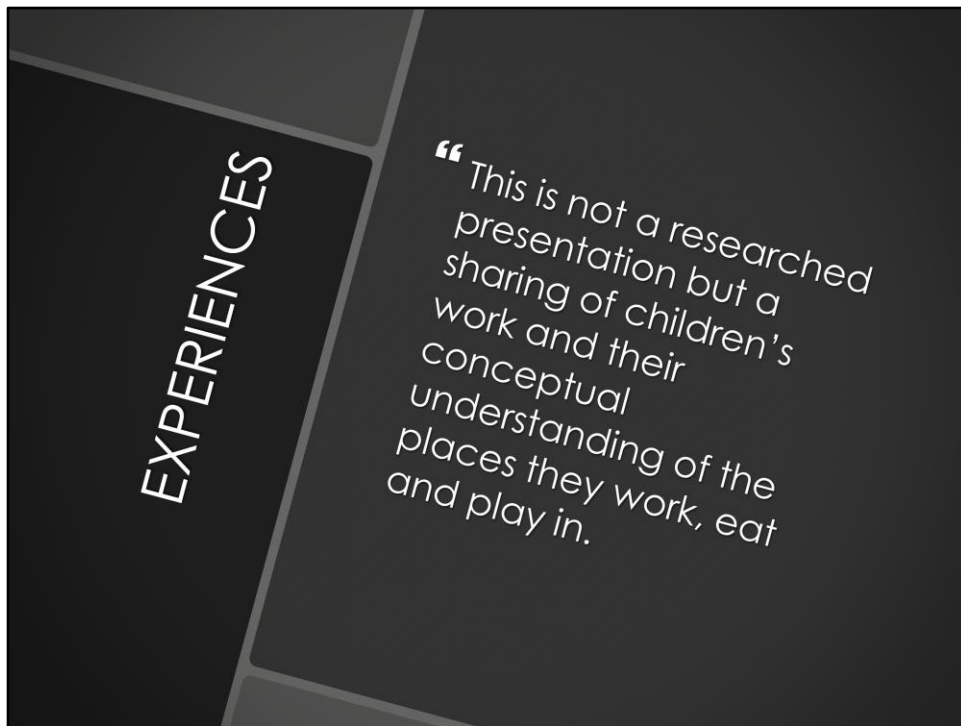
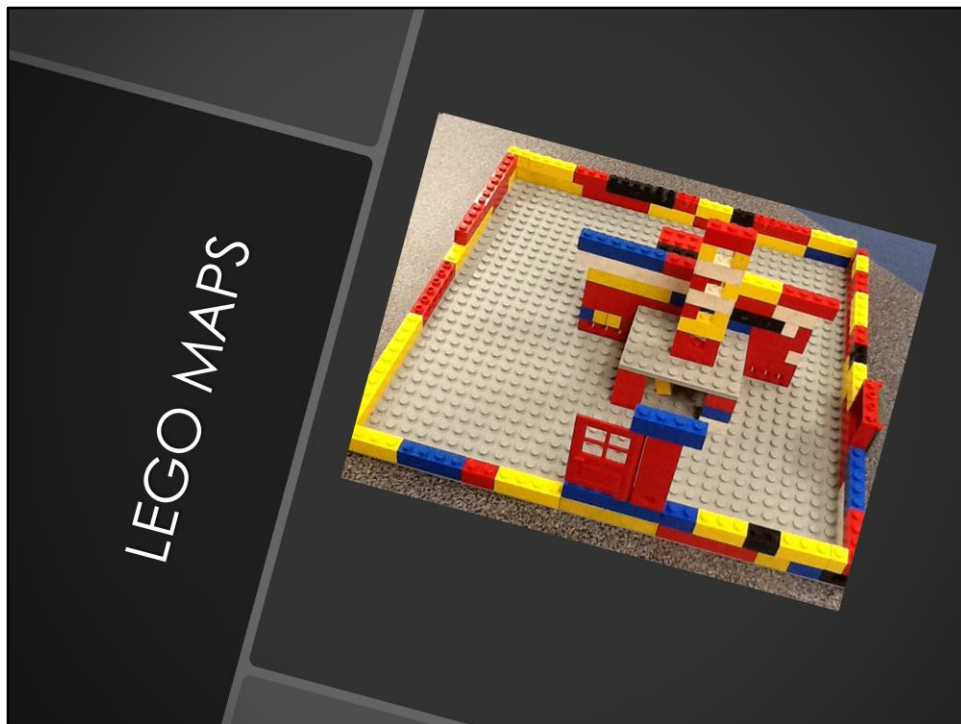




