



POLAND

CASE STUDY N°6

PAPER B

**ZEBRA FORMATIONS ASBL
HANNUT
BELGIUM**



WHY NOT TRY? / IT WOULD BE A GOOD IDEA TO...

Here we will not address issues dealing with the use of adapted kitchenware such as talking timers, meat thermometers, measuring spoons, safe knives, etc. but rather on the psychological aspects linked to visual impairment for which playful activities may provide some reassurance and alleviate the sense of frustration and uselessness when preparing meals. Some role-play and simulation games may often help to dedramatize a situation (whether you are blind or not).

Learners may assume the role of a person or character and act out scenarios, ready-made or that they create themselves. Story dramatizations are based on a story that students are familiar with or on an incident of someone who encountered lack of support or discouragement while shopping for food for example. It is planned by the learners with the assistance of the teacher but a script is not necessary. Students know the story and characters well enough to improvise action and dialogue. The dramatization can be recast with different persons playing different parts each time it is played so that everyone has an opportunity to step into the roles. This helps learners to act out familiar stressful situations and to respond more appropriately when confronted to identical circumstances. The game is played with about five or six participants guided by the trainer or teacher. To turn it into an enjoyable activity related to the preparation of a recipe, setting the table, using household appliances, etc. you have to make sure that the role-play will have the necessary ingredients to be funny and unconventional, allowing a maximum of originality and self-expression on behalf of the learners. It should not be a simple reproduction of what the learners already know but should lead them to imaginary or surreal contexts (think how you feel when you have to eat with chopsticks instead of knives and forks), always making sure you are in a safe environment.

The role-plays should be followed by a debriefing time, prepared and guided by the teacher to evaluate the impact of the game on the learners, immediately after but also weeks later. Learners should be encouraged to express any concerns and preferences about what they have experienced in relation to their goals.

Example of role-play and scenario: people are having a meal in the evening in a small restaurant when suddenly there is a power failure in town. No candles, no battery lamps. Luckily there's a gas cooker. The cook asks the blind learners to help him continue his recipes for his customers until the light comes back on (5 to 6 players).

NECESSARY CONDITIONS: MATERIAL / PLACE / TIME

Some food and drinks, tin cans, cutlery, plates , etc. In the classroom. Preparation 30 minutes, role-play 20 minutes, debriefing 20 minutes.

POSSIBLE OBSTACLES

It is necessary for the players to understand the purpose of the role-play and to explain that the outcome is not the principal objective. Some preparation is necessary: learners should be well aware that they are acting the role of a fictional person (using other ages and names of a man or a woman), not of themselves.

ILLUSTRATION

<http://www.cbsnews.com/videos/leonard-nimoys-top-star-trek-moments/>

