



ACTIVITIES FOR CHILDREN WITH VISUAL IMPAIRMENT DURING LOCKDOWN PERIOD

HANDBOOK

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Under Ministry of Social Justice and Empowerment, Govt. of India)
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with Visual Disabilities (Divyangjan), Regional Centre**
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PREFACE

The National Institute for Empowerment of persons with Visual Disabilities - Regional Centre (NIEPVD-RC), Chennai formerly known as The National Institute for Visually Handicapped - Regional Centre (NIVH-RC) functions as a part of the NIEPVD, Dehradun, Uttarakhand State, which is an apex body in the country working for the empowerment of persons with visual impairment throughout the country and is governed by the Ministry of Social Justice and Empowerment, Government of India.

The Regional Centre, Chennai has been established with a goal to function as an institution endeavoring for the benefit of persons with visual impairment, their family members and professionals working with them in the Southern States including the Union Territory of Pondicherry.

This handbook deals with various activities to engage children with visual impairment, with special reference during lock down period of COVID-19. The contents of this handbook surmounts to support Parents, Teachers, Caretakers and Volunteers to engage children with visual impairment with productive activities to ensure their all-round development productively.

We wish to extend our acknowledgments to **Shri. Nachiketa Rout** (former Officiating Director, NIEPVD) for enabling to determine the soul content of the Handbook and heart-whelmed thanks to **Dr. Himangshu Das**, Director, NIEPVD, Dehradun, for extending his continued support to march towards our successful endeavors.

Any further suggestions for the gradation of the book is welcomed.

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Message from the Director

Stay connected through voice and support to access services

Greetings!!

The Handbook created by the authors is quite stimulating with colourful step by step illustrations covering the areas seeking substantial attention thereby transiting classical strategic efforts for the all- round development of children with visual impairment.



Dr. Himangshu Das

This Handbook is the need of the time, especially during lockdown with the objective to help the parents, teachers, volunteers and caregivers to facilitate the feasible learning experiences in versatile / restricted environmental conditions. This is one such alternate option enabling the general public to keep their children with visual impairment occupied with productive activities during the evolution of virtual learning era.

It is delightful that this systematically devised book with intuitive language and explanation being the first publication, printed in the Large Print Unit of Regional Centre, Chennai. My wishes and congratulations to the professional and technical team of Regional Centre for marching towards this productive initiative and for their upcoming successes in near future.

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**ENHANCING SELF-ESTEEM OF CHILDREN
WITH VISUAL IMPAIRMENT DURING
LOCKDOWN PERIOD OF COVID-19**



DR. SREE PRIYA. R
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OBJECTIVE



- * To enable the readers to understand about the meaning, and importance of self-esteem of primary and Secondary level CWVI.
- * To relate the implications of self-esteem based on facts and exposure.
- * To identify the symptoms of low self-esteem.



During Lockdown

- * To enable parents and teachers to test the self-esteem of CWVI using simplified tool/method.
- * To implement simple strategies and activities for parents and teachers to enhance the self-esteem of CWVI during episodes of lockdown period.

WHAT IS SELF-ESTEEM?



- * Self-esteem is related to an individual's self-worth and their value.
- * Building self-esteem is the first step towards an individual's happiness and better life.



IMPORTANCE OF SELF-ESTEEM

Self- Esteem increases one's Confidence

If they have confidence they will respect themselves.



If they can respect themselves they can respect others and improve their relationships, their achievements and their happiness.

EFFECT OF LOW SELF -ESTEEM

- * It causes depression, unhappiness, insecurity and poor confidence.



- * Other's desires may take preference over their desires.



- * Inner criticism nagging voice of disapproval inside them, causes them to stumble at every challenge and

- * Challenges seem impossible





CHARACTERISTIC FEATURES OF LOW SELF-ESTEEM

- * Blaming oneself for faults
- * Underestimates one's abilities
- * Expecting every work to turn worse
- * Fear about future
- * Highly thinks to be like others
- * Never believe their skills



- * Impose self-criticism for failures
- * Negative feeling on one's personality
- * Difficulty in accepting truth

- * Having negative feelings about their physique
- * Passivity in responding to family relations
- * Fails to recognise or accept their talents
- * Socially deviated





HOW PARENTS CAN ENHANCE SELF-ESTEEM OF CWVI?



STEP ONE : TESTING SELF - ESTEEM

The Self- Esteem of the Child can be identified by using any on-line test. For instance this self-esteem test is extremely quick and simple. It just requires to answer YES or NO.

1. Other people are not better off or more fortunate than me.
2. I accept myself, as I am happy with myself.
3. I enjoy socializing
4. I deserve love and respect
5. I feel valued and needed
6. I don't need others to tell me I have done a good job
7. Being myself is important
8. I make friends easily
9. I can accept criticism
10. I admit my mistakes openly
11. I respect everyone
12. I always speak up for myself and put my views across
13. I am happy and carefree person
14. I don't worry what others think of my views
15. I don't need others approval to feel good
16. I don't feel guilty about doing or saying what I want



TEST SCORE



Total number of TRUE answers you gave, one point each. The following scores help one to clarify the level of self-esteem.

- ❖ **15-16 POINTS - HIGH LEVEL OF SELF ESTEEM!**
- ❖ **12-14 POINTS - MODERATE SELF ESTEEM**
- ❖ **8-11 POINTS - LOW SELF ESTEEM**
- ❖ **BELOW 8 POINTS - VERY LOW SELF ESTEEM**

After testing and finding out status of self-esteem please proceed to step two as per the requirement

STEP TWO: STRATEGIES TO ENHANCE SELF-ESTEEM DURING LOCKDOWN

- * Appreciate your child
- * Express/tell your child how much you love
- * Try to spend at least little time with the child
- * Support your child to act on own
- * Spend time to explain the facts to your child



- * Encourage the child to be strong
- * Support your child to be strong
- * Support your child to face the challenging works
- * Cultivate friendship with your child

SUGGESTED ACTIVITIES DURING LOCKDOWN

ACTIVITY: ONE

WASHING HANDS USING SOAP AND WATER



Step I: Talk to your child about the importance of washing hands with soap and water

- * Hand washing is to be done for 20-30 seconds with soap and water.
- * The constant rubbing action helps the soap to break down the grease and dirt that carry most germs
- * This way your hands smells fresh and reduce the germ count on your hands up to 99%

Step II: practice with 8 steps to clean hands

After application of soap in hands follow the following 8 steps:

Rub your hands palm to palm in circular motion in clockwise or anti clockwise direction



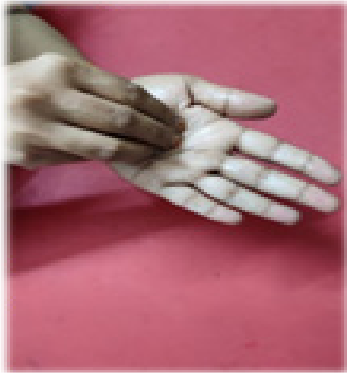
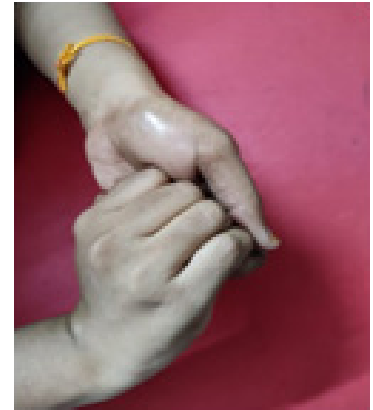
Rub your hands between the fingers

Rub the back of both the hands



Rub the base of the Thumb

Rub back side of the fingers



Rub the finger nails in the palm area

Rub the wrist portion of the hand



Rinse and wipe the hands with tissue or towel

Step III : cultivate the habit of this practice at home

a) Before and after

- * Handling and reparation of food
- * Eating food
- * Having eye contact with hands or whenever using contact lenses
- * Attending sick person in the family

b) After

- * Coughing or sneezing
- * Using the toilet
- * Wiping or blowing the nose
- * Touching common surfaces like buttons, handles
- * Establishing contact with the sighted guide

Step IV : Intimate about the precautions when drying the hand

1. Not to use common towels by all members of the family
2. Not to use single damp cloth
3. The non-disposable cloths used for hand drying should be washed on daily basis and to be sundried regularly

ACTIVITY: TWO

USING HAND SANITIZERS



1. Inform the child that sanitizers are alcohol based and it works best on clean skin.



2. Make the child to apply coin sized amount of sanitizer on his/her hands



3. Ensure that both the hands are covered with sanitizer, including the area under their nails



4. Make the child to rub it for about 15-20 seconds or until their hands feel dry.



ACTIVITY: THREE

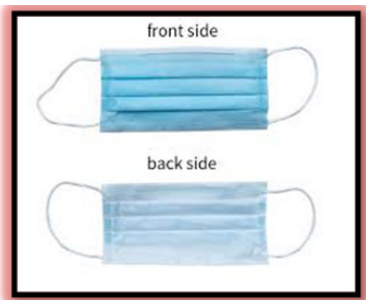
WEARING THE MASK



1. Ask the child to wash their hands with soap and water or sanitizer before using the mask.



2. Make the child to touch the ear holder portion of the mask.



3. Make the child to understand that the starting portion of the ear holder (the white portion) as the back side and other side/coloured side is the front side.