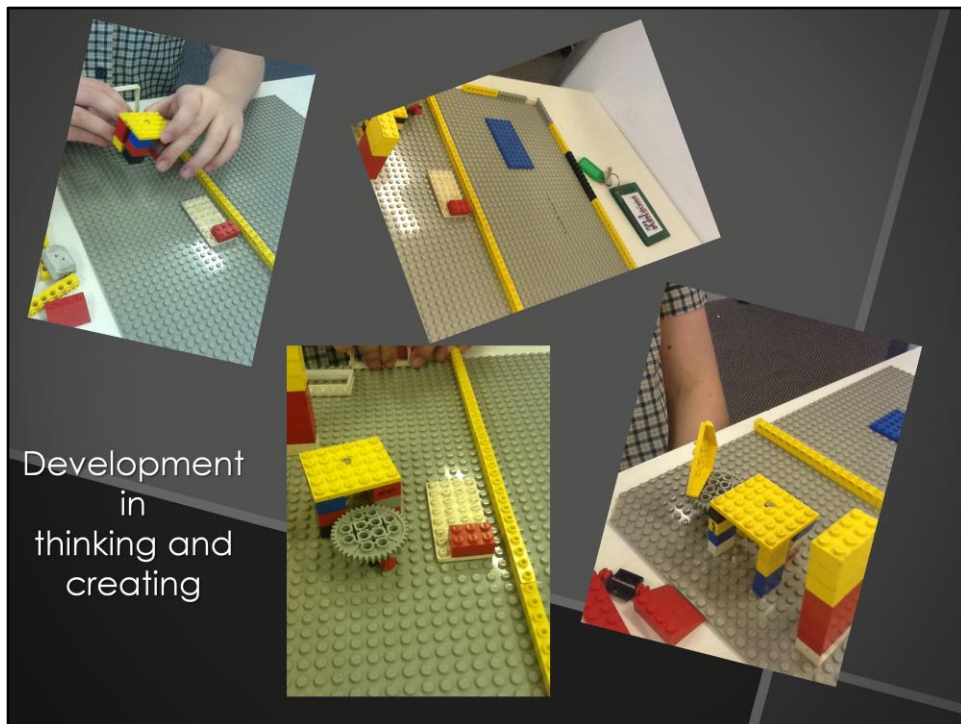
Encourage sighted delegates to sit with a person with a vision impairment and be near the materials.



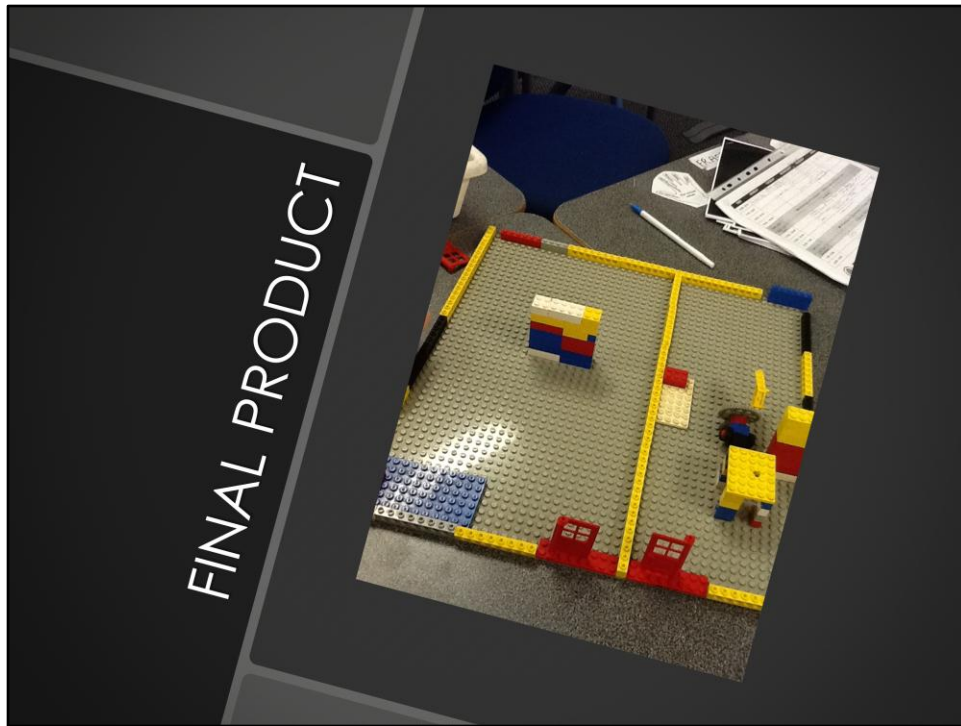
The design of the powerpoint template is angled, so you may need to turn your head to read it straight, or change your body position....work out the order in how to read it, assess whether it is columnised? Left to right, divided pages – all skills required but developed through having vision.



