COMPENDIUM

Activities for visually impaired youth
Introduction

This compendium is made as an intellectual output which is part of the Strategic Partnership named Erasmus 4 VIP funded under the Erasmus + program by the Romanian National Agency.

The content from this compendium answer the needs which were detected from the Survey which was done regarding the integration of visually impaired youngsters. The survey was delivered by the partners from the project: Ofensiva Tinerilor Romania, Magnites Tifli Greece, NART Bulgaria, Center for Youth Activism CYA KRIK Macedonia and Pancyprian Organization of the Blind Cyprus. All of the partners research the real situation in their countries for integration of visually impaired youngsters in order to design useful materials that youth workers and youth organizations can use to integrate visually impaired youngsters in non-formal education activities.

This Compendium contains non-formal methods, tools and games for visually impaired youngsters. This booklet will help youth workers to include young people with visual impairment in their activities. The social inclusion is very important in one society. Every person should have equal opportunities in everyday life and we as providers of youth work activities need to adapt our programs in order to have equal approach and offer equal opportunities to all the young people regardless their differences.
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Tips on how to make the activities accessible to blind and partially sighted participants

When taking a first look into these activities proposed in the compendium, some youth workers might consider it unattainable involving in them young blind and partially sighted participants. If however, some simple adjustments are taken into consideration and with a bit of good will ALL proposed activities can be fully enjoyed by all participants.

Below are some simple hints and tips that youth workers can follow in order to ensure that blind and partially sighted people participate and fully enjoy the activities alongside their sighted peers:

- Ensure that when you are to describe an activity you give clear and accurate instructions using a clear tone of voice. Try to always face the participant who is visually impaired while you do so and avoid walking around the room when you are giving instructions.

- If possible, prior to the implementation of the activities, familiarize the blind and partially sighted participants with the layout of the venue. Make it a habit not to change the layout of the venue. In case you do so, ensure that you informed the participant of this change.

- When sitting in a group, make it a habit to go around the room and have every person state their name - in this way the participant who is visually impaired can associate the voice with a name and the position in the room.

- Address the participant with visual impairment by his/her name when directing the conversation to him/her - do not use noting or gesture signs to prompt them to speak.

- If the activity requires some writing on behalf of the participants, then, provide low vision participants with thick black markers to write and some paper with thick and wide lines. If the participant is using Braille and there is no access to a Braille machine or a slate and stylus then the blind participant can either
record the answers on his/her smart phone or the facilitator or another person in charge can record the answers on paper and read them aloud to the group.

☑️ If you do not have access to a ball with bells then you can simply put a regular ball into a plastic bag in order to make it audible.

☑️ If the activity requires that participants are to pick some objects either from a basket or from their bag, then encourage everyone to share aloud with the rest of the group what each one is holding.

☑️ Read aloud to the group any information that is displayed around the room and regards the activity.

☑️ If you are to use flash cards or signs for the activity, then make sure these are printed in a large font size with a clear and readable font style. Make sure that you give precise directions on where these signs are placed.

☑️ Give very specific and precise directions. Phrases such as turn to face the window or turn towards the wall are no much help to blind and partially sighted participants. Use terms such as turn to your right, move three steps forward etc.

☑️ If participants are to draw a shape that is described to them by another participant the blind or severely low vision participants who do not use a pen or a marker can use wick sticks pipe cleaners or playdough to create the shape.

☑️ If an activity requires moving around the room, then it is a good practice to either pair blind and partially sighted participants with another group member or have a person in charge to help with moving around. In any case, ensure that the sighted guide is familiar with sighted guide techniques in order to avoid any accidents from happening.

☑️ If possible provide any written information in the preferred format of the participants, if this is not possible then either you or a person in charge can read the information to participants who are visually impaired.

☑️ If you are to demonstrate an action or a posture to the group, ensure that you do so while standing right in front of the participant who is partially sighted. If the participant is blind or has very low vision, then demonstrate the action or posture by either using a hand over hand technique or by allowing the participant to touch your hands or body while you perform the action.

☑️ If you are to divide the group into smaller groups, blind and partially sighted participants can be members of the groups that will be blind folded or the group that has the least moving around the room.
Name: Take as much as you need

Type of activity: Ice Breaker

Description of the activity: The group sits in a circle, the facilitator passes along a roll of toilet paper asking participants to take as much as they need without giving any further explanation. Once everyone has his/her toilet paper, the facilitator explains that for each square of toilet paper they have they will have to state one thing about themselves.

Target group: For all ages!

Duration of the Activity: Depends on the number of participants

Resources / material: one roll of toilet paper

Results: a great ice breaker activity that helps participants to get to know each other in a relaxing and fun way.
Name: The story of your name

Type of activity: Ice Breaker

Description of the activity: The group sits in a circle. The facilitator asks the participants to go around the circle sharing with the rest of the group the story of their name (how did they get their name, if they like their name, if they were to have another name what would that name be). An alteration to the activity that can make it longer is to ask participants also to introduce themselves by providing two positive adjectives that characterize them and begin with the same letter as the initial of their first and last name. Another proposal is to ask participants to give for each letter of their name a word that relates to them.

Target group: all ages

Duration: depends on the number of the group

Resources / material: none

Results: the group gets to know each other in a relaxed way.