4. Help the child to wear the mask by placing the ear holder/loops on the ears.





5. Ensure it covers the nose and mouth fully.

6. Make the child to remove the mask by removing the loops and not to remove by pulling the front portion of the mask.



Whenever planning an activity for children with visual impairment the following are to be kept in mind

- * Parents play a major role in developing the self-esteem of the child.
- * Whatever may be the circumstances, the parents need to be accept their child as child first and other factors as secondary.
- * Practising the routine along with the child boosts the confidence level and favours good habit cultivation.
- * During time constraints, minimum level of discussion of their daily routine favours development of adjusting skills.
- * Enable the child to perform with freedom and with minimum level of restrictions.

HOW TEACHERS CAN ENHANCE SELF-ESTEEM OF CWVI?



Teachers can enhance the self-esteem of CWVI by incorporating four stage strategies

STAGE 1 : TESTING

STAGE 2 : FOCUS AREAS

STAGE 3 : COLLABORATION

STAGE 4 : POSITIVE REINFORCEMENT

STAGE 1 : TESTING



The teachers of students with visual impairment can use any of online test with adapted version, for instance the testing components included in this Handbook can be used and can identify the status of their Self-Esteem. Based on their level of self-esteem and on requirement adjacent stages can be taken into consideration whenever / whichever feasible.

STAGE 2 : FOCUS AREAS

Focus on their needs and desire :

Find out whether their needs and desire are true to reality.



Identify what they want and ask for it:

Self-worth, confidence and assuredness will increase when they deserve to live, as they want. One thing to remember here is that it is not mere selfishness as what they want doesn't hurt others or prevent them from living life on their terms.



Focus on their strength :

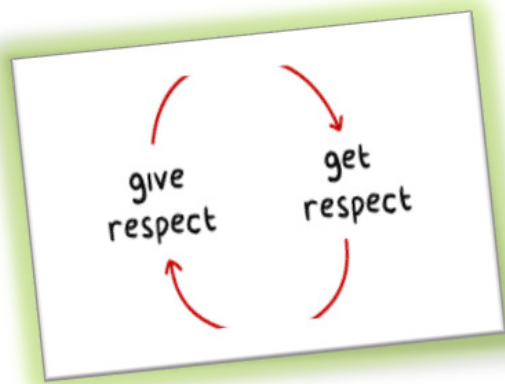
Identify whether they are true to themselves. Once if they are true to themselves then they will be successful individuals.



STAGE 3 : COLLABORATION

Mutual respect :

Children's self-esteem will be higher if you treat him or her seriously and with respect a child who is belittled, patronized or put down will suffer lack of confidence. Mutual respect will foster trust and confidence.



Have an effective talk :

- * First have a friendly approach to the student.
- * Talk on to the interest activities of the child such as reading inspiring book etc.
- * Boost positive focus on one affirmation and consider what it means to him in his life. Such as I deserve to be happy and successful.



Dealing with failure :



Interact to the child in such circumstances as follows. -- You are not going to be defeated by one failed attempt are you?

- * Doesn't everyone fail before they succeed? All you need is a different approach.



Enhance the need for doing the exercise :

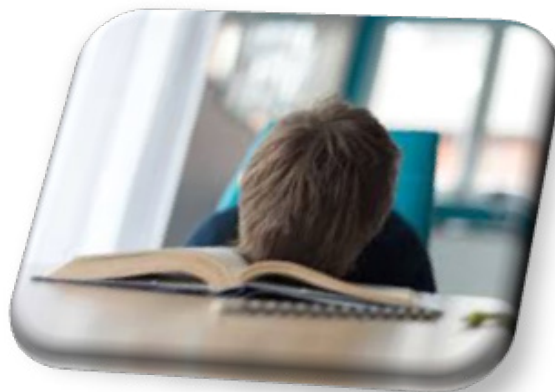
Exercise will indirectly help to improve the self-image of the students.



STAGE 4 : POSITIVE REINFORCEMENT



Provide an opportunity to do their best :



Reward them if they succeed :



Increase their potentiality to look for their mental health by telling them if you :

- * Smile and laugh more
- * Don't take yourself or life seriously
- * Realize that, if you fail it is not the end of the world
- * Dream about new possibilities
- * Reflect on your success and believe in yourself
- * Do things you love as often as possible
- * Welcome new Challenges and experience, etc



Follow up :

Teachers by incorporating the above strategies in the desired activities can enhance the self-esteem of CWVI to better possible extent and make the younger generation to prepare themselves for the better future in a realistic and fruitful manner.



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HOME BASED ACTIVITES DURING LOCKDOWN FOR CWVI



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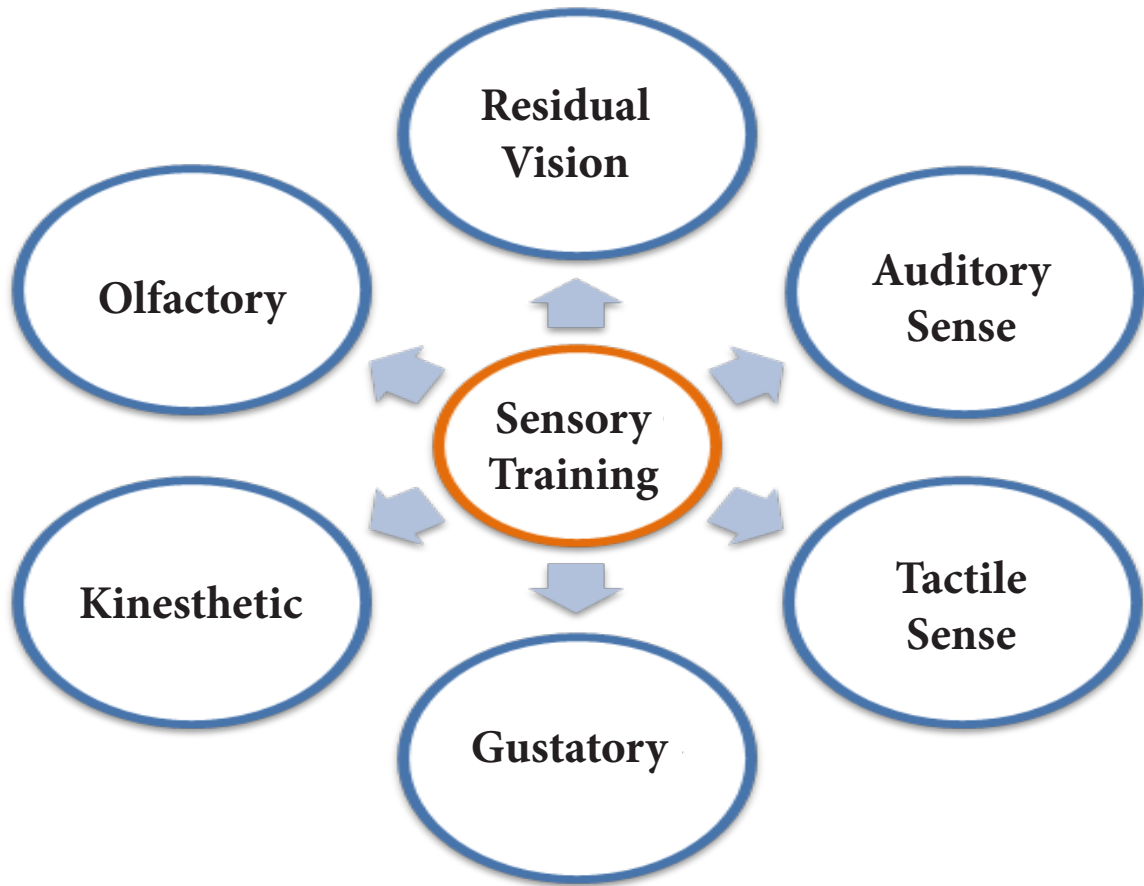
OBJECTIVES

- * To impart in few home based activities for CWVI during lockdown.
- * To enable CWVI to have purposeful involvement during lockdown.
- * To share few ideas for involving CWVI with certain activities during lockdown.