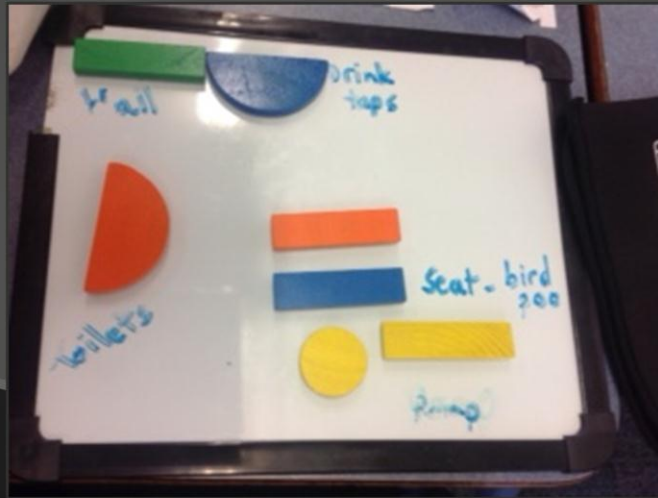
Map of a bedroom developed by a Year 6 student, which is very orderly and tidy. I asked her mum how it compared to the real thing and she said she was pretty spot on!



Jo decided to create her bedroom and have her mum's bedroom in a tactile form also (which gave good perspective) and she had to think about how it connected and the shape she perceived it to be. She began with the border and placed a lego bed together with a simple rectangle flat piece and a 2 x3 block for a pillow. She considered her desk an important item of furniture and concentrated on the height, the shape, the proportion and size. The chair was a challenge as it was a desk chair on wheels and she needed to create something that perhaps rotated and was moveable. She went with the round wheel piece and added a triangular piece for the back of the chair



Have a look at the final map, are there changes that have been made from earlier development? What's different?



Undercover eating
area

Year 1 student showing the design of the new area where she was spending time eating with her peers and waiting to go out to play. The bird poo became a big focus because I needed to make her aware of the possibility of bird poo. (the child's school uniform was looking very fresh and just about to sit down on the infamous bird poo).



A complex playground

Video was shown here of a young Year 1 student creating a map of her playground.