Name: Helium stick

Type of activity: Ice Breaker

Description of the activity: Ask participants to stand in two lines facing each other. Introduce the stick by calling it “helium stick”. Ask each participant to hold his/her index finger of their right hand outstretched to chest high. The facilitator places the “helium stick” on top of the outstretched fingers. Participants are then asked to perform the following challenge - to lower the stick to the ground while keeping everyone’s fingers touching the stick. In case anyone’s finger loses contact with the stick, then the activity starts again. (At first the stick will seem to rise, that is the reason that is given the name Helium Stick - this is simply due to the upwards pressure of everyone’s fingers causing the stick to go up instead of down).

Target group: all ages

Duration: 15 minutes

Resources / materials: a long thin stick

Results: helps group to relax, have fun and collaborate
Name: **Sharing my personal objects**

**Type of activity:** Getting to know each other

**Description (Step by step):** This exercise is the best for the beginning when the group starts working together (at the introduction). Each of the group takes 3 objects from their purse or pockets and share with the group why they have this object with them and what do this object mean to them.

**Target group:** everyone

**Duration:** 10-15 minutes depend how big the group is.

**Resources needed:** none
**Name: The story of my shoe**

**Type of activity:** Getting to know each other

**Description (Step by step):** This exercise is really group for the group to get to know each other on a different level. This is perfect in order to set up all the participants on the same level regardless their background and experience, cause at the end of the day all of them are wearing shoes. The participants are divided in group by 2. They speak to each other and share with their partner the story about their shoes. They can share everything for example: where did the buy the shoes and when, where have the shoes take them till now, what do the shoes mean to them, some interesting story which happened while they were wearing the shoes. The have 10 minutes to discuss and need to divide the time so the both partners can share something. After that they continue with the group next to them and share the stories shortly. In this group everyone is sharing about the story of the shoe of their partners. They have 10 minutes for this part also. Just small discussions continues afterwards.

**Target group:** everyone

**Duration:** 30 minutes

**Resources needed:** none

**Results:** the group feels comfortable with each other.

**Name: Common ground**

**Type of activity:** Getting to know each other, Ice-breaker

**Description of the activity (Step by step):** This also works best for small groups or for each small group sitting together as a team (4-6 learners). The facilitator gives the group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this course"). When time is up, the facilitator asks each group how many items they have listed. For fun, ask them to announce some of the most interesting items.

**Target group (detailed):** 14+

**Duration of the activity:** 10 min

**Resources (materials):** pieces of paper, pens

**Results (if any):** The group will become more united.
**Name:** Green glass door

**Type of activity:** Ice-breaker

**Description of the activity (Step by step):** The facilitator tells the participants that they are going on a picnic and in order to come on the picnic, they need to go through the green glass door. To get through the green glass door each participant must bring something to the picnic. What they can bring to the picnic depends on the first letter of their first name. Each person may only bring objects to the picnic that start with the letter of their first name. For example: The facilitator (whose name is Sam) would start by saying, “I am going through the green glass door and I’m bringing Sandwiches, but I am not bringing the watermelon. What are you bringing Larry?” Larry might respond by saying I’m going to bring the potato salad, but I am not going to bring the juice. In which case the facilitator might say, I’m sorry Larry, you can’t bring the potato salad, but Patty, you could bring the potato salad. Continue doing this until everyone catches on to the rule. Variations: If everyone catches onto the rule quickly, the facilitator can create more difficult rules. Suggestions are: Participants may only bring items that have double letters in them, (i.e. balloons, food, berries, cheese, etc.), participants may only bring items that start with the first letter of their last name, etc.

**Target group (detailed):** 14+

**Duration of the activity:** 10 min

**Resources (materials):** none

**Results (if any):** The group will become more united.
Name: **Me too**

**Type of activity:** Getting to know each other, Ice-breaker

**Description of the activity (Step by step):** This activity works best for small groups or with a large group divided into smaller groups of 4-6 participants. 1. Everyone in the group gets 10 pennies/toothpicks/scrap of papers, etc. 2. The first person states something he/she has done (e.g. water skiing). 3. Everyone else who has done the same thing admits it and puts one penny in the middle of the table. 4. Then the second person states something (e.g. I have eaten frogs’ legs). 5. Everyone who has done it puts another penny in the center. 6. Continue until someone has run out of pennies.

**Target group (detailed):** 14+

**Duration of the activity:** 15 min

**Resources (materials):** pennies/toothpicks/scrap of papers

**Results (if any):** The group will become more united.

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Name: **Life Highlights Game**

**Type of activity:** Ice-breaker

**Description of the activity:** The group sits in the circle. The facilitator ask each participant to close their eyes for one minute and consider the best moments of their lives (this can include moments they’ve had alone, they’ve shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures). After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed. Keeping their eyes closed, ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life. The first part of the activity enables participants to reflect back on their lives, while the second part (which we’ll discuss in a moment) enables them to get to know their coworkers on a more intimate level. The second portion of the game is the “review” section. The facilitator will ask each and every participant what their 30 seconds entailed and why they chose it.

**Target group:** For all ages

**Duration of activity:** 30 minutes

**Resources:** none
Results: the activity enables participants to reflect back on their lives, enables them to get to know their coworkers on a more intimate level, also they get a feel for each other’s passions, loves, and personalities.

Name: Classification Game

Type: Quick ice breaker

Description of activity: The facilitator before splitting the room into teams of four, explain the concept of “pigeon-holing someone,” which means classifying someone as something or stereotyping someone. It should be made clear that this type of classification is subjective and unhelpfully judgmental. The facilitator Instruct the participants to introduce themselves to those in their team and quickly discuss some of their likes, dislikes, etc. The facilitator reveal to the teams that it will be their job to discover how they should classify themselves- as a team- into two or three subgroups by using criteria that contains no negative, prejudicial, or discriminatory judgments(examples of these subgroups can include night owls and morning people, pineapple pizza lovers and sushi lovers, etc).

