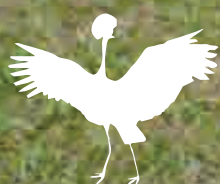


CHAPTER 8

Athletics for Development:
Games for Visual impaired
children and youth
(Including albinism)





Athletics for Development: Games for Visual impaired children and youth (Including albinism)

This chapter presents how to use athletics as a tool for inclusion, education, sport and motor for development, well-being as well as social development of children and youth with visual disabilities. It provides a number of games for children and youth with visual impairment including cases of albinism. The games are categorised in three levels of difficulty to provide opportunity for progression.

Inclusion

Inclusion refers to and focuses on adjusting the society at large so that children have opportunity to interact, play, learn, experience the feeling of belonging and develop in accordance to their potentials and difficulties. By so doing, they obtain a good quality of life within their natural environment. In simpler terms, accepting and adjusting to include an individual with special needs without completely changing the environment to disadvantage others.

Who are the learners with special needs?

These are people with barriers to learning as a consequence of under-stimulation; socio-emotional problems or abuse; a traumatic experience; impairments or other conditions that make it difficult for them to follow the regular curriculum.

Individuals with Visual Impairment

A person having a visual impairment does not only mean that he/she is blind.

The Visually Impaired/Blind people; are those who have difficulties in seeing or cannot see at all. They are not necessarily sick nor do they have eye infections as the cause of them not seeing well or not seeing at all. This status is usually a result of damage of the eye or a condition one is born with. For these groups of athletes, specific and specialised forms of training delivery are required. Specifically, we could categorise these athletes as follows:

Those with low vision; are people with some residual eyesight.

This refers to a condition where the person has some amount of eye sight which could be used for learning purposes such as seeing the blackboard, moving round the class or even writing in their exercise books. The Albinos usually fall under this category. The Blind; are people who cannot see at all. Some might just be only able to see or perceive light while others are ever in total darkness.

As one of the objectives of Athletics for Development, the training shall include youth with impairments so as to give them opportunity to improve on their well-being. This then requires clear understanding and hence strategies on how to handle such cases. The information in table 1 describes the condition of visual impairment, causes of the condition, indicators that can show you that someone could be having the condition and strategies that you can lay in order to include such a person in all the activities that you do as a trainer.



IMPAIRMENT	CAUSES	INDICATORS	STRATEGIES
<p>Visual impairment:</p> <p>Is a term used to refer to persons with vision/seeing difficulties? They are split up into categories:</p> <p>Low vision or partial sight and blindness (cannot see anything)</p>	<ul style="list-style-type: none"> ▶ Hereditary/genetic causes ▶ Alcoholism and smoking mothers during pregnancy. ▶ Pre-maturity and very low birth weight, with retinopathy of prematurity. ▶ Malnutrition/failure to feed on diets that can improve sight for example; lack of vitamin A. ▶ Diseases like: measles, meningitis, malaria, red eyes, cataract, river blindness, trachoma, diabetes ▶ Accidents like: serious injuries which hurt the eyeball or head operations that affect the optic nerve. ▶ Poor hygiene ▶ Hereditary/genetic causes like albinism, congenital cataracts and degeneration of the retina 	<ul style="list-style-type: none"> ▶ Do the opposite of what they have been told to do. ▶ They bump into objects and fall easily. ▶ Eyes may look cloudy or some have abnormal shape of the eye. ▶ Hold reading materials very close or very far from their eyes. ▶ Sometimes have watering eyes. ▶ Have difficulty in describing objectives or reading close or far symbols. ▶ May complain of headaches and itchy eyes. ▶ React to bright light. ▶ Make many mistakes when copying things or reading pictures and write off the lines. ▶ May participate in individual or group activities 	<ul style="list-style-type: none"> ▶ Using a sighted guide ▶ Find out more information from their parents/guardians on helping him/her ▶ Use different methods which encourage the use of other senses such as hearing, tasting, touching, and smelling through practical experience and use of materials. ▶ Write bold and large letters, figures and pictures (use large print). ▶ Let such learners be close to their ordinary colleagues. ▶ Use real objects when training and allow them to feel them.

With the information provided about visual impairment, the trainer should endeavour to be keen and support the children and youth with visual impairment. It should be noted that some of the causes due to lifestyle such as poor hygiene, malnutrition, and a smoking pregnant mother among others should be discussed during reflection when the trainer is for example focusing on the contribution to health as a goal.