SKILLS TO BE ENHANCED DURING LOCKDOWN

1. Sensory orientation
2. Purposeful movement\involvement.
3. Adaption to home skills.
4. Participation in activities with social distancing.
5. Maintaining personal hygiene and mental well being.
6. Stimulation to cultivate creativity

Home based skills may be treated as basic survival skills. These are the abilities which enable the children with visual impairment to carry on their daily routine without assistance or with minimum assistance.



RESIDUAL VISION

Children with low vision have to be given training in using their residual vision for their daily living activities.

- * Figures can be enlarged for Eg. (Pictures, Letters, Objects etc.)
- * Added light sensitivity.
- * Comparing an object with another object and finding the differences between them. Eg. (Small, Big/Short, Long).

Small

Big

SENSORY TRAINING

CWVI has to be given training to use their remaining sense such as sense of touch, sense of smell, sense of hearing etc. to develop their sensory skills.

SENSE OF TOUCH

1. An object such as wall or cloth etc can be explained by touching it and feeling their texture (ie) softness, roughness etc



1. Hard



2. Soft

2. Concept of expansion and contraction.
3. Hotness, coldness, temperature by touching and feeling.
4. Objects such as heavier, lighter can be explained by lifting.

METHODS OF TACTILE TRAINING

Joining beads



Identifying the Shapes and sizes of cereals and pulses



* Teaching CWVI to fold paper, tearing folded papers, making basic shapes using paper or cardboard with the guidance of parents with social distancing.

* Making knots in a rope or thread with 1 to 2 inch gaps and teaching to remove the knots.

1. Watering plants in a pot.
2. Making manure out of vegetable waste and using the manure for plants.
3. Growing Greens(spinach) such as methi leaves, coriander leaves in a small pot and creating the interest for CWVI



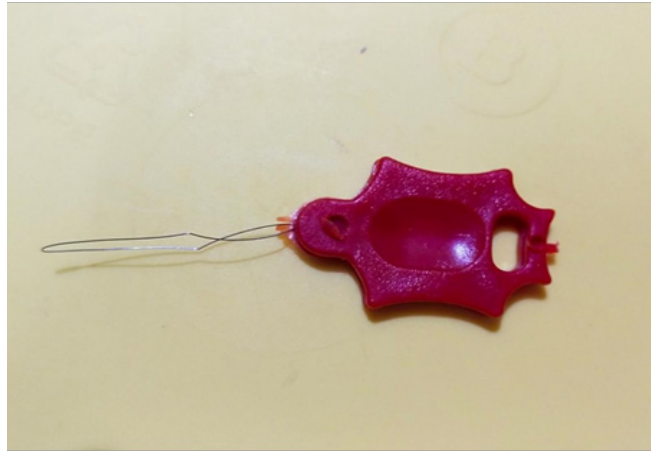
4. Teaching to make sprouts.



5. Making balls and shapes using clays.

JOINING THREAD IN A NEEDLE (For Secondary level of Children with Visual Impairment)

A person with visual impairment can join a thin needle and a thread with the help of threader. This threader is available in the market.



Threader

In the absence of threader, another method is used to join a needle and thread.

1. Let us take any nylon wire or string



2. Bend the string like a fish.



3. Fix the tail part of the string with a clip.
4. Slightly press the mouth part of the string to make it sharp.
5. Now insert the sharp edge of the string into the needle hole.



6. Now put the required thread inside the oval shaped string and bring the thread to the sharp edge of the string.



7. Now hold the clip with one hand and needle with another hand and slowly move the needle out of the threader. At one point, the thread inside the string will join the needle and comes out with the needle. Now the thread has joined the needle.



8. Adjust the threads to make equal length and put a knot at the bottom of the thread.

* By this method, the person with visual impairment and also the sighted elderly person can also use this method of joining needle and thread for their hand weaving work.

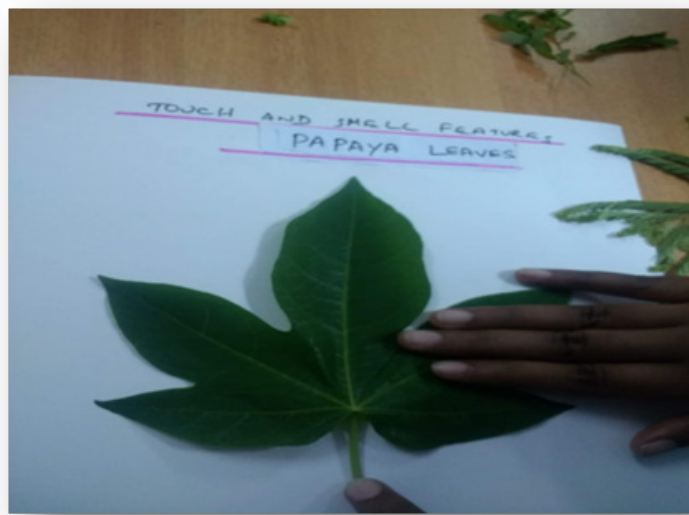
* Button stitching, Hemming work can be practised by CWVI with the guidance of parents during lockdown period with social distancing.

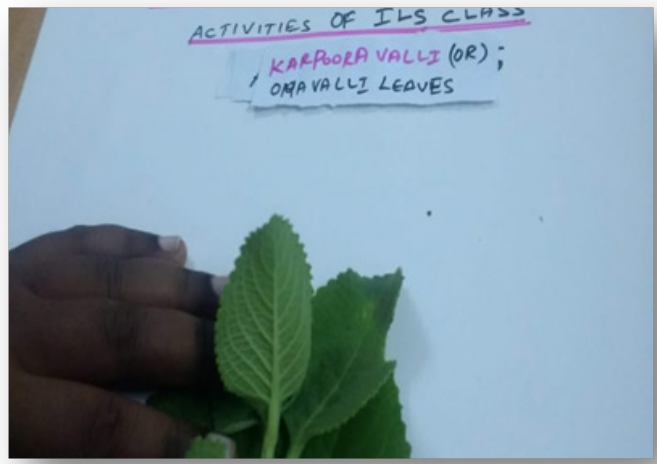


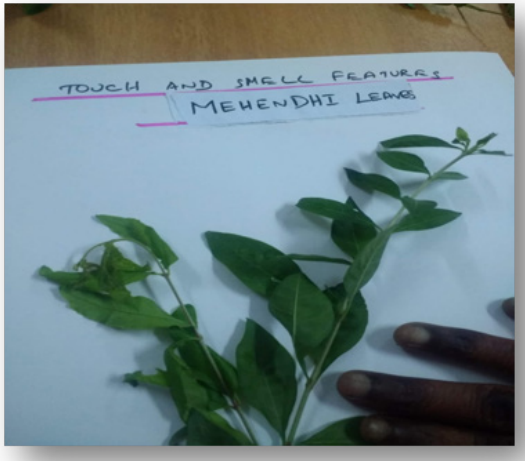
TOUCH AND SMELL FEATURES

Leaves of plants and trees can be touched and smelled to find out the names of plants and trees. For Eg, Herbal plants such as,

- * Thulsi.
- * Karpooravalli or Omavalli.
- * Mango leaves, Guova leaves etc.