Duration of the activity : 20 minutes

Target group: For all

Resource: none

Results: This activity encourages coworkers to get to know each other better and enables them to collectively consider the nature of all individuals within the team.
Energizers & Start of the day activities

Name: Horse Race

Type of activity: Energizer

Description of the activity (Step by step): The participants are sitting on chairs in a circle. The chairs are as closest possible to each other. The facilitator is giving the instructions to the group. There are few things that the participants should do. They are clapping with their hands on their knees all the time.

The facilitator can choose and order however he want the next parts. The parts can be mixed and repeated.

Obstacle: everyone jump (a bit)

Passing by the queen (wave with your hand)

The horse is going to the left or to the right (the participants are lining to the left or to the right).

Target group: everyone

Duration: 10 min

Resources (materials): none

Results: The group will feel more energized and ready to work
Name: **The pulse**

**Type of activity:** Energizer

**Description (Step by step):** The participants are standing in a circle holding hands. The facilitator choose one person from the group which will start the game. This person ‘releases the pulse’. This means he is squeezing the hand either to the person left or right from him (on his choice). After a person get the pulse, he should also release to the person next to him. He is doing this by squeezing the hand of the person next to him only once. He can also decide to send the pulse back and instead of squeezing the hand once of the person on his right, he is squeezing the hand twice to the person on his left (the one that give him the pulse). Then the pulse is changing the direction.

The game can last as long as the participants are willing to and the person sending the pulse first can be changed.

**Target group:** everyone

**Duration:** 5-10 minutes

**Resources needed:** none

**Results:** The participants are more concentrated and it helps with the nonverbal communication.

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Name: **Which drink am I today?**

**Type of activity:** For starting the day

**Description:** This exercise is perfect for early mornings when the group is not that much into talks. The participants are sitting in a circle. Each of them is saying how they feel but using a drink for that. They can choose any drink: coffee, alcohol, juices etc.

**Target group:** Everyone

**Duration:** 5-10 minutes, depends how big the group is

**Resources needed:** none

**Results:** the participants are more relaxed, they start giggling and laughing about the drinks and it set up a positive working environment.
**Team Building activities**

**Name:** Shifted room

**Type of activity:** Team building

**Description (Step by step):** This exercise is usually made for the first team building activity of the group (after they get to know each other, get more aware about the program and they share their motivation, contribution and expectations). This exercise is made after a coffee break. After working the facilitator set the coffee break in a different place then where they were sitting (it can be outside, or in some other room, but it needs to look like it is regular for the coffee break to be there). During that time, the facilitator change the order of the object in the working room. He can change whatever he want to, but it need to be made visual. Change the tables, the chairs, the small personal things (such as purses, notebooks, pens, glasses etc.) After he rearrange the setting of the room and after the coffee break is done, he goes to the group to let them know about the game. He invites them to choose 2 or 3 people to come to the room and to look at the new setting. When these 2 or 3 people enter the room they have 30 seconds to memorize where are all of the object. After this, they go back to the group and they make a plan how will the set everything back to where it was before. They have only 10 minutes to make the plan. After that they enter the room. The participants which can see are blindfolded. In the room they have as much as they want time to set everything back. The facilitator is quiet all the time and observing them. When they are done, they take the blindfolded off and look through the room. The next step is debriefing.

**Target group:** everyone, but to have at least 3 people that can see.

**Duration:** around 1 hour and 30 minutes.

**Resources needed:** materials to blindfold the participants that can see and all the materials which are regularly in the room. The room should be photographed at the beginning, when the new set up will be made and at the end when the participants will think that they set up the room back to how it looked like.

**Results:** The group is starting communicate better and getting to know each other and start working as a group.
Name: **Draw the shape**

**Type of activity**: Team building

**Description of the activity (Step by step)**: The participants are divided in 2 groups standing in a row. The facilitator tells to the last person of the row a shape. The last person of the raw should draw the shape with his finger at the back of the person in front of him. The person that shape was drawn on, should now draw the shape on the one in front of him. This continues till the beginning of the raw. The first person in the raw (the last one that was drawn the shape on), should said out loud what the shape is. The circle continues and the facilitator say another shape to the last person. 3 circles are recommended. The winner is that group that guessed more forms.

**Target group (detailed)**: All ages but it is required even number of participants in the both groups.

**Duration of the activity**: 10-15 min

**Resources (materials)**: none

**Results (if any)**: The group will communicate better and they will be more relaxed and ready to work.

Name: **Mission impossible**

**Type of activity**: Team Building (usually is done in the beginning when the group starts working together)

**Description (Step by step)**: The group is working together (until they are not more than 30 participants). The group is receiving a task which is well explained by the facilitator. The number of the tasks is 30% less than the number of the participants. The time should be limited as less as possible so they can be time pressured. The facilitator is not helping the group after they receive the tasks but is monitoring them all the time. After the time passes, the group present the outcomes and leads to small discussion.

Example of the tasks: Drink 20 liters of water, find the person with the longest hair, find the person with the shortest hair, find out what is for lunch, write down in one phone the phone numbers of everyone, learn how to say hello in 2 different languages, get to know what is the name of the closest bar, etc… Use your imagination.