PEOPLE WITH DISABILITIES MUST BE TREATED AS PEOPLE IN THEIR OWN RIGHT WITH THEIR UNIQUENESS

Trainers should take note that people with disabilities must be treated as people in their own right with their uniqueness. This facilitates inclusion to live and share the experience of the visually impaired and the blind and to improve understanding, respect and mutual aid. In the context of inclusion, sighted children and youth participate in situations under two major conditions i.e.:



Blind (e.g. Blind-folded)



Blind and guide; where the guide helps to ensure success of a common activity involving two participants

The motor, physical, psychological and social development of the blind children and youth



When working with visually impaired children and youth, it is important to know them so as to improve their motor, physical, psychological and social development. The lack or absence of visual cues makes it more complex for children to familiarise and move around, as well as to calibrate their space. Thus, improving posture control, balance and awareness of landmarks in space will be of crucial importance.

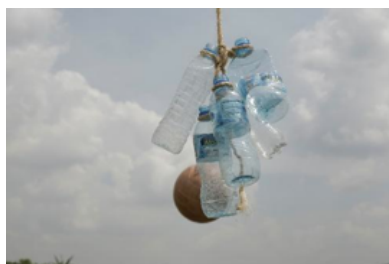
It will be desirable for the trainer to be much more patient and tolerant with these children and youth, both in explaining, understanding and performing the exercises. Similarly, the right calibration of the difficulty of situations will be of extreme importance for a progressive evolution and the achievement of the objectives of success.

The environment and equipment

When working with visually impaired children and youth:

- ▶ Ensure that the environment is as safe as possible.
- ▶ Be aware to use a relatively flat surface, without holes or bumps that could cause children to fall, and without potentially dangerous obstacles.
- ▶ Promote the safe displacement of children through marked paths with landmarks that children can follow, or with other children who accompany and guide them safely.

Examples of the equipment:



The equipment used must not present a danger to children. It will be simple and made with local materials to promote sustainable and ecological development goals. This will ensure the use of local materials such as wood, and will pursue recycling targets by making good use of compacted plastic bottles and bags to build targets, medicine balls, and other marking tools.

KNOW BLIND CHILDREN TO IMPROVE THEIR MOTOR, PHYSICAL, PSYCHOLOGICAL AND SOCIAL DEVELOPMENT.



Educational situations for games of marginalised children and youth

THE EDUCATIONAL SITUATIONS ARE EVOLVING ON 3 LEVELS OF DIFFICULTY AND ARE CLASSIFIED INTO 4 MAJOR REGISTERS:



INDIVIDUAL SITUATIONS



SITUATIONS IN PAIRS



TEAM SITUATIONS



GAME SITUATIONS

The taxonomy used to categorize the activities makes it possible to select situations according to the three main types of objectives i.e.

▶ Motor skills ▶ Life skills ▶ Sustainable development goals

The three categories of classification mentioned above have been aligned to the right hand side column of the activity page and for each item a box is provided to identify the achievement from that particular activity. The skills that are learned are highlighted with a red box while the SDG is highlighted with a black box. The following situations provide examples of the full program. You will find in order:

- ▶ Individual situations
- ▶ Situations in pairs
- ▶ Team situations
- ▶ Game situations

The exercises are classified by levels (indicated by the number of stars), then by motor ability, and finally by life skills learned and the SDG contributed to. On the video application, which will be available on smartphones, these items will be keywords that will allow you to browse videos according to your needs.



The educational situations are evolving on 3 levels of difficulty and are classified into: individual, pairs, team situations & game situations.





INDIVIDUAL SITUATIONS

Forward/backward oscillations

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

None

Conditions

All children are blind or blindfolded

Description

Standing on 2 feet, oscillate slowly to provide a balanced support on the front of the feet (heels off), then on the back of the feet (toes off), and so on.

Assessment

- ▶ Can he/she do 10 repetitions holding alignment and without losing balance?
- ▶ The shoulder line remains horizontal

Variation/Evolution

Do the exercise with your arms stretched vertically, vary the height

LEVEL

1 ★



This activity develops ones ability to improve on their personal abilities which enhances their survival and livelihood on land



SKILLS GAINED

INDIVIDUAL SITUATIONS

ACTIVITY ▼

Motor Skills
Balance Coordination

Climbing

Swinging

Rotational Movement

Space Awareness

Rhythm

Sprinting

Jumping

Throwing

Life Skills
Self confidence

Trust

Motivation Responsibility Resilience Goal orientation Adaptability

Creativity

Empathy

Solidarity

Cooperation

Respect

Fair play Critical thinking Decision making

Communication

Problem solving

▼ LEVEL

★ 1

 8 DECENT WORK AND
ECONOMIC GROWTH


This activity delivers life skills which can enhance one's possibilities in the job market to better productivity and economic potential.

Walking Forward

Materials

Cones

Conditions

The child is blind or blindfolded. A guide places him/her initially in the axis of the corridor.

Description

The child is placed in front of a narrow lane in a straight line. He/she walks forward, in a narrow corridor, without leaving the corridor.