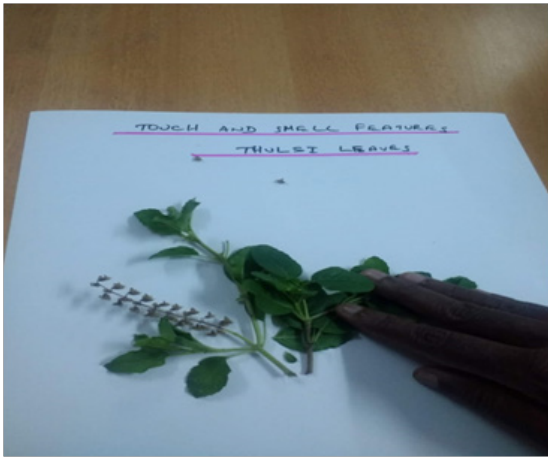




Mehendhi Leaf



Guava Leaf



Thulasi Leaf



Neem Leaf



AUDITORY SENSE

The sense of hearing is very much important for children with visual impairment. Let us see some of the activities for developing their sense of hearing.

- * Different types of sounds can be recorded and asking them to find out.
- * Identifying the objects with the help of sound (like musical instruments).



- * From which direction is the sound coming from and whether it is a moving object or immovable object.
- * Sounds when traveling in a vehicle.
- * Rattling balls can be given for playing eg. Cricket ball.

OLFACTORY SENSE

The following activity can be given to CWVI to develop their sense of smell to identify the items displayed on the table.

1. Fruits



2. Flowers



3. Oils such as sesame oil, coconut oil, ghee, groundnut oil, eucalyptus oil pepper powder, cooked food items etc.

GUSTATORY SENSE

Gustatory sense is nothing but the sense of taste. Children with visual impairment can be given training to identify the sense of taste i.e sweetness, spiciness, sourness, saltiness, bitterness etc.

METHODS OF TRAINING

- * Food items like sweets, curd, bitter gourd etc can be given to children to identify the taste of it.
- * Lemon, oranges, pomegranate, papaya, jackfruit etc can be tasted.
- * Coffee, tea, hot water etc can be given with required temperature to identify their taste.
- * Ice cream, ice water, juices etc can be provided to identify the coolness.



KINESTHETIC SENSE

Children with visual impairment can be able to identify the surrounding with kinesthetic sense.

Sunlight, tree shadow, coolness, rain, breeze etc can be felt with kinesthetic sense.

METHODS OF TRAINING FOR KINESTHETIC SENSE

1. While walking identifying whether the floor is cement floor or grassland, carpet etc.
2. Climbing in a bus or climbing a stairs case or opening a door etc involves muscular action.
3. While walking sunlight falls over the face.
4. We can explain the direction of sun when it falls directly over the face.

Kitchen appliances and utensils (For Secondary Level of CWVI)

- * Identifying utensils, appliances, knife etc.
- * Identifying the materials needed for cooking
- * Cereals, pulses, vegetables, flowers, masalas etc. can be identified by the sense of touch.
- * Parts of the stove, burner, gas cylinder, lighter, match box etc. can be explained to secondary level of children with visual impairment.



Preparation before cooking (Teaching Secondary Level of CWVI)

- * Peeling vegetables, cutting, chopping, grating, removing seeds etc are some of the home need activities practiced for CWVI with the guidance of the parents with social distancing.
- * Grinding, mixing, making dough, etc also can be explained.
- * Washing, cleaning, soaking etc also can explained.
- * Sieving, filtering also can be explained.
- * Grinding ginger or garlic or cardamom, or pepper etc using a small pestle.



Removing skin of garlic



Peeling Vegetables



Chopping Vegetables



COOKING WITHOUT FIRE

Children can be encouraged in preparing some easy healthy recipes without fire. Now we will see how to make sweet salad.

Ingredients needed:

1. Flatten red rice (Aval) (or) Flatten white rice - 1 cup.
2. Jaggery or palm sugar - 50 gms
3. Grated coconut - ½ Cup
4. Hot water - 1 Cup

Method

- * Wash the flatten rice (Aval) in water for 2 to 3 times and squeeze the water. Now add hot water and soak the aval for 30 minutes.
- * Just before serving add, coconut, palm sugar to it and mix well. Now the yummy yummy sweet salad is ready. It taste well and it becomes children's favorite.



EATING ETIQUETTE SKILLS

Explain the concept of clock wise representation of food serving.



Developing Eating Etiquette skills

- * Explain the methods of eating skills for the CWVI.
- * Washing hands with soap and maintain hygiene before eating.
- * Water glass should be kept on the left side of the plate at number 9 on the clock outside the plate.
- * Before eating, the CWVI has to be given training to check the order of food items displayed on the plate and also the amount of food served.
- * After eating, washing the plates and water glass and placing it in the proper place also should be given training.

MEDITATION

Meditation is a process of training your mind to focus and redirect your thoughts.

It is a way to reduce stress and develop concentration.

How to Meditate : (Simple Meditation for CWVI)

1. Sit comfortably, you can even use a chair or cushion.
2. Close your eyes.
3. Make no effort to control the breath, simply breath naturally.
4. Focus your attention on the breath and on how the body moves with each inhalation and exhalation.

EXERCISE

Exercising increases energy levels for all of us. Children with visual impairment can be encouraged in some physical activities for the purpose of working their body to stay healthy.

Example - warm up exercise, like

1. Neck rotation
2. Shoulder rotation
3. Hip rotation
4. Ankle rotation
5. Wrist rotation
6. Knee rotation

Squat :

- * Squat is a strength exercise in which the children lowers their hip from a standing position and then stands back up.
- * Squat promotes body – wide muscle building.



Push - Ups :

This exercise is done by raising and lowering the body using arms. Pushups increases upper body strength.



Clapping Hands:

Joining both hands together and clapping hands induces uniform blood circulation.

As part of Daily Living Activities like climbing stair case and walking over the terrace can be encourage for CWVI during the lockdown period.

MEMORY GAMES

Everyone at home can participate in this memory game.

- * Select one topic Eg. Fruits or Vegetables.
- * First participant will say a fruit name Eg. Mango.
- * The second participants have to say Eg. Mango, orange.
- * The Third participant will say as mango, orange, banana.
- * Like this the game can be continued in a circular method.
- * The participant who misses any fruit in order will go out of the game.
- * The one who is till the last will be the winner.

BRAIN VITA

This is solo game. It can be played by the CWVI.

Content:

- * A playing board.
- * 32 high quality glass marbles.



Objective:

The objective of the game is to get 31 marble off the board one at a time keeping last marble in the centre of the playing board.

Setting:

- * Arrange the 32 marbles one at a time by jumping either HORIZONTALLY or VERTICALLY over the marbles.
- * Diagonal jump is not allowed.
- * Each marble jumped over is removed and kept on the side of playing board.
- * This game is over when there is no chance of jumping over the marble.

The winners are declared as follows.

1. If one marble is left then you are “GENIUS”
2. If two marble is left then you are “ABOVE INTELLIGENT”
3. If three marbles is left then you are “INTELLEAGENT”
4. If four marbles is left then you “should try again”

ARTS AND CRAFTS

- a. Enhancing the CWVI in developing their creativity.
- b. Utilizing the left over items at home to make a new craft work.
- c. Encouraging their creativity.

Making decorative paper garland (Maalai)

Items required:

1. Colour paper or chart paper – any 2 colours
2. Scissors
3. Scale
4. Fevicol Or glue.

Method:

1. Take two colour papers and cut into long strips of 1 inch breadth and length as required.
2. Place both paper like an inverted cone.
3. Apply fevicol at the top and stick the edges of both paper.
4. Now fold the paper in a square pattern one above the other till the end.
5. At last the last part of paper should be stucked with fevicol.
6. Now holding both the edges just expand the papers. It will be like a Garland (Maalai).



This maalai can be expanded and contracted. It can be hanged over the entrance doors of your house.

Conclusion

CWVI can be encouraged to develop their daily living skills and making them to participate in the home activity along with their parents during the lockdown period with social distancing.

