



## Module 3

# Losing your sight doesn't mean losing yourself



## Losing your sight doesn't mean losing yourself

### UK Curriculum links

English, PSHE, Citizenship, Personal and Mutual Understanding, Health and Wellbeing, Employability

### Resources needed

- Resource sheet "A day in the life"
- Everyday items for the paired activity "everyday tasks without sight"
- Blindfolds
- Access to You Tube for the video "Creating Guide Dog Partnerships"

### Activity

## Everyday life without sight – paired discussion

Consider your everyday life, your hobbies and your plans for the future. Write down how many of these things require you to see and why.

### Examples may be:

- **Getting dressed** – choosing clothes, having a shower, styling your hair, applying makeup.
- **Preparing food** – knowing where things are in the kitchen; what is in the cans/packets/bottles; being able to eat without making a mess.
- **Travelling** – getting to school, the shops, not getting lost or injured/run over.
- **Hobbies** – sports, cinema, social media, and shopping are all very visual.
- **Future plans** – going to college, getting a job, what type of job?

## Activity

### Paired activity - performing everyday tasks without sight

To show the class what it's like to do everyday tasks with no vision -set up some blindfold tasks.

- **Getting dressed** – try to put on a top with buttons and put shoes on and tie the laces.
- **Shopping** – bring in a selection of cans, bottles and packets including sweetcorn, baked beans, soup, tinned tomatoes, squash, oil, shower gel, shampoo, pasta and rice. Give pairs a shopping list of some of the items. One of the pair reads out the items while the other chooses them from the selection.
- **Making something to eat** – make a sandwich and a glass of squash.

## Post activity discussion

- How difficult was the task?
- What stages would have been easier with vision?
- What would help make the task easier?
- Would a young person with vision impairment be able to live the same sort of life as a sighted young person?
- It's likely that the class will come to the conclusion that a person with vision impairment wouldn't be able to do the same things as a person with sight.

## Activity

### watch the Video “Creating guide dog partnerships”

## Discuss:

- What did Steve find difficult when he first got his guide dog?
- How does Steve carry out everyday tasks, how would you adapt to the task of making a hot drink if you couldn't see?
- What does having Flynn, give Steve?
- If you lost your sight tomorrow how would this have an impact on your independence, think about your current daily life and future plans, how could you adapt?

## Activity

### Case Study and discussion

**Use the Case study “A day in the life” resource sheet** - After the class have read the sheet discuss the things that Kelsey does which may be unexpected, how does technology factor into his daily routine? Discuss his hopes and dreams to become a journalist and live in Europe. Consider how his guide dog Lacey has influenced his life?

Ask the pupils to revisit the Day in the Life of stories that they wrote at the beginning of the module. Consider whether their initial feelings about what life is like have changed, if so, what changed? What would life really be like? What would it be like with a guide dog?



## Case Study

### A day in the life

**I'm Kelsey, I'm 16 and this is my typical day.**

-  **5.30am** I get up and take Lacey my guide dog out to spend (for a wee). Then I have a coffee to start my day and check for updates on Twitter, I feed Lacey breakfast and get ready for school. An hour later and we're ready to leave home, Lacey guides me to the bus stop where I catch the bus across town.
-  **7.13am** I'm on the bus and use the time to check the Tube status and times on my phone.
-  **7.50am** I get the Tube to school and usually meet up with my friends who I walk to school with, if we have time we go and practice music, I use a recording device so I can improve my performance.
-  **8.55am** I head off to lessons with Lacey guiding me around school, in class I take notes with my Braille note or use my laptop.
-  **10.55am** Break, in between lessons I make sure Lacey gets the opportunity to spend.
-  **1.15pm** Lunch with friends, I might send a couple of texts and again make sure to take Lacey out before afternoon lessons start.
-  **3.15pm** After school I take Lacey out again then walk into town with friends, we look around the shops and get a hot drink which I pay for with my smart watch.
-  **4.30pm** I catch the bus home, on the bus I use google maps to make sure I get off at the right stop. Lacey guides me and we head home. When we arrive, the first thing I do is take Lacey out.
-  **6pm** I feed Lacey, then have my dinner. I head upstairs and listen to the news in my room using my digital assistant (Alexa). I might give my friends a call and spend the rest of the evening doing homework, before going to bed at 9pm.

### Future Plans:

**Firstly, I want to finish my GCSE's, then I hope to live away from home to study at higher education college rather than staying at my local school to do A Levels in English Lit, History and French and a Btec in Braille.**

**After A Levels I plan to go to university in Europe to study Political Journalism and then have a career as a Journalist.**