

Lesson Plan

Statement of the general learning objective and terminal behaviour

Playing 421

Instructional materials with resource list

- a. 3 braille dice
- b. Abacus
- c. Tactile counting board for points
- d. Tray

Detailed techniques or task analysis from which to teach

1. The learner will use his/her dominant hand to locate and grab the three braille dice placed in front of him/her on the tray.
2. The learner his/her dominant hand to gently throw all the dice on the tray.
3. Then, the learner will use both hands to locate the three braille dice on the tray.
4. The learner will identify the numbers tactually, on the top, facing up, side of all three dice.
5. If one or more dice has an interesting number for the learner (4, 2 or 1), the learner will grab this dice with his/her non-dominant hand and place it in front of him/her.
6. With his/her dominant hand, the learner will grab the remaining dice, with the numbers that were not interesting for him/her, and throw them a second time on the tray.
7. Then, the learner will repeat the steps 3 to 6 for a third and last time.
8. If the learner gets all the desired numbers after the first or second time, he/she is not required to throw the dice a second or third time.
9. After the learner will have finished throwing his/her maximum of three attempts, the learner will identify and determine the combination of numbers closest to 421, if not 421.
10. Then, the learner will use his/her non-dominant hand to locate the abacus on the table.
11. The learner will grab the abacus with his/her non-dominant hand, and will use his/her dominant hand to report the number on it.
12. After, the learner will locate and grab the three dice in front of him/her with his/her dominant hand, and will place them back on the tray.
13. After, the next learner, in a clockwise orientation, will execute the steps 1 to 12 to play his/her turn.
14. Once all learners will have play, the round will be finish. Then, the learner will use both hands to locate the abacus on the table.
15. The learner will use his/her non-dominant hand to grab the abacus, and will use his/her dominant hand to identify the numbers of each one on it.
16. The one whose the number is 421 will get two points. If no one, then, then with the number closest to 421 will get one point.

17. Then, the learner will use both hands to locate the tactile counting board for points on the table.
18. The learner will grab the tactile counting board with his/her non-dominant hand, and will use his/her dominant hand to add the points to the one who has won the round.
19. After, the learner will place the tactile counting board back on the table.
20. With his/her non-dominant hand, the learner will locate and grab the abacus, and with his/her dominant hand the learner will clear all the numbers on it. Ready to start a new round.

Adaptation or modification of task analysis

To be able to play this dice game with individuals who are blind or visually impaired, four adaptations have been made to the game. First, the three regular dice have been replaced by three braille dice. This adaptation helps the player to tactually feel the dice to know which numbers are displayed. The second adaptation is the use of an abacus to remember during a round the dice combination of each player. The third adaptation is the use of a tactile counting board to count the points during the game. Finally, the fourth adaptation is the use of a tray, where dice are thrown. The tray allows the dice to stay inside a specific and determined area, avoiding them to fly away, and be lost or hard to find. Also, the rules of the game have been adapted, and especially the aspect of quickness. Finally, it is not really an adaptation, but to stay efficient during the game, one player should be responsible for the abacus and the tactile counting board.

References

Ponchillia, P. E. & Ponchillia, S. V. (1996). *Foundations of rehabilitation teaching with persons who are blind and visually impaired*. New York, NY: AFB Press.