ENHANCING PHYSICAL ACTIVITIES FOR CHILDREN WITH VISUAL IMPAIRMENT AT HOME



**MR. G. TAGORE, RESEARCH OFFICER
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OBJECTIVES



- * To understand the importance of doing regular physical exercises for Children with Visual Impairment (CWVI) at home.
- * To learn and practice the simple stretching exercises and yoga positions to enhance the flexibility of the body.
- * To learn and practice the mobility exercises, balance & coordination exercises to facilitate muscular performance during the sports activities.
- * To learn and practice the strengthening exercises to improve the physical fitness.
- * To learn and practice the cardio vascular fitness exercise for improving the health of heart and lungs.

MEANING OF PHYSICAL ACTIVITY

Physical activity includes the activities undertaken while working, playing, carrying out household tasks and engaging in recreational activities.

Importance of Physical Activity for Children with Visual Impairment

- * Improves the physical wellbeing of the children.
- * Increases the physical fitness.
- * Helps in improving the balance and coordination.
- * Enhances the sports performance.
- * Improves the function of the heart and lungs.

SUGGESTED EXERCISES FOR CHILDREN WITH VISUAL IMPAIRMENT

1. Flexibility Exercises – Stretching and Yoga Positions
2. Mobility Exercises (Range of Motion Exercises)
3. Balance and Coordination Exercises
4. Strengthening Exercises
5. Endurance Exercises for cardio vascular fitness

General Instructions to Follow

- * Encourage CWVI to do the exercises regularly.
- * Make sure that an adult is always present.
- * Provide touch and auditory stimuli for doing the exercises.
- * Adapt the exercises to make it easier for CWVI.

FLEXIBILITY EXERCISES

Stretching Exercises

Stretching exercises can help to make the body flexible.

Instructions to follow

- * Stretch the muscle in its maximum length.
- * Hold the stretch for 5 seconds.
- * Release the stretch and return back to original position.

Neck Stretches

- * Sit comfortably in a chair.
- * Reach your right arm behind your back.
- * Place your left hand on top of your head and gently tilt your head to the left.
- * Hold for 5 seconds.
- * Repeat with the other side.



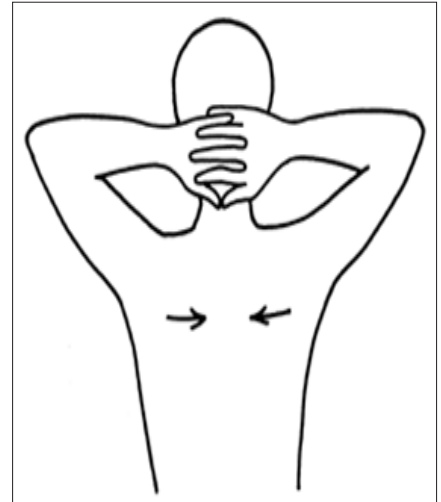
Shoulder Stretches

- * Support your elbow with your right hand.
- * Gently pull left elbow toward right shoulder.
- * Hold for 5 seconds.
- * Repeat with the other side.



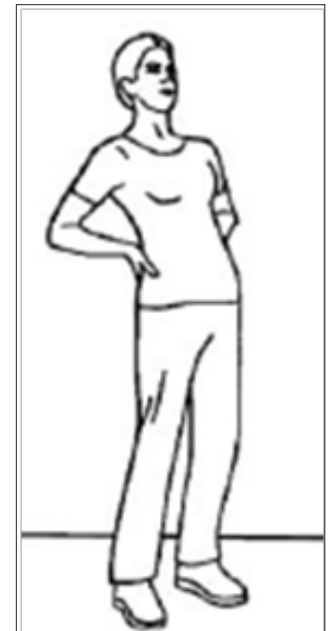
Chest Stretches

- * Sit comfortably in a chair.
- * Raise arms and place hands behind head or neck.
- * Squeeze your shoulder blades together and push your elbows back to stretch your chest.
- * Hold for 5 seconds and relax.



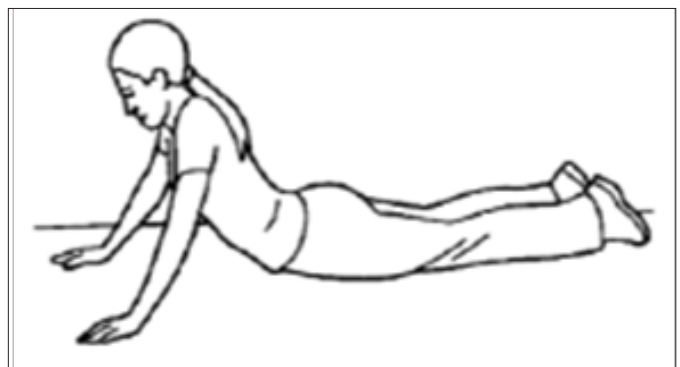
Standing Backward Bend

- * Stand straight with feet apart.
- * Support your back with your hands.
- * Arch backwards.
- * Hold for 5 seconds and relax.
- * Keep your knees straight during the exercise.



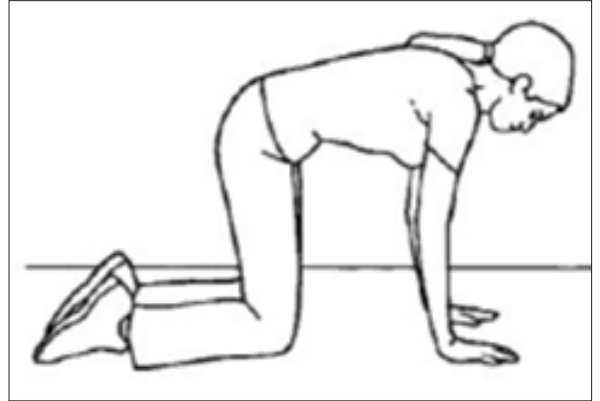
Press - Up

- * Lie down on your stomach.
- * Push your hands without bending the elbow.
- * Lift upper body upwards, keeping hips in contact with the floor.
- * Hold for 5 seconds and relax.



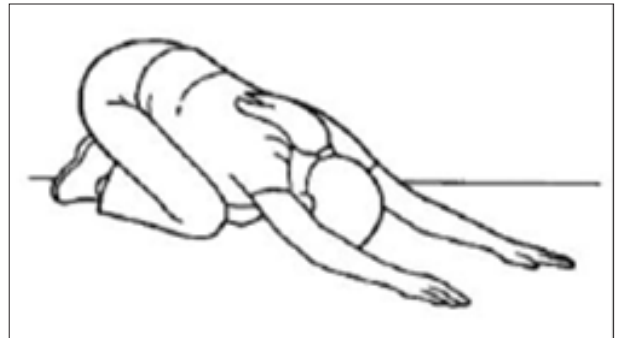
Cat Stretch

- * Go the crawling position.
- * Tighten your stomach and arch your back up towards the ceiling.
- * Hold for 5 seconds.
- * Return to neutral starting position.



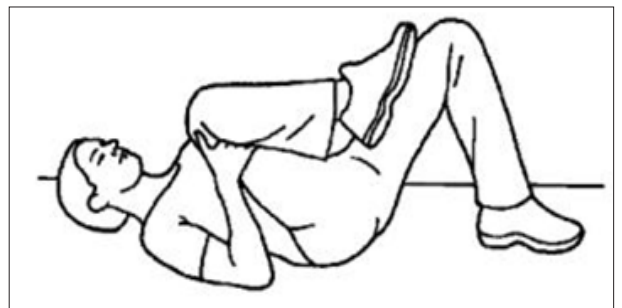
Mid Back Stretch

- * Go the crawling position.
- * Sit back on your heels.
- * Slide your arms forwards.
- * Ensure that your bottom stays down on your heels.
- * Hold for 5 seconds.
- * Return to neutral starting position.



Single Knee or Chest Stretch

- * Lie down on your back with your knees bent.
- * Draw one knee in to your chest until a comfortable stretch is felt in the lower back and buttocks.
- * Hold for 5 seconds.
- * Repeat with the other knee.