***Do not miss this exercise with City Challenge.

**Target group**: everyone
**Duration:** The time should be limited as less as possible so they can be time pressured. Usually is less than an hour.

**Resources needed:** Just well explained tasks.

**Results:** the group starts working together and getting to know each other competences.

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**Name:** Centipede

**Type of activity:** Team building

**Description of the activity (Step by step):** The facilitator tells the participants to stay in an Indian line. Then he/she tells them that they are a centipede and that they are one body. For the entire activity they will have to keep their eyes closed and not to talk and that they need to pick up 3 balls that the facilitator will place in the room. One volunteer will be placed in front and one in the end. The one in front has to pick up the ball with his eyes closed but he is the only one who can talk, and the other at the back will have open eyes and will have to ‘drive’ the centipede to the balls. The facilitator lets them a few minutes to figure out a strategy on how to do it (the facilitator can give some tips, a signal how to turn left/right, how to stop). Two centipedes can be made and play at the same time.

**Target group (detailed):** 14+

**Duration of the activity:** 15 min

**Resources (materials):** 3 balls

**Results (if any):** The group will be more united and ready to work together.

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**Name:** Concentric circles

**Type of activity:** Team building

**Description of the activity (Step by step):** 1. Participants are located in two rounds (internal and external) facing each other. They work in pairs. The task is to portray interacting phenomena, objects or people. The moderator gives the condition.

For example: Fire - Water

2. In the pair participants choose their role, without prior arrangement, depicting general statue of the relationship, which can be static or dynamic.
3. After the task, the participants of the outer circle make the step to the right, stand in front of a new partner from the other group and prepare to hear new condition.

4. Facilitator sets new condition.

Examples: Parent - Child; Love - Hate; Cabbage - Rabbit; Rain - Umbrella

5. The game ends after the participants of the outer circle make a full turn.

**Target group (detailed):** 14+

**Duration of the activity:** 15 min

**Resources (materials):** none

**Results (if any):** Turning to oneself. Creating expression of relationships.

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**Name:** One word story

**Type of activity:** Team building

**Description of the activity (Step by step):** Participants stand side by side in a line a take turns telling a story about a topic chosen by the facilitator. However, each player will only speak one word in turn. For example, player one says, “Once.” Player two says, “upon.” Play three says “a.” Player four says “time.” And so on. Once they get to the end of the line, begin again at the start of the line. Stop the story when it has reached a satisfying ending. Remind the participants to always listen so they will be ready. Encourage them to be quick. Tell them to “sell” their word, make it sound important in the story. Don’t be afraid to put in a strange word, if it fits! Try not to have too much of a story planned in your mind, because you will only have one word to get it going. Debriefing: This is a great warm up game to teach participants that they have to work together to reach a goal because no one person can be in control. Ask each player what he or she originally thought would happen in the story.

**Target group (detailed):** 16+

**Duration of the activity:** 10 min

**Resources (materials):** none

**Results (if any):** The group will communicate better and they will work more efficiently as a team.
Name: **An orchestra without instruments**

**Type of activity:** Team building

**Description of the activity (Step by step):** The facilitator explains to the group that they are going to create an ‘orchestra’ without instruments. The orchestra will only use sounds that can be made by the human body. Participants can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the ‘instrument’ that they have chosen. Alternatively, the facilitator doesn’t give a tune and let the group surprise itself by creating a unique sound.

**Target group (detailed):** everyone

**Duration of the activity:** 10 min

**Resources (materials):** none

**Results (if any):** The group will communicate better and they will be more relaxed and ready to work.

Name: **Human knot**

**Type of activity:** Team building

**Description of the activity:** The team stands in a circle with their backs touching facing away from each other. Ask team members to lift their right hand and take someone else’s hand. Repeat the process by asking them to lift their left hand on the air and take another hand. The task of the team is to try to untangle the knot without letting go of their hands.

**Target group:** all ages

**Duration:** 20 minutes

**Resources / material:** none

**Results:** teaches team work, collaboration and patience
**Name:** Tallest construction

**Type of activity:** Team building

**Description of the activity:** The group sits in a circle. The facilitator passes along a basket that is full of various objects and ask each participant to pick the one they like. Divide the group into smaller groups of at least eight persons in each group. Ask each group to build the tallest construction possible with the objects they have. The group with the tallest construction wins. Then, ask one specific person from each group to take his/her object and move to another group. Ask the groups to build another tall construction. Again, the group with the tallest construction is the winner. Allow enough time for a debriefing session. Questions might include: how did you collaborate in the group, how did you feel when the member of your group had to leave the group, how did the person leaving the group left leaving his/her group in going into a new group, how did the group felt having to lose one member and welcome another one, how was the collaboration on the second round of the activity.

**Target group:** All ages

**Duration:** 1 hour

**Resources/ material:** basket, various small objects such as toys, pencils, balloons, hangers, tape measurer, ruler, balls, Lego pieces etc.

**Results:** the groups enjoy the process of building the construction while the activity is a great opportunity for debriefing on various subjects on team composition, team work, new members in a team etc.
**Name: Parachute activities**

**Type of activity:** Team building

**Description of the activity:** In a group of 12 - 20 persons. Ask participants to hold on to the parachute (spread out so that the parachute is fairly taught). Give instructions and ask the group to perform the following activities:

- **Mushroom** (lower the chute to the ground then count to 3 and on 3 everyone pulls the chute upwards. As a result, the parachute will inflate like a mushroom and slowly collapse back down). To advance the activity once the mushrooms is mastered, the facilitator can ask the group to run to the center holding on to the parachute while the mushroom is way up. Another variation is to also ask the group to let go of the parachute at exactly the same time (if the activity is performed outdoors and there is minimum wind). Based on the skills and abilities of the group, the facilitator can also ask participants to switch places while the mushroom is up, securing the safety of the group.

