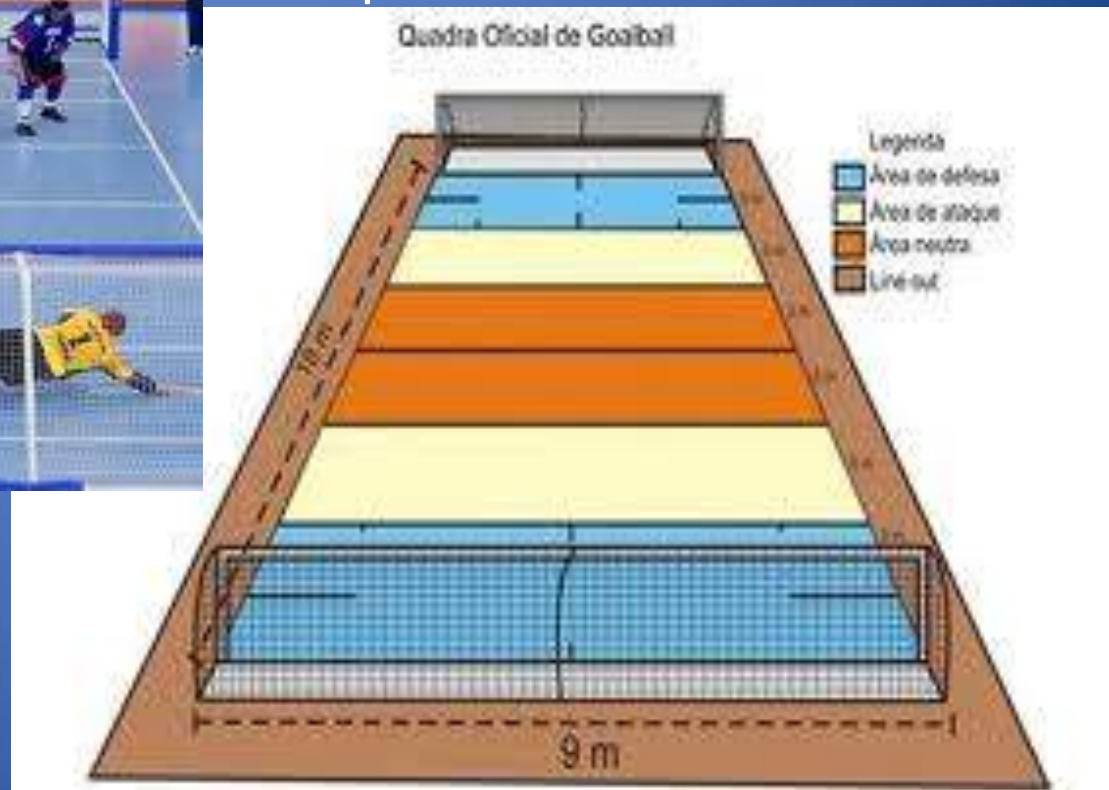




# Visual disability

- Specific games

✓ Goalball. Video visualization. Computer assisted teaching. Which are the rules? Write them down. Each student explains one different rule.





# Goaball

- Create a kahoot about the rules of goalball.Computer assisted teaching. You can include other questions related to the lesson “Physical activity for people with visual disability”
- After creating a game with kahoot, it is time to play!
- In your account in Edmodo you can find how to create a game with kahoot!



# Visual disability

- Specific games. Challenging goal. Create a game for people with visual disability keeping in mind your notes. Afterwards, explain the game to your mates in a mil drill activity. Finally, we all play the game you have created.



# Feedback and final assessment

- The game created is new and original and adapted to people with visual disability.
- Is it funny? If not, which changes could you make?
- The game enhances social integration
- The student keeps in mind the security measures (doors, space, obstacles, material...)
- The student explains the game properly
- The student keeps in mind the notes about the treatment we have learned during the lessons (He/she knows the names of the mates; he/she explains what he/she is going to do; he/she explains the space to the mates before starting the activity; he/she turns on the light; avoid changing material (in case he/she had to do it, explains the changes made); explains the information.