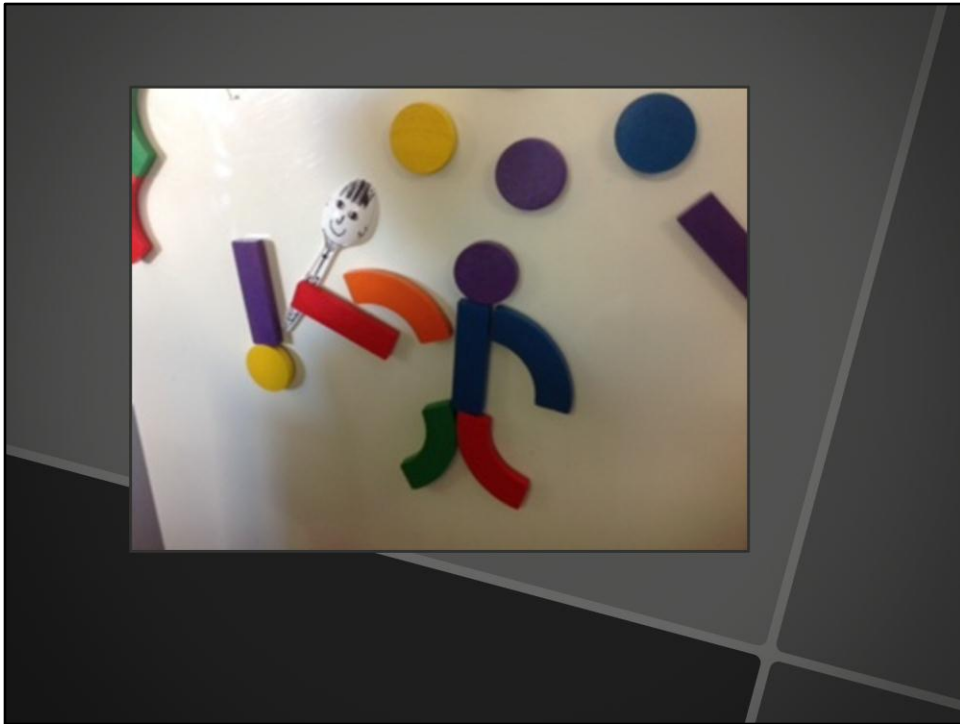


This is me
and my
cane

Here is the student with her cane. She had to work out how to attach the plastic spoon to the board and came up with the idea to use a magnet to hold it on. A lot of this work was done on a fridge and needing to ensure everything was attached.



The following week, she indicated that she needed to turn the map around as she had thought about it during the week and realised that she had it back to front. In making the change, she also remembered that she needed to add some more features of the playground such as the stepping stones.



And then she added her friend who had all the appendages – 2 arms, 2 legs and they held hands together in the picture.



Her map was complete and could very clearly talk through it to explain what everything represented.



The playground

The playground the student plays on almost every day with her peers and utilises a lot of the sections of it.

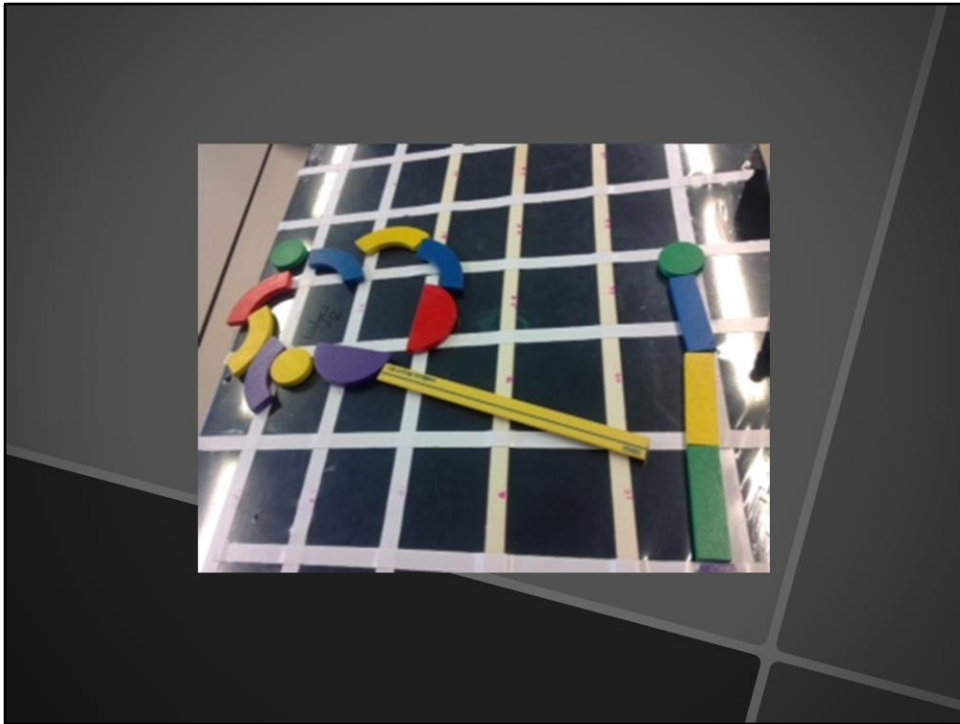


The bedroom

Another example by the same student of her bedroom at home with different tidy boxes with different things in them. The box made with the 2 triangular blocks with a triangle top represented a doll house.



This map of magnetic shaped blocks has the main landmarks that the Yr 5 student knows about and in learning how she goes from one landmark to another, she can work her way along the new route.