- The group tries to balance a ball on the parachute while performing various movements as instructed by the facilitator such as create waves, lift the parachute up, lower it to the floor etc.

**Target group:** all ages

**Duration:** 40 minutes to one hour

**Resources / material:** play parachute and ball with bells

**Results:** fun way to teach communication skills, collaboration in a non-competitive situation and team work.

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**Name: Shapes**

**Type of activity:** Team building

**Description of the activity:** Ask participants to put on their blind fold and help the group to stand in a circle. Ask them to hold on, using both hands, to the long string at waist level. Ask the group to form various shapes such as a square, triangle, letter A etc.). As the game progresses the shapes become more challenging while periodically ask participants to remove their blind folds to check the outcome.

**Target group:** for all ages

**Duration:** 30 minutes
**Name:** The mine field

**Type of activity:** Team building

**Description of the activity:** (can be performed indoors or outdoors in a quite large space). A group of up to ten people (even number of participants). The facilitator spreads sporadically around the area the various objects (bottles, balls, boxes, cones). Ask participants to get into groups of two. Ask one person from each group to put on a blind fold. The person who is not blind folded is standing at a distance giving clear instructions to his/her partner on how to get from one side of the area to the other without stepping on the objects. The blind folded person cannot speak at all. The game can become more challenging by indicating a specific more complicated routes to follow.

**Target group:** all ages

**Duration:** 20-40 minutes

**Resources / materials:** various objects to serve as obstacles (cones, bottles, boxes, balls etc.), blind folds

**Result:** teaches communication, trust, effective listening skills, collaboration, promotes team spirit
Name: **How to guide a blind**

**Type of activity:** Team building

**Description of the activity:** The group sits in the circle. The facilitator demonstrates to participants how to guide a blind. Then the participants go into process to try (they take each other by the hand alternatively wearing the blind fold and moving in space, changing direction, passing between obstacles, sitting in chairs).

**Target group:** For all

**Duration of the activity:** Depends on the number of participants

**Resources:** blind fold (depends of the number of participants)

**Results:** knowledge about guiding the blind
**Name:** What do you think you could not do if you were blind?

**Type of activity:** Team building

**Description of the activity:** The group sits in a circle. The facilitator asks participants to answer the question “what do you think you could not do if you were blind?” each participant answer the question

Then the facilitator explains that the blind can learn to do all this things which the participants think that the blind can’t do when he received appropriate training

The facilitator replied environment, explaining that the blind in the near future may even lead thanks to auto navigation systems, just as many years use a computer.

**Target group:** For all ages

**Duration of the activity:** depends on the number of participants.

**Resources:** none

**Results:** target group will be informed about the capabilities of blind when they get appropriate training

I propose the facilitator to show to participants what the blind person achieve presenting this:

It is easy to imagine that blindness for a visual artist brought automatically and the end of creation. But in the case of John Bramblitt, the blindness was that sparked his career in painting. He lost his sight in 2011 due to epilepsy and since then is considered “functionally blind”, which means that the eyes can only distinguish the sunlight from the darkness. Before that he used to paint and creates oil paintings on various subjects

After blindness has developed a new way to paint - use touch touching with the hands of colors and then their intuition leads him to create shapes on the canvas. “Basically, what we do is to replace what I see with my eyes the sense of touch,” he says. The result is excellent and his paintings have received many positive comments.
Name: **Solve the problem**

**Type of activity:** Team building

**Description of activity:** The facilitator present participants with this fake problem: The hour was going to be spent doing a problem solving activity, but as the facilitator - you don't know any and you don't want to do one that the participants have already heard or tried previously. The goal- or problem- then, is to have each group of participants come up with a new problem solving activity that they've invented themselves. Groups should be no larger than four or five people and at the end of the hour, each group must come up and present their new problem solving activity.

**Duration of activity:** one hour

**Target group:** 4-5 persons

**Resources:** none

**Results:** promotion of creativity, communication, trust, and time management

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Name: **Zombie Escape**

**Type of activity:** Team building

**Description of activity:** The facilitator gather the team into a empty room and “lock” the door. Beforehand, select one team member to play the zombie – dead eyes, arms outstretched, muttering “braaaaiiiinnnnssss” and all. The volunteer zombie will be tied to the rope in the corner of the room, with 1 foot of leeway. Once the game starts, every five minutes the rope restraining the hungry zombie is let out another foot. Soon, the zombie will be able to reach the living team members, who will need to solve a series of puzzles or clues to find the hidden key that will unlock the door and allow them to escape before it’s too late.

**Duration of activity:** Depends on a number of participants

**Target group:** For all

**Resources:** 1 rope, 1 key, and 5-10 puzzles or clues, depending on how much time you want to spend on the game

**Results:** Creative Problem Solving & Collaboration Skills
Name: Back-to-Back Drawing

Type of activity: Team building

Description of the activity: The facilitator split the group into pairs and have each pair sit back to back. One person gets a picture of a shape or simple image, and the other gets a piece of paper and pen. The person holding the picture gives verbal instructions to their partner on how to draw the shape or image they’ve been given (without simply telling them what the shape or image is). After a set amount of time, have each set of partners compare their images and see which team drew the most accurate replica.