Hamstrings Stretch

- * Sit on the floor with your back and legs straight
- * Pull your toes up.
- * Reach towards your toes and grasp with your hands.
- * Hold for 5 seconds and relax.



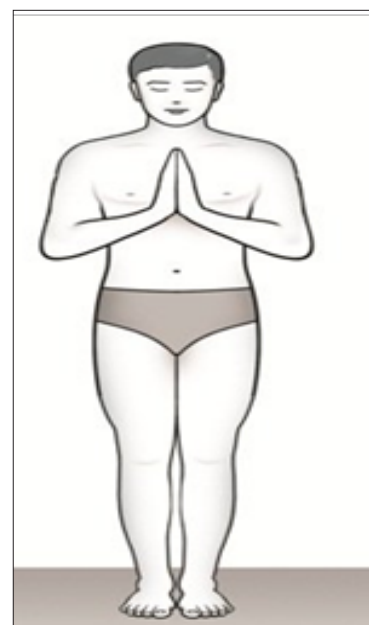
SURYA NAMASKAR

Surya Namaskar is a basic practice in Yoga. It is a great warm-up exercise for kids, as it stretches the entire body and helps to move every joint and major muscle groups present. 12 sets of yoga positions consist of one Surya Namaskar cycle. Repeat the Surya Namaskar cycle 3-5 times.

STEPS FOR DOING SURYA NAMASKAR

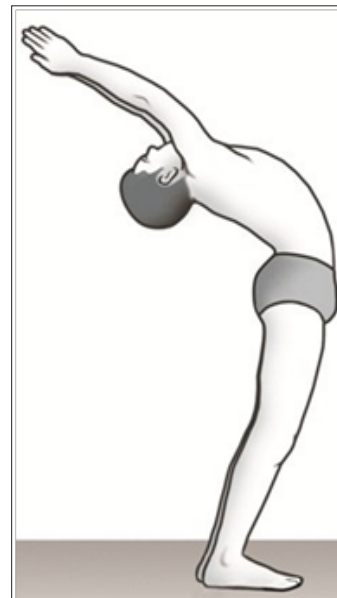
1. Prayer Pose

- * Place your feet close together and balance your weight on your feet equally.
- * Expand your chest, and as you inhale, lift your arms up from both sides.
- * Bring them together in front of the chest in the prayer position as you exhale.



2. Arms

- * Inhale again and lift your arms up and back with the arms close to the ears.
- * Make sure to stretch your body in its entirety, from the heels to the tips of the fingers.



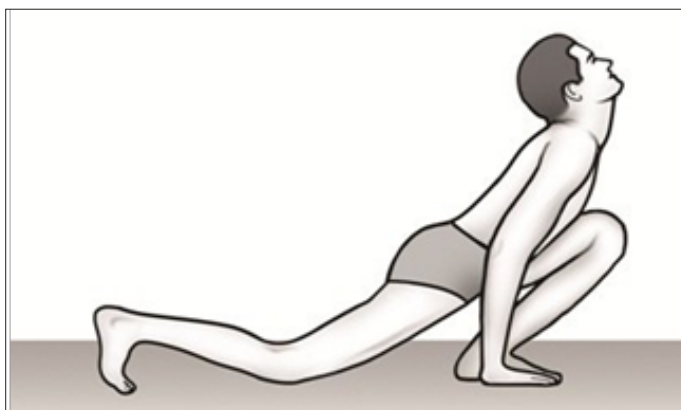
3. Hand to Foot

- * Bend forward with the spine erect as you exhale.
- * Bring your hands down to the floor beside the feet.



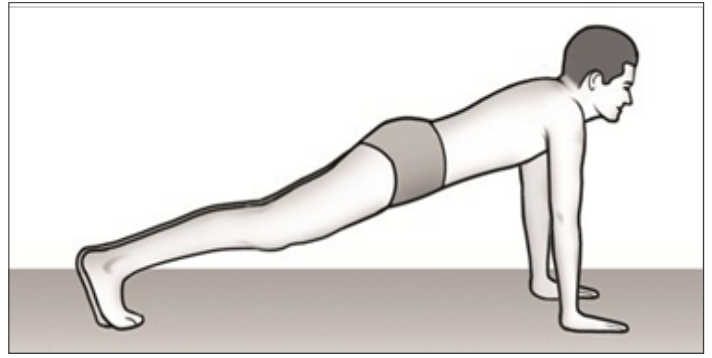
4. The Horse

- * As you inhale, push your right leg back as far as possible.
- * Then, look up and bring your right knee to the floor.



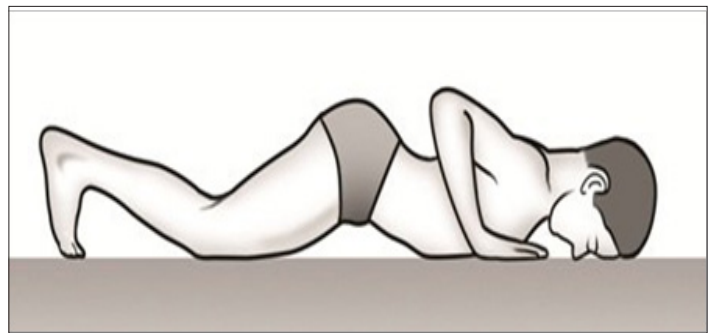
5. Stick Pose

- * Take the left leg back.
- * Come to the plank position with your body in a straight line.



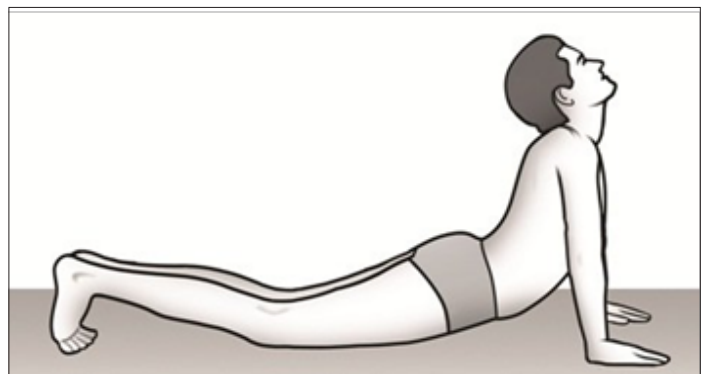
6. Saluting

- * Gently, exhale and lie down with your knees touching the floor first.
- * Raise your back slightly-eight points of the body (two hands, two feet, two knees, chest and chin) must be the only points of contact between your body and the floor.



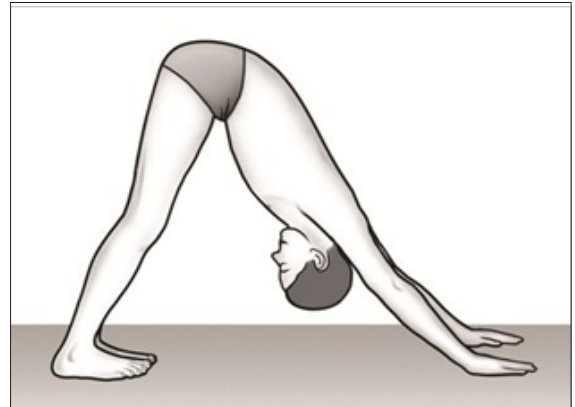
7. Cobra

- * Raise your chest up.
- * Stretch as much as you can.
- * Ensure that your chest pushes forward when you inhale.



