



VISION DISABILITIES – CENTRAL VISION

Persons with central vision disabilities can see, but they don't see images clearly and they don't focus well. The world is seen as a fuzzy image. Try this activity to simulate this disability.

Give each girl a 3" strip of waxed paper over their eyes with their hands at their temples. Ask them to walk around the room. What can they see or not see? Try to read signs, look at pictures, etc. Point out that people with vision disabilities learn to rely on environmental clues: shapes, sounds, light, color, and movement. They do not have any special sensory perceptions, just a well-trained awareness.

Discuss:

1. What are some adaptive aids that can help people with this disability?
2. Try reading with a small, portable telescope or a magnifying glass.
3. Ask if anyone has seen a television screen enlarger.



VISION DISABILITIES – TUNNEL VISION

Persons with tunnel vision see a narrower visual field and a very small amount of accurate central vision. They have very little or no peripheral vision. Try this activity to simulate tunnel vision.

Have the girls make binoculars with their hands and place them directly around their eyes. Talk about they can and cannot see.

Discuss:

1. How would this disability affect their everyday activities such as walking to school, crossing streets, playing games, etc.?



VISION DISABILITIES – WEARING A BLINDFOLD

When moving from place to place, blind persons may use a guide dog, a cane, and learn to pay attention to a variety of environmental clues. Sometimes another person serves as a sighted guide and functions as the eyes for the blind person. The sighted guide describes what is around and in front of them. One way to describe things is to relate objects to the face on a clock. For example, in describing a plate of food say your meat is at 3 o' clock, your potatoes are at 9 o' clock, etc. Sighted guides also need to describe noises and the source of the sounds.

Each girl will need a partner. One of the partners is blindfolded; the other is the sighted guide. Have the sighted guide take her partner around the room or to another part of the building. Visit the drinking fountain, play a game, have refreshments, do a friendship circle, etc. Have the partners change roles.

Discuss the following activities:

1. Have the girls talk about how it felt to be blindfolded.
2. How did it feel to be the sighted guide?
3. What was helpful; what was difficult?
4. Develop a list of suggestions for guiding and helping a person with a vision disability.