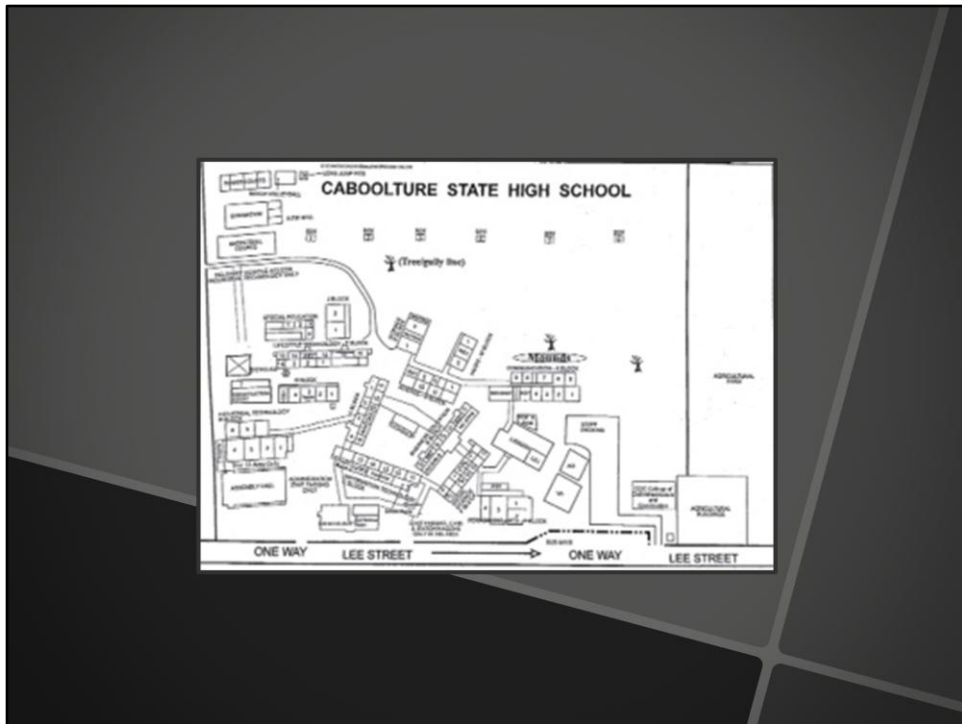
This young Year 1 student is moving up to Year 2 next year and this was the map created together after walking along the pathway to locate the new Year 2 area. She was able to then explain the map and demonstrate with a 'pretend person' figure, the route in which she needed to take and identified two separate toilet areas. She chose to represent the toilets with a circular shape.



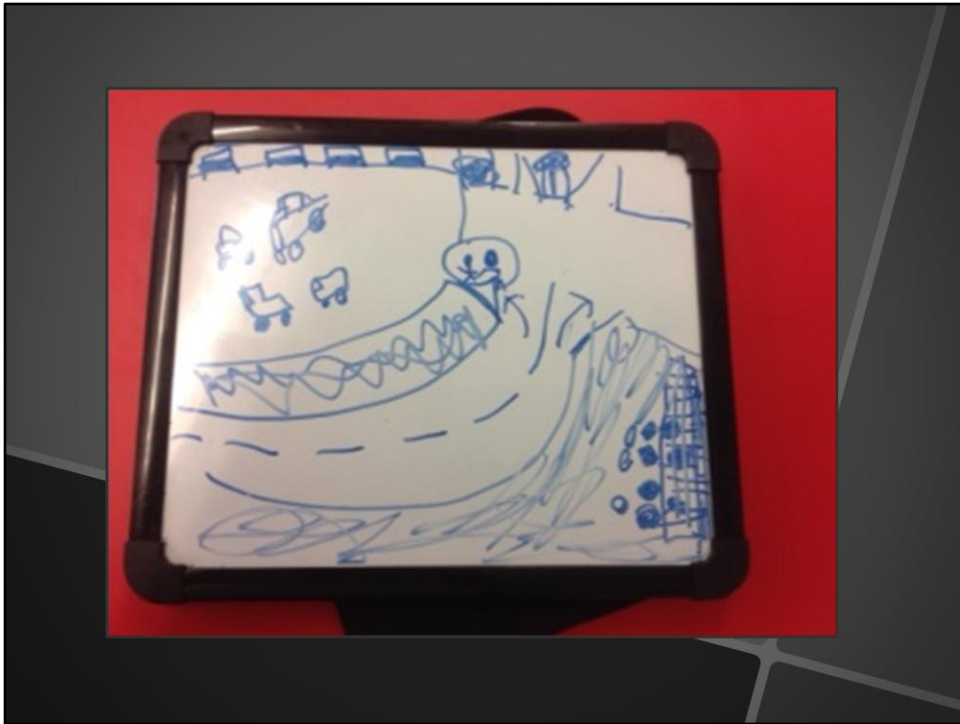
On the Tactile Mapping Committee, we accept requests for a map along with working on identified maps of national reserves, shopping centres, school grounds, and the Brisbane Street Mall is in its final stages of completion.