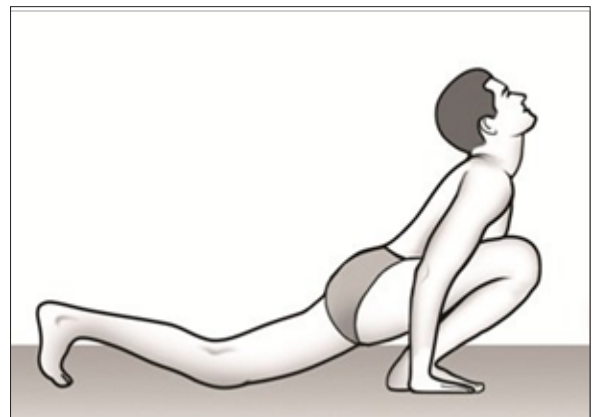
8. Mountain

- * While exhaling, lift the hips up with the palms still on the floor.
- * Your body forms an inverted 'V' shape.
- * Ensure that your heels touch the ground



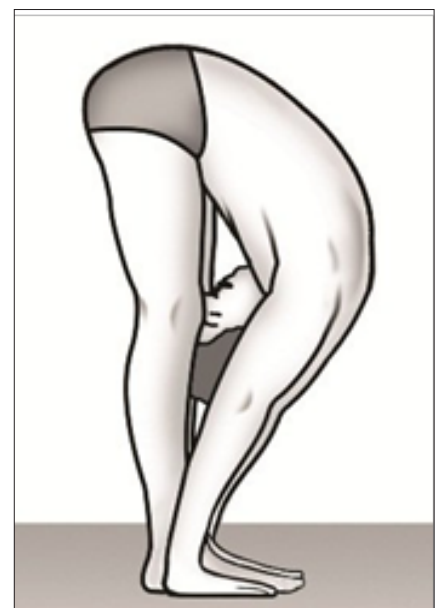
9. Horse Pose

- * As you inhale, push your left leg back as far as possible.
- * Then, look up and bring your left knee to the floor.



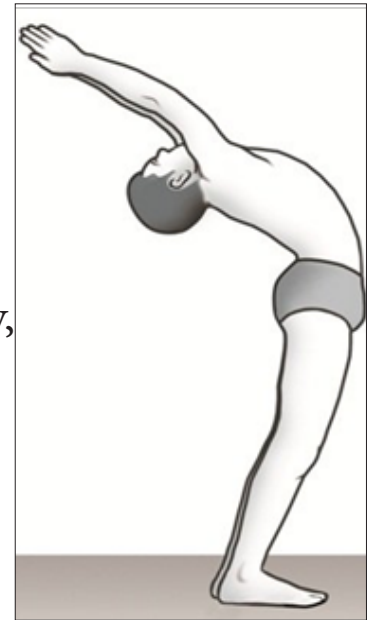
10. Hand-to-Foot Pose

- * In a reverse manner, make your legs perpendicular with your hands placed near your feet on the ground.
- * Exhale slowly.
- * You can bend your knees if necessary, but keep your body as straight as possible



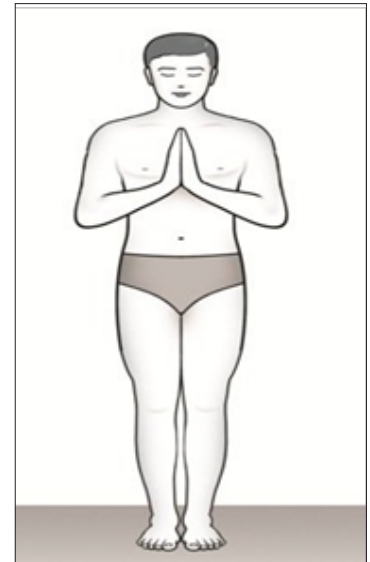
11. Raised Arms

- * Inhale again and lift your arms up and back with the arms close to the ears.
- * Make sure to stretch your body in its entirety, from the heels to the tips of the fingers.



12. Relax

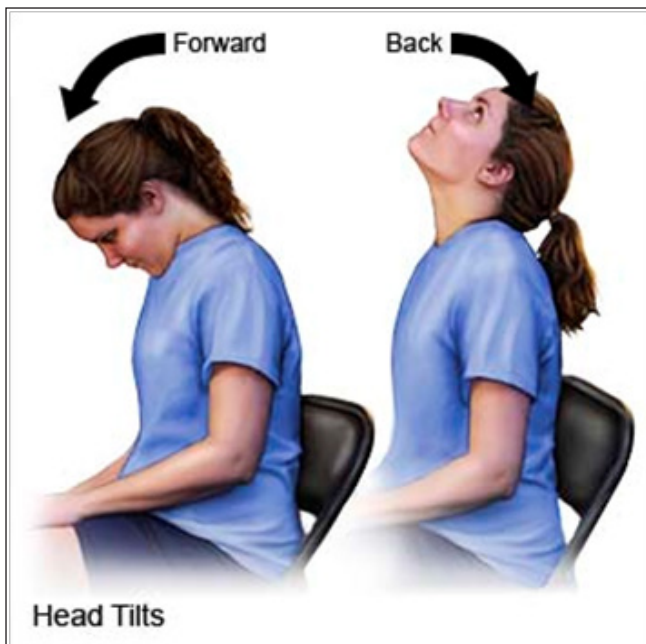
- * Exhaling slowly, bring your arms down.
- * Observe the various sensations coursing through your body.



MOBILITY EXERCISES (RANGE OF MOTION EXERCISES)

- * Mobility exercises are a group of exercises performed to preserve movement of a joint.
- * It nourishes the essential nutrition to the joints and keeps in healthy.
- * Movements in all joints in its available movement patterns are to be facilitated.
- * 5 to 10 repetitions are suggested in each movement pattern.

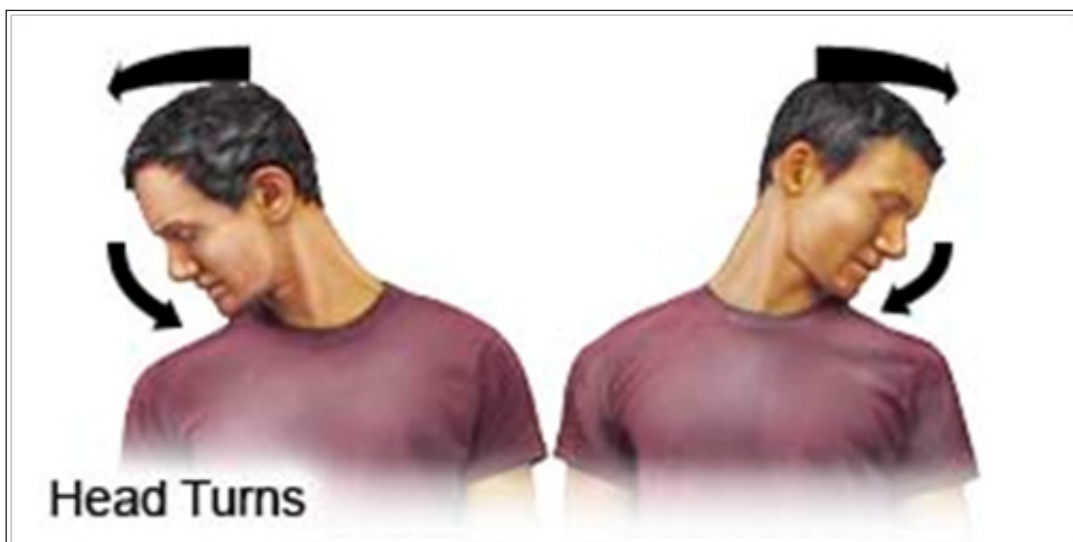
HEAD EXERCISES (RANGE OF MOTION EXERCISES)