Duration of the activity: depends on the number of participants

Resources: Paper, pens/markers, printouts of simple line drawings or basic shapes

Results: Development of Communication Skills
Name: Campfire/Memory Wall

Type of activity: Team building

Description of activity: The facilitator write a few general work-related topics on the white board or on sticky notes posted to the wall: “My first day,” “Teamwork,” “Work travel,” etc. The facilitator gather the team together and have everyone choose one of the topics and share a story from their time with your company to laugh and bond over shared experiences. The facilitator can pass out sticky notes and have everyone write down positive memories of working together or special team accomplishments. They can use words or pictures to record these memories. Then everyone share their memory and post it on the wall, forming a positive memory cloud.

Target group: for all

Duration of activity: depends on the number of participants

Resources: Post-It notes or a whiteboard

Results: Development of communication skills and working in the group

Name: The answer to our wallet

Type of activity: Team building

Description of the activity: The group sits in circle. The facilitator explains to participants that there are many everyday issues where you wonder how does a blind do this. E.g. how the blind recognize the coins

The facilitator explains that is sufficed to observe little better the coins we have in our wallet and take a first response. Each coin, except for a different size, bring some own characteristics which have just been adopted to serve the visually impaired.

Thus small bronze coins are of different size and smooth all around, with two minutes to have a groove along the circumference. In the middle coins the difference is in the grooves. Contiguous to EUR 0.10 coin, and so at 0.50 euros, and that so-called 20 minutes has a streak intervals. Dense streaks periodically bring the coin one euro, the largest 2-euro stand out thanks to dense continuous streaks. Where the going gets tough bit is on the banknotes, for which each person eventually develops its own identification method based on the length and width of the notes and of course the touch.

One by one the participants put their blind fold and try to recognize the coins.
Then they share their experience.

**Target group:** for all ages

**Duration of the activity:** depends on the number of participants

**Resources:** coins

**Results:** knowledge about how the blind recognize the coins
Name: Rafts

Type of activity: Capacity building

Description of the activity: Around a large room, create three or four areas that are covered with newspapers (2 x 3 square meters approximately). Divide the group into three or four smaller groups, as many as the “rafts”. Use a funny and fascinating narration to navigate the groups around the room (walking in a desert first on a paved street, then on to a dirt road, a stone road, avoid a snake, jump over a stream, stretch to get some fruits from the trees etc. The team at some point reaches the riverside and decides to take a swim. The participants get carried away while swimming and find themselves away from the shore). The facilitator then presents the “rafts” and asks the groups to jump on them to save themselves from the possible dangers of the river. Continue the narration first by having participants row their rafts, then a crocodile appears and starts going around the rafts biting a piece out of each raft. Participants should manage to find ways to stay on the rafts as they get smaller and smaller. At some point, one of the rafts is destroyed and the members of the team have to swim and get on one of the remaining rafts. Once the activity is completed allow time for a debriefing by discussing how they collaborated, how they manage and dealt with every new crisis.

Target group: all ages

Duration: 40 minutes

Resources / materials: newspapers

Results: teaches cooperation and trust, strategy, problem solving
Name: **Blind count off**

Type of activity: Capacity building

Description of the activity: Ask the members of the team to stand in a circle facing the back of each other. Ask participants to count as high as they can aloud with only one person saying a number at a time. The game requires no planning and everyone must speak once before someone can say another number. If two people say the same number at the same time or a number is said twice, the group must start over again. The game can become more challenging by setting up a number from which the team has to count up or down.

Target group: all ages (adapt the challenge level accordingly)

Duration: 15 minutes

Resources / material: none

Results: teaches communication, listening skills, team work, strategy, patience and persistence

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Name: **Shrinking Vessel**

Type of activity: Communication activity

Description of activity: The facilitator makes a space on the floor and have whole group (or a set of smaller teams) stand in that space. Then gradually the facilitator shrink the space, so the team will have to think fast and work together to keep everyone within the shrinking boundaries.

Duration of activity: depends on the number of participants

Target group: for all

Resources: paper, pens/markers, printouts of simple line drawings or basic shapes.

Results: Development of communication skills
**Name:** Sheep and Shepard

**Type of activity:** Activity, which helps the communication process of the group and build their communicating abilities.

**Description (Step by step):** The group is divided on few groups (depends on the number of participants). One group is consisted of a person which is the Shepard (which can see) and 5 people which are 'the sheep'. The participants which can see, and are 'the sheep' are blindfolded. The group should be consisted of around 1 Shepard and 5 sheep. The main goal of the Shepard is to get all the sheep in to their sheepfold. He is doing that just by yelling to the sheep and giving them directions where to move. Since there are more groups, it gets a bit loud and complicated for the 'sheep' to notice where is their sheepfold and where should they go. This exercise should be performed outside on a big field. There should not be any obstacles on the field so the people can move freely. The facilitator should check this before the beginning of the game. The winner is the group which get in the sheepfold the first on time. Estimated time: 15 minutes per circle. The exercise can be repeated if the participants want to.

**Target group:** everyone, but at least 3-4 people (depends on how many groups are) that can see, so they can lead the others to the sheepfold.

**Duration:** around 20 minutes

**Resources needed:** materials for blindfolding the people that can see, 1 chair per Shepard so it can be easier for him to see where are 'the sheep'

**Results:** Improving the communication of the group
Name: Confidentially

Type of activity: Verbal creativity

Description of the activity (Step by step):
1. Participants are divided into pairs.
2. Couples stand in two concentric circles, facing each other.
3. The moderator asks a question, for example: "What makes me proud?". Participants share their answers to one another in the formed pairs.
4. Given by guiding signal outer circle takes a step to the right and partners change. The moderator asks another question.