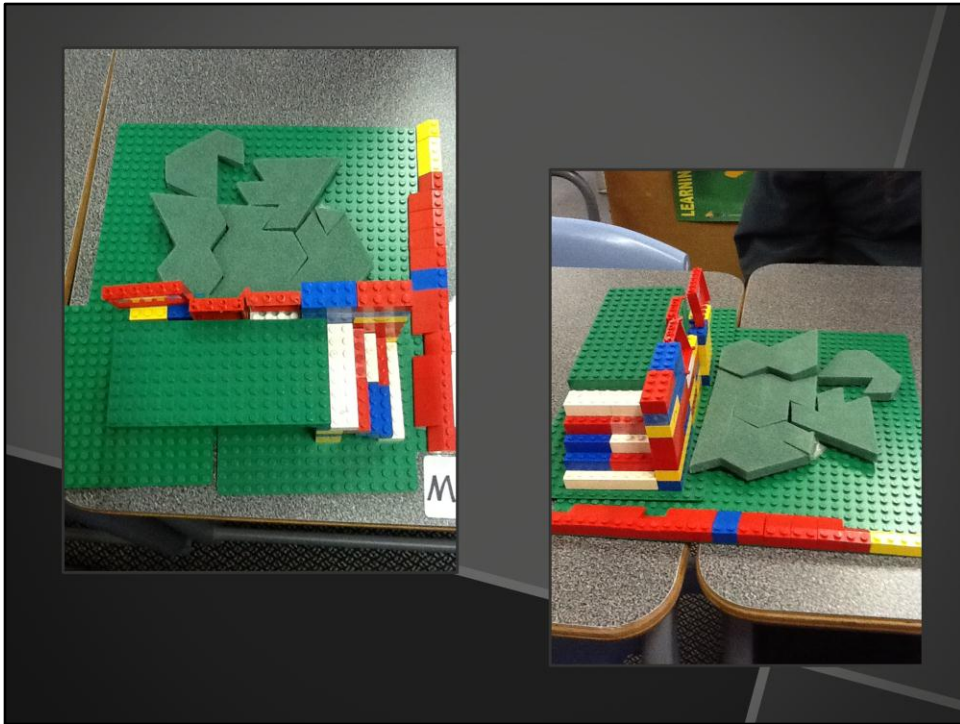
A colored map, well contrasted of a High School which defines specific buildings visually. It is mounted on large posts near the Admin building. Some of the blocks are named in full or marked by the Alphabetical letter.



A black & white map of the same school has a lot more detail, more lines and shapes to decipher and quite small to interpret. If this map was needed to be put in tactical format, more solid buildings would need to be marked so that differentiation could be read between buildings and pathways.



This is a picture drawn by a 9 year old on a white board of the pick up area of his school environment and roadways, pathways and the carparking area. This map was drawn after spending some time exploring around the environment in an Orientation & Mobility lesson.



This lego map enables the student to gain a better understanding of depth of stairs. He was learning about how he can be standing on one level but when he attempts to reach over with his cane, the level is very different down below. Understanding perspective and answering the 'why' question.



This is a good example of a simplified map that is tactual and could be further reproduced in tactual form. The different blocks are solid ones with defined lines that lead as paths to specific buildings. This also shows markers at different points and arrows to indicate 'You are Here'.

These maps have all been the creation of young children, children with a significant vision impairment who are developing their perspective on their world.

Our learning always begins from the 3D perspective, the real thing and being able to represent it in a format that is developmentally appropriate.

Interpreting models, sharing the creations teaches all of us about what a child knows, what they don't know and how else they can demonstrate their understanding.

Thankyou

Kerri Weaver
Vision Impairment/Orientation & Mobility



