



*an eu curriculuM for
visual disabiliEes
RehabilitatOrs*



**Written case story about the awareness of visual impairment
in school**

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1 Introduction

This case study is a means for students to explore the experiences of visually impaired students to foster inclusion. This lesson will help raise awareness and provide students with knowledge on how to effectively communicate with a visually impaired peer.

(NB: Consider that the following case study took place in France. The specialised institutions, professionals involved in training and rehabilitation may differ from a country to country).

Organisation of the classroom

The teacher will read the case study to the class

Later on, the class will be divided into 3 groups: 10 maximum per group

3 different tasks must be completed

Around 35/45min to work on it: the students can choose the tool they want to use to present their work to the whole class

Debriefing of all the groups: 30 min max

Conclusion: 5 min

Materials: to help the students the teacher can bring different tools for braille (alphabet, braille slate...), phones, catalogue of blind associations, leaflet about some sports that can be played by visually impaired people (ex-goalball, torball), books, leaflets, links of videos about inclusion...

2 Case Study

Young girl born in 2013, blind since birth.

In 2020 she is in a second grade specialised class (ULIS) in a specialised school. After moving, the family wants their daughter to go to a nearby regular school.

Group 1

School year 2020-2021

Preparation for inclusion with an immersion 2 half days per week in a year 3 class. At the same time, the team trains the future special needs assistant in Braille. The support and guidance for this young girl will be provided by both the specialized teacher and the occupational therapist of the *Service d'accompagnement alternatif spécifique* (specific alternative support service).

Task for the 1st group: The school asks you to propose an activity that can be performed at the school to raise awareness about visual impairment and blindness. You are tasked with determining the target audience for this educational intervention

Group 2

School year 2021 -2022

The girl is a full-time student in the third grade.

Task for the 2nd group: The child wants to do something inclusive with the whole class. Propose an activity that could be performed in the class to raise awareness about visual impairment and blindness and decide who will be the subject of the educational intervention

Group 3

School year 2022 - 2023

Full inclusion in year 5

This year, no awareness-raising was offered.

Task for the 3rd group: The parents ask you to propose an activity that could be performed at school to raise awareness of visual impairment or blindness and decide who will be the subject of the educational intervention

For the teacher: If students are unable to find an activity, they can consider writing a scenario depicting a young girl's experience in inclusive education. This scenario should explore potential challenges that may arise. Depending on the specific awareness objective, the story can take different directions.

Proposed format

A comic book or a leaflet where one could read the story of this young girl with the possibility of following different points of view. You can find ideas of comic strip layouts in the reference section.

When there is a request for disability awareness to promote inclusion, it is necessary to analyse the request.

Who makes the request?

- The pupil with a disability

- The family of the pupil with a disability
- The teacher of the disabled student
- The care service

Two options for showcasing the story: either by creating a comic book or by developing an application that provides interactive scenarios through clickable options.

3 After the restitution of each group

Group 1

What was done in real life

3 workshops

1- Guiding techniques with the locomotion instructor

Objectives: To learn how to safely guide and accompany a blind friend

2- Braille with the special needs teacher

Objective: To learn a different code to reading and writing.

3- Sensory workshops with the Occupational Therapist

Objective: To learn how to utilise different senses when we cannot use vision

Group 2

For your information: what happened

The Service d'accompagnement alternatif spécifique team will propose a cycle of Torball (a handicapped collective sport created for the visually impaired).

6 sessions will be set up to introduce the pupils to Torball.

A blindfolded workshop will be organized involving games with touch and hearing

The psychologist of the service organised discussion groups. The girl often feels misunderstood and may also have difficulties in decoding social relationships.

4 Conclusion

During group activities, the teacher will outline the objectives that the students need to consider, particularly if their aim is to raise awareness among others:

- To answer the questions of the welcoming pupils.
- To answer the teacher's questions, to reassure, to facilitate the reception.
- To enable the young person with a disability to explain the concept of blindness to the other pupils and create experiential understanding.
- Placing welcoming pupils in a visually deprived situation to enhance their ability to support their fellow student with a visual disability.
- To raise awareness of the challenges and, above all, the abilities of the visually impaired child.

5 References

The following references are comics strip in French to give an idea of product that can be done.

Reference 1: <https://www.pablovasquez.com/index.php/bd/>

Reference 2: <https://www.observatoire-groupeoptic2000.fr/actions-sante-groupe-optic2000/initiatives-sante-groupe-optic-2000/une-bande-dessinee-educative-pour-accompagner-les-enfants-amblyopes/>

Reference 3 <https://raamm.org/circulez-vous-a-laveuglette/>