

Puppy resources



GUIDE  
DOGS



# Module 3

# Guide Dogs in the community

## 3.4 Sighted Guiding

[www.guidedogs.org.uk](http://www.guidedogs.org.uk)

Registered charity in England and Wales (209617) and in Scotland (SC038979)





## Module 3 - Guide Dogs in the community

### 3.4 Sighted guiding - Lesson plan

#### National Curriculum Reference

<b>England:</b>	En1 3a; En2 3b; En3 1c,d; PSHCE1a, 2a, 2h
<b>Wales:</b>	AT1 2, 5; AT2 3, 6
<b>N Ireland:</b>	3.1; 3.3; 3.5; 3.6
<b>Scotland:</b>	Lit 2-02a, 2-04a, 2-06a, 2-14a, 2-15a, 2-24a, 2-26a

#### Aim:

To understand that a blind or partially sighted person needs another self and not a teacher to guide them.

#### Objectives:

To find ways of explaining simple tasks and activities to each other, giving clear and detailed instructions.

#### Learning Outcomes:

Most children will be able to describe a simple task to a friend. Some will be able to explain in more detail several consecutive tasks. Others will be able to describe more complex activities in an appropriate manner while understanding the other person's needs.

#### Teacher Notes:

There are various videos available on [www.guidedogs.org.uk](http://www.guidedogs.org.uk) ("Guide Dogs") if you look on their YouTube link.

#### Resources:

You will need access to the internet, [whiteboard activity – Sighted guiding](#).

#### Key Vocabulary:

Sighted guiding; descriptive, guiding arm, explanation



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##### Lesson Plan:

##### Introduction

Think about the activities we do in a typical day.

Split the class into groups and ask each group to concentrate on one period during the day e.g. getting ready to come to school, travelling to school, playing out at school. Ask them to explain in short sentences or pictures what they do and how they do it. They will need to think as most of these activities are taken for granted. Write responses on post-it notes or small pieces of paper.

After 5 minutes gather the groups together and share thoughts.

##### Interactive Activity

Open the interactive activity on the whiteboard.

##### Sighted guiding

Explain that sometimes a friend or someone in your family, who has sight loss, may need help in getting around even if they have a guide dog or a cane. In this guide Hero helps to explain how someone who has sight loss is guided safely from one place to another.

**Prompt question:** Why might blind or partially sighted people need help at times?

##### Offering help

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

Why might blind or partially sighted people need help at times?

What should you do first? (Obviously children shouldn't approach any adults by themselves)

##### How to guide

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

Where should you stand?

What should you ask the person you are guiding before you set off?

How should you walk?

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).



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##### Narrow spaces

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

How should you walk in a narrow space or busy area?

What happens to your guiding arm?

How should you walk, fast or slow?

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).

##### Finding a seat

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

Why is it important that you describe the type of chair?

How would you describe the chair e.g. Is it big or small? Is it hard or soft? Does it have arms, and a back?

How will you guide them to sit down?

What if the seat is within a row?

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).

##### Changing sides

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

What should you do before you ask the person you are guiding to change sides?

What position will your elbows be in?

Where should the person you are guiding be?

What should they hold onto?

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).



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##### Doorways

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

Why is it important to describe how the door opens?

How do you know which side the person you are guiding should be on (check which side the hinges are on)

Explain how you guide the person through the door.

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).

##### Steps up

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

What is the first thing you should do when approaching steps?

Why is it important to explain whether you are going up or down the steps?

How can you help the guided person find the handrail?

Where should the person's free hand be?

What should the guided person locate with their foot?

What should you do when you reach the top of the steps?

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).

##### Steps down

Read together or ask for volunteers to read a sentence each.

**Prompt questions:**

What is the first thing you should do when approaching steps?

Why is it important to explain whether you are going up or down the steps?

How can you help the guided person find the handrail?

Where should the person's free hand be?

What should the guided person locate with their foot?

What should you do when you reach the bottom of the steps?

Ask for 2 volunteers to come and practise these techniques (one child closes eyes, the other acts as guide).



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##### Activity Idea 1

Ask children to sit with a partner. One partner closes their eyes and imagines a particular task they regularly do. Once they have done that, they keep their eyes closed while explaining the task to their partner. They should then change places and repeat the activity. Afterwards bring the class back together and discuss:

Which was easier, - listening or describing the task?

Think about each other's description, did it make sense? Did they leave anything relevant/important out? Were they good at explaining, could the partner picture what they were doing in their own mind?

##### Activity Idea 2

Make a list together of some of the activities you regularly do in school e.g. go into the dining room for lunch, getting ready for P.E.

Ask for volunteers, one to wear a blindfold and the other to be the sighted guide. Use the sighted guiding resource to talk a friend through a simple journey from A to B in the classroom.

If possible repeat this activity in the hall, setting up an imaginary route using , benches, chairs, making some narrow aisles etc.

##### Plenary

Was it easier to be the guide or the guided? What did you find difficult? Have the activities made you feel more conscious of how you do simple everyday tasks?

##### Homework Activity

Talk to parents/carers about sighted guiding and explain about some of the activities you have been doing in class. Look at the interactive together and practise some simple tasks.