!!! Sample questions: "What makes me ashamed?", "The happiest moment in my life", "I am sad when ...?", "What makes me angry?", «My dream»

5. The game ends after the participants of the outer circle make a full turn.

Target group (detailed): 14+

Duration of the activity: 15 min

Resources (materials): none

Results (if any): Turning to oneself. Creating attitude for sharing.
Learning and understanding & Closing activity

Name: **Power Walk**

**Type of activity:** Learning and understanding different subjects

**Description: step by step:** The participants are standing in a line one next to each other. Each of them have a specific character and a role. The facilitator explain (secretly) to each of the participant the specific role. All of the imagined characters are having different background (connected with the subject we are working on). After explaining the role of each of the participants, the facilitator give them time to get in the shoes of the character and to imagine their life. Furthermore the facilitator start reading different statements. If the participants thinks that the character he imagine agrees with the statement, he moves one step forward. After that, you continue with debriefing.

**Few questions for debriefing:**

- How did you feel while you were in the role?
- Why did you imagine the character as you did?
- Did you realize that you could have imagine it in a different way?
- Was it difficult for you to move forward?
- How did you feel when the others were moving forward and you were standing?
- Are you willing to make some changes in the society if someone close to you is in a situation described in the characters?
- Did you ask yourself what is the role of the others why they are moving forward or they do not?
- For those who were in the first lines, how did you feel when you look back and realize there are so much people behind?

**Examples for the characters (they can be made on different subject, use your imagination)**

- You are 25 year old boy. You live with both of your parents in a 2 floors house. You are in relationship for 5 years with a girl. You are homosexual.
- You are 18 year old girl. You live in a dormitory. Your parents died in a car accident.
- You are 22 year old girl, your father is ambassador. You are driving red Porsche.

The questions should be made according to satisfying the basic human rights. Examples for the questions:
- Can you afford to travel once or twice per year for a holiday or vacation?
- Can you move through the city by yourself?
- Can you express your sexuality in public?
- Can you take credit from the bank?
- Can you afford to have 3 meals per day?

Target group: everyone

Duration: 1 hour

Resources needed: none, just the facilitators to be ready with the questions and the characters

Results: The participants understand the subject differently and are more aware about the situation and the human rights.
Name: Tropical rain

Type of activity: Closing session

Description of the activity (Step by step): 1. Participants make a circle. The facilitator demonstrates sound-producing movements in the order in which they will be implemented - rubbing his hands, snapping fingers, tapping palm thighs, stamping of feet and then the same movements in reverse order.

2. All eyes closed. The facilitator starts first. Each of the participants is included in the task.

Target group (detailed): 8+

Duration of the activity: 5 min

Resources (materials): none

Results (if any): Relax. Group cohesion.
Leisure activities

Name: Audio Darts

Description of the exercise: Visually impaired people can play audio darts; the rules are the same as for normal dart. Each player will need to shoot 3 arrows into the dartboard trying to score as high as possible. The points are subtracted from a total number of 300 (depending on what type of dart game the participants choose). First player that is arriving to 0 is winning the game.

There are several ways of playing dart all of them using the same board. The assistance of a partially sighted or normal sighted neutral person is needed in order to point the blind participants into the direction of the board and also assist with dividing and returning the arrows after each shoot.

Target group: Visually impaired of all ages

Type of exercise and the level for which the exercise should be included: Leisure game

Time: up to 30 minutes depending on how fast the players are

Resources: Audio dart board
**Name:** Chess

**Type of activity:** Blind people use a special Chess table in order to play without seeing the figures. Two participants per table and the support of the others if needed are the only things needed. In case a special chess table is not available or too expensive you can also build one, just make sure to properly familiarize the participants with the makeshift chess table before starting to play. For people who are partially sighted a normal chess board can be used, a volunteer can assist the game to call out the movements made by each player.

**Description of the activity (Step by step):** Same rules as at a chess game will apply. Tournaments can be organized between youngsters, depending on how many special chessboards you have.

**Target group (detailed):** Visually impaired of all ages

**Duration of the activity:** From 30 minutes until 60 minutes per game.

**Resources (materials):** Chess table (adapted for blind)
Name: Backgammon

Description of the exercise: Backgammon is a game for two participants, played on a board consisting of twenty-four narrow triangles called points. The triangles alternate in color and are grouped into four quadrants of six triangles each. The quadrants are referred to as a player’s home board and outer board, and the opponent’s home board and outer board. The home and outer boards are separated from each other by a ridge down the center of the board called the bar.

The objective of the game is move all your checkers into your own home board and then bear them off. The first player to bear off all of their checkers wins the game.

For adapting this game so it can be enjoyed by someone who has vision problems all you need is a special type of the setup case which contains borders between each row so the player can have a clear picture of where his/her checkers are situated. Also a neutral player is need so he/she can announce the numbers of the rolled dice.

Target group: Visually impaired of all ages

Type of exercise and the level for which the exercise should be included: Leisure game

Time: up to 30 minutes depending on how fast the payers are

Resources: Backgammon board
Name: Joke Contest

Type of activity: Leisure activity

Description of the activity (Step by step): In a group of people with visual disabilities you prepare previously some of the jokes and fix a date to meet in an appropriate space to tell the jokes to the others. The joke tellers can invite friends or relatives or it can even be organized as an open public night for other citizens that can help them to know the visually impaired more closely.