Assessment

- ▶ A corridor width is defined and the distance travelled within the corridor is measured
- ▶ As soon as you walk out of the corridor (not right) we stop and measure

Variation/Evolution

Increase speed or distance, put targets in front and measure deviation from target

Balance one foot in front of the other

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

None

Conditions

All children are blind or blindfolded.

Description

Jump with two feet, on the spot, as high as possible, touch your ankles with both hands and Land on both feet, in balance.

Assessment

- ▶ Count valid jumps made without losing balance

Variation/Evolution

Jump with hands wide, legs astride and clap hands before landing

LEVEL

2 ★ ★



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



SKILLS GAINED

INDIVIDUAL SITUATIONS

ACTIVITY ▼

Motor Skills


Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills


Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

▼ LEVEL

★ ★ 2



This activity develops ones ability to improve on their personal abilities which enhances their survival and livelihood on land

Throw from one hand to the other hand

Materials

A Ball

Conditions

All children are blind or blindfolded.

Description

Throw the ball with 1 hand from bottom to top, upwards (at least above the head) and catch it with only one hand. Alternate right and left hand.

Assessment

▶ Count the throw-catches made without losing the ball. Do it right and left hand

Variation/Evolution

Start with two hands then try with one hand
 Two to two, one to two, one to one
 Use two balls
 Move legs as you move the balls



Develop the ability of visually impaired children to use both the left and the right side of their bodies.





SITUATIONS IN PAIRS

Walk synchronously

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Elastic band + tracing (or cones)

Conditions

Both children are blind or blindfolded.

Description

The 2 children hold hands or are connected with the elastic band. Ask them to walk in a straight line in a lane, at the same pace and coordinated.

Assessment

- ▶ A lane width is defined
- ▶ The distance travelled within the lane is measured
- ▶ As soon as you walk out of the lane (not right) or make a coordination error, you stop

Variation/Evolution

Reverse the positions to hold your partner by his/her right hand and then by his/her left hand

LEVEL

1 ★



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.



SKILLS GAINED

SITUATIONS IN PAIRS

ACTIVITY ▼

Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

▼ LEVEL

★ ★ 2

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Round trip on a bench by 2



Materials

A low bench (or board on the ground) + Stopwatch

Conditions

The 2 children are blind or blindfolded.

Description

2 children stand on a low bench (or a board on the ground), each at one end.

Walk on the bench to reach the other side crossing in the middle, without falling.

Assessment

▶ Count the number of valid round trips.

Or:

▶ Measure the time taken to make one (2, 3) round trips

Walk synchronously

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Elastic band + tracing (or cones)

Conditions

1 child is blind (or blindfolded) and 1 sighted guide.

Description

Connect the 2 children by hand with an elastic band.
Do together, synchronized simple running exercises (ABC): butt-kicks, stretched legs, skipping.
The guide also tries in a blindfolded situation with another guide.

Assessment

- ▶ A lane width is defined, and the distance travelled within the lane is measured
- ▶ As soon as you walk out of the lane (not right) or make a coordination error, we stop

Variation/Evolution

Vary the running exercises
Reverse the positions to hold your partner by his/her right hand and then by his/her left hand

2 ★ ★



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



SKILLS GAINED

SITUATIONS IN PAIRS

ACTIVITY ▼

Motor Skills



Balance

Coordination

Climbing

Swinging

Rotational Movement

Space Awareness

Rhythm

Sprinting

Jumping

Throwing

Life Skills



Self confidence

Trust

Motivation

Responsibility

Resilience

Goal orientation

Adaptability

Creativity

Empathy

Solidarity

Cooperation

Respect

Fair play

Critical thinking

Decision making

Communication

Problem solving

▼ LEVEL

★ ★ 2



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Rope jumps in pairs



Materials

Skipping rope

Conditions

1 child is blind (or blindfolded) and 1 sighted guide

Description

2 children hold hands and hold the end of the rope with the other hand.

They jump while coordinating their jumps and the rotation of the rope.

Reverse the positions to hold the rope with the other hand
The sighted child tries the situation blindly as well.

Assessment

▶ Count the number of jumps performed without error

Variation/Evolution

Vary the ways of jumping (hopping, 2-feet-1: foot, RR, LL etc.)
Face different directions

Throwing and catching

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Ball + wall

Conditions

2 children per pair, one blind (or blindfolded), and the other sighted

Description

The blind thrower faces the wall and throws his ball against it. The other sighted child must catch the ball once it has touched the wall and before it falls to the ground.

Assessment

▶ How many successes on 10 throws?

Variation/Evolution

Modify the forms of throwing, the device and the distances to the target

3 ★ ★ ★



This activity involves children and youth to work together to achieve a goal which build their peace and justice and hence strong relationship





TEAM SITUATIONS

The Caterpillar walk

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

LEVEL ▾

1 ★



This game brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality



Equipment

Tracing + Stopwatch

Conditions

All children are blind or blindfolded.

