

## Lesson plan:

### Topic:

Tolerance and Difference

### Key Learning Area:

English: Literacy  
General Capabilities

### Curriculum Links:

General Capabilities:  
“Reflecting on intercultural experiences and taking responsibility”

### Grade Level:

Year 3+

### Lesson objectives:

1. Encourage acceptance of disability and diversity
2. Understanding differences and similarities between others

### IEP considerations:

### Resources:

- Book: Dan and Diesel (Author: Charlotte Hudson)
- Blindfolds, one for each pair
- A designated area in the school that the children are able to walk, safely, while blindfolded with a partner. Try and

choose an area that the students aren't overly familiar with in order to provide a challenge.

- If you have access to one, you could have a couple of children wear a Go Pro or similar device while they are blindfolded.

### Learning activities / process:

#### Opening – Introduction (15 minutes):

Shared Reading:

Dan and Diesel (Author: Charlotte Hudson)  
“Dan's little brother narrates the tale of Diesel the 'wonder dog' and his relationship with his blind owner”

Prompt questions:

- Have you ever seen a Guide Dog before?
- What were some of the situations where Diesel helped Dan?
- What kinds of things would you need help with if you lost your sight?
- Other than a Guide Dog, what are some of the other tools that a Blind person could use to help them get around?

#### Sighted Guide Experience (25 minutes):

Demonstration: How to safely “guide” a person. The person wearing the blindfold holds onto the sighted person's elbow gently. The guide walks slightly in front of the person wearing the blindfold and describes the route, e.g. “we will be walking straight”, “There is a step”, “Be careful, the path is rocky here”, “There is a wall on your left” etc.



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Choose a route around the school and then have the pair swap over.

Prompt Questions:

- What do you notice about where you are walking?
- What can you hear?
- What makes it harder/easier?
- How do you feel being guided?

### Closing – review (10 minutes):

Discussion: It may be easy to walk around a familiar setting while blindfolded, but what about if you had to cross the street? Or choose items in a shop? Catch a train to a specific location?

### Assessment Opportunities:

Record children participating in sighted guide. Record comments or observations.

### Further Exploration:

- Research Guide Dogs (the history of, how they are trained, how does a person get a guide dog?) – Group project and presentation
- Research Low Vision Aides – Group project and presentation on aides and technologies that support people who are blind or have low vision.
- Explore technology that has built in accessibility features – for example, computers and iPads.



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