Target group (detailed): Visually impaired people of all ages

Duration of the activity: Around 30 minutes depend of the participants.

Resources (materials): Room or appropriate outdoors space, microphone, speakers, and in some case is convenient to have a laptop.

Results (if any): Exchange jokes, with the result of cultural and language exchange/raise self esteem of participants.
Name: **Karaoke**

Type of activity: Team building game

**Description of the activity (Step by step):** Karaoke is a singing contest that usually is played by reading lyrics on a screen but in this case, we played with blind people and we used songs that are familiar to them in order for the participants to sing from their memory. In case partially sighted people participate, a karaoke program can be used for which you will just need to maybe increase the font size. A karaoke night can be organized in a pub where friends and relatives can be invited or it can be an open public night.

**Target group (detailed):** People with visual impairments of all ages

**Duration of the activity:** Around 60 minutes but it depends form the number of participants.

**Resources (materials):** Laptop, microphone, speakers, mix table, empty room or appropriate outdoor space.

**Results (if any):** Increasing the self-esteem.

Name: **Swimming pool games**

Type of activity: Team building / leisure activities

**Description of the activity (Step by step):** Meet in a private or public swimming pool and using a ball you can play different water sports like volleyball or water polo. Pay attention to organize the games in shallow water for safety reasons. The group of visual impaired should always be accompanied by some volunteers of friends whit normal vision who can be referees or also play but who will make sure that the games are played in the safest conditions. In case you would like to involve also blind in the games you will need to use a special ball with acoustic signals.

**Target group (detailed):** Visually impaired of all ages

**Duration of the activity:** No time frame

**Resources (materials):** Swimming pool, water ball or special ball with acoustic signal
Results (if any): Participate in sport and leisure activities in mixed groups.

Name: Trust

Description of the exercise: The exercise will be played in form of a competition. There must be a minimum of 3 teams. Each team has to be composed by at least 2 members: one blind persons and one person can have normal sight or can be partially sighted (if there are several members in the group at least 1 should have normal vision or should be partially sighted). A contest track will be prepared which can include (depending on the space that you use): start line, chairs, ropes, plastic bottles, etc (any material really that you can use, be as creative as possible). The set up of the materials should be as difficult as possible and should resemble a track with obstacles. The blind person will start to pass all the obstacles based on the direction given by his /her teammate. Each person from the team will take turns on going over the track, but the person who will give the instructions should always be a person with at least partial vision. For spicing up the game and create empathy in case one of the participants has normal vision or is just partially bling he eyes can be covered. The team who finishes first the track will win.

NOTE: do not use sharp or dangerous objects for creating the track.

Target group: blind persons and partially sighted partnering up with people with normal vision

Type of exercise and the level for which the exercise should be included: Teambuilding game

Time: depending on the length of the track and number of team members

Resources: open space, chairs, bottles, ropes, furniture, other domestic objects

Results: built empathy and increase trust between members of the team - Teambuilding
**Name:** Atomic Particles

**Description of the exercise:** The following game can be used to bring up the energy of a group or at a beginning of a day with educational activities. You can play it with as much children or youngsters as you want.

The idea of the game is that the participants are running free all over the room. The game master stops this running in an undefined rhythm by calling very loud a number like “5” for example and followed by “atomic particles are coming together”. When the children are hearing this, they need to stop running and try to find four (or depends on the number of particles) other children and build a group. It is very important that the game master change the rhythm and the number of particles very often so he keeps the children’s attention. There can be background music helping increase the mood of the participants.

**Target group:** children or youngsters with visual disabilities

**Type of exercise and the level for which the exercise should be included:** increasing the energy of the group

**Time:** 2-10 min

**Resources:** open space

**Results:** increasing energy level, helping to concentrate for a task after the game, increasing mood and motivation of the group
Name: **BOOM**

**Description of the exercise:** Participants must sit in a circle and the first player begins by saying “one” second player says “two” and it goes on like that, the trick is they must say BOOM instead of saying number 5 and/or multiple of 5. They must play faster and faster and after playing some trial rounds they will be eliminated if they don’t say BOOM at the right moment. Target group: children

**Type of exercise and the level for which the exercise should be included:** Mind game/attention game

**Time:** 2-10 min - depending on how fast the participants are

**Resources:** chairs and a appropriate space (indoor or outdoor)

**Results:** Target of this game is to improve the math skills and attention of the participants
Name: **Guess what?**

**Description of the exercise:** This exercise should be played in a team of 2: one with normal sight and the other with visual impairments. There should be a minimum of 3 teams and it will be played as a competition. On a table you will have to lay down 3 pots. In the first pot will be something that you can smell (for example mint, or fruits, or flowers etc). In the second one something that you can touch (anything except liquids). In the third pot something that you can taste (food). The idea of the game is that the blind person has to guess as fast as possible the things that are in the pots. If they cannot make it the other person from the team that can see what is in the pot can give them instruction in order from them to guess, but they are not allowed to describe the object just to give pointers. The team who guess first is the winning team. You can organize the game with several round increasing in difficulty. Try to be as creative as possible in choosing the things to put in the pots.

**Target group:** Visually impaired of all ages

**Type of exercise and the level for which the exercise should be included:** Leisure/Teambuilding

**Time:** 5 minutes or depending on how many rounds your play

**Resources:** pots and things to put inside

**Results:** Building empathy towards blind and as well shows how blind people use their other senses to identify things around them