Description

Form teams with the children (6, 8, 10, ...).

Each child holds the hip of the partner in front of him/her in a line. They walk together at the same pace, in rhythm and coordinated so as not to break the line.

An instructor guides the children by clapping his hands.

Assessment

- ▶ Measure the distance travelled by the Caterpillar
- Or:
- ▶ Measure the time over a given distance

Variation/Evolution

Reverse the positions so that each in turn finds him-/herself in a leadership position

Create different shapes as they move

Do different forms of movement

Put balloons between the children



SKILLS GAINED

SITUATIONS IN PAIRS

ACTIVITY ▾

Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

▾ LEVEL

★ ★ 2

 16 PEACE, JUSTICE
 AND STRONG
 INSTITUTIONS


This activity involves children and youth to work together to achieve a goal which build their peace and justice and hence strong relationship

The slalom



Materials

None

Conditions

All children are blind or blind-folded

Description

Children are placed in line one behind the other.

The first child starts at the beginning of the line and moves up, slaloming around his partners to place himself at the end of the line and so on.

Assessment

- ▶ Does the team manage to do a complete cycle without an error?
- Or:
- ▶ Measure the time taken to realize a complete cycle without an error

Variation/Evolution

Move up the line backwards or sideways

Move in between the lines (zigzag movement)

Throwing at Targets



Motor Skills 

- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills 

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Materials

Balls (medicine balls) + various objects forming targets

Conditions

Teams are made up of children in blind condition or blind-folded and a sighted person

Description

Various objects are placed in a space.
 The throwers are 10m (8,12,) from the targets.
 The sighted child places the throwers in turn, and gives them instructions to drop the targets.
 The game stops when all targets have been reached.

Assessment

▶ How many targets fell after 5 (10,) attempts

Variation/Evolution

Vary the ways of throwing and the distances

2 ★ ★



This activity equips the children with a number of life skills that enhances their potentials in the job market to better productivity and economic potential.





GAME SITUATIONS

Find your home

Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust ✓
- Motivation
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy ✓
- Solidarity ✓
- Cooperation ✓
- Respect ✓
- Fair play ✓
- Critical thinking ✓
- Decision making ✓
- Communication ✓
- Problem solving ✓



Materials

Hoops

Conditions

Form pairs by associating a blind child (or blind-folded) with a sighted person

Description of the exercise

The players are in pairs and choose a hoop placed in space. At the first signal they must go for a walk in pairs, both being blind. At the second signal the sighted person removes his blindfold, and must find his house (hoop) with his partner.

Assessment

▶ Who arrives first scores the higher number of points (5 if 5 teams), and so on. We add up the points

Variation/Evolution

Include objects to be picked and on locating the objects they take them to their home

1 ★



This game develops a number of life skills that enhance the children abilities to work together in order to achieve a common goal.



SKILLS GAINED

GAME SITUATIONS

ACTIVITY ▾

Motor Skills


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills

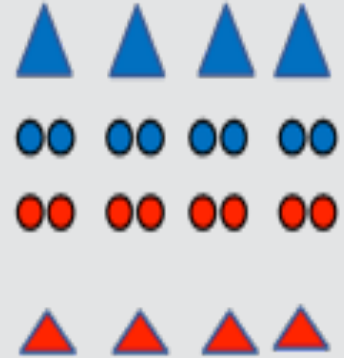

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

▾ LEVEL

★ ★ 2

3 GOOD HEALTH AND WELL-BEING


This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

The Hunters

Materials

Cones of 2 colours

Conditions

Form pairs of 2 children with 1 blind (or blindfolded) with a sighted child

Description

The teams are face to face 3m apart.

There is a blue camp and a red camp.

The referee shows or announces a colour and as soon as it is announced the teams corresponding to that colour run towards their camp to reach the end line, without being touched by the other teams chasing them.

Assessment

- ▶ The team scores 1 point each time a pair reaches the end line without being touched

Variation/Evolution

Vary the distances

Throw and run

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Tracing + balls + box + stopwatch

Conditions

Form 2 teams made up half of blind children (or blindfolded) and half of sighted children

One team of throwers (blind) and one team of receivers

Description

The throwers, blind or blind-folded, take turns throwing
 Receivers must retrieve the thrown balls and bring them into a box.
 If it is a sighted person who catches the ball, it is a guided blind person who brings it into the box, or the opposite (cooperation)

Assessment

- ▶ After 2 or 3 minutes, count the number of balls in the box and reverse the roles
- ▶ The team that brought home the most balls wins

Variation/Evolution

As soon as the ball is caught, the catchers must form a chain by holding hands and the next throw starts as soon as the chain is complete

We count the number of chains/time

3 ★ ★ ★



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.