Tilt your head forward & backward

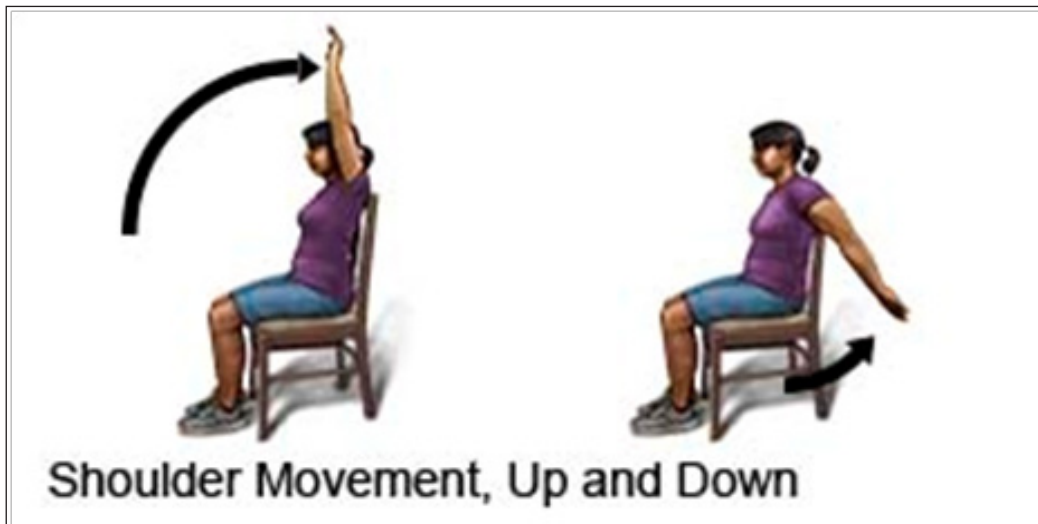
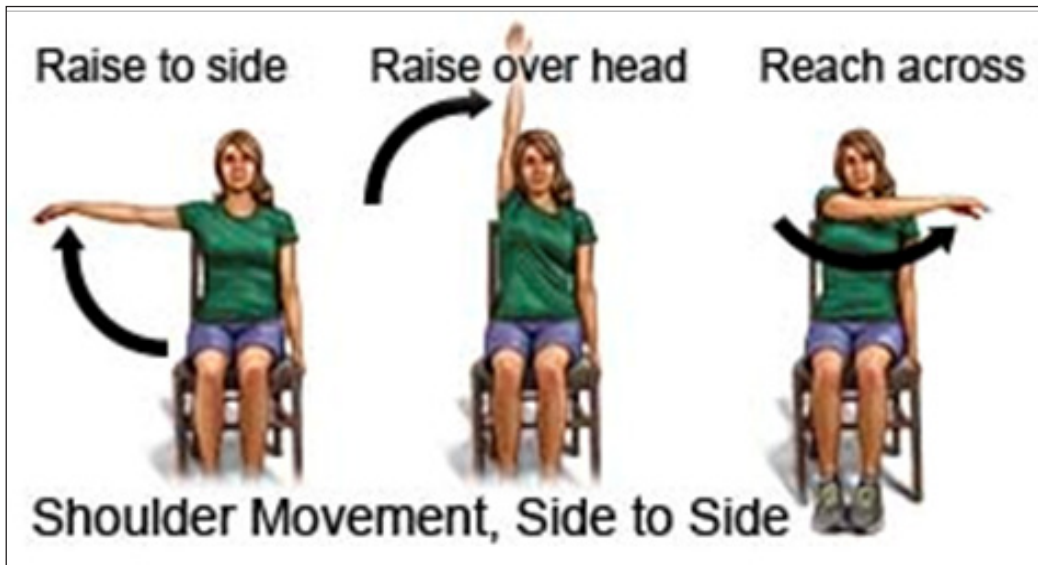


Tilt your head right & left



Turn your head left and right

SHOULDER EXERCISES



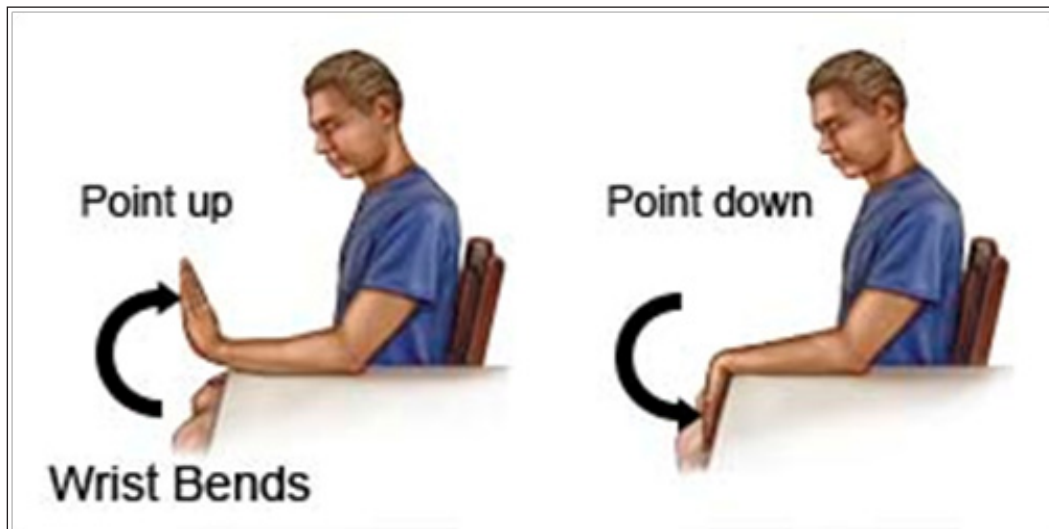
- * Raise and lower your arm in front and side of your body.
- * Move your arm across the opposite shoulder.



- * Bend and straighten your elbow.

Elbow Bends

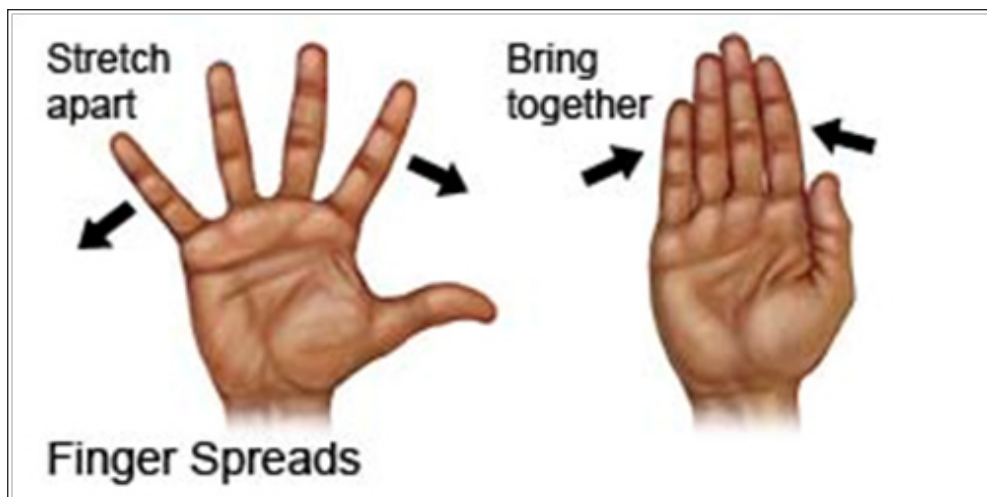
WRIST EXERCISES



* Bend your wrist up and down.

* Rotate your wrist.

HAND AND FINGER EXERCISES



Move your fingers as far apart as possible. Bring your fingers together again.

Make fist

Open hand



Finger Bends

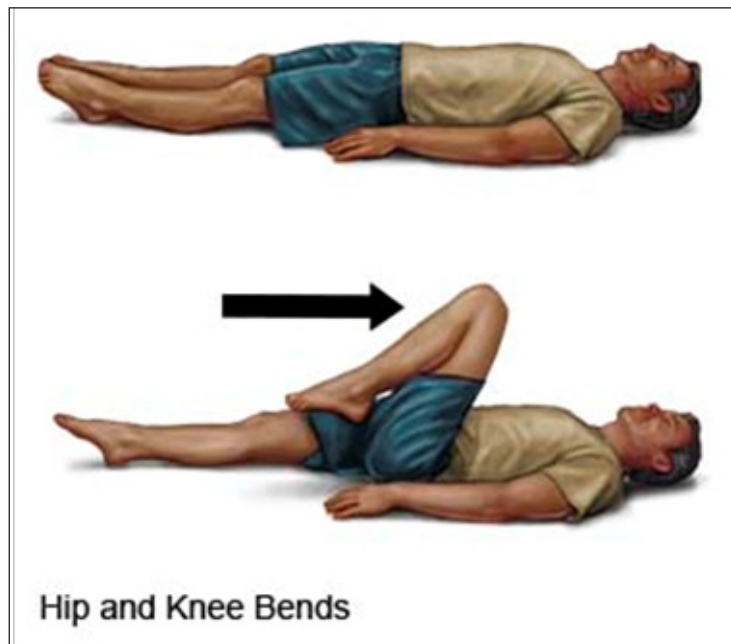
Make a tight fist. Then open and relax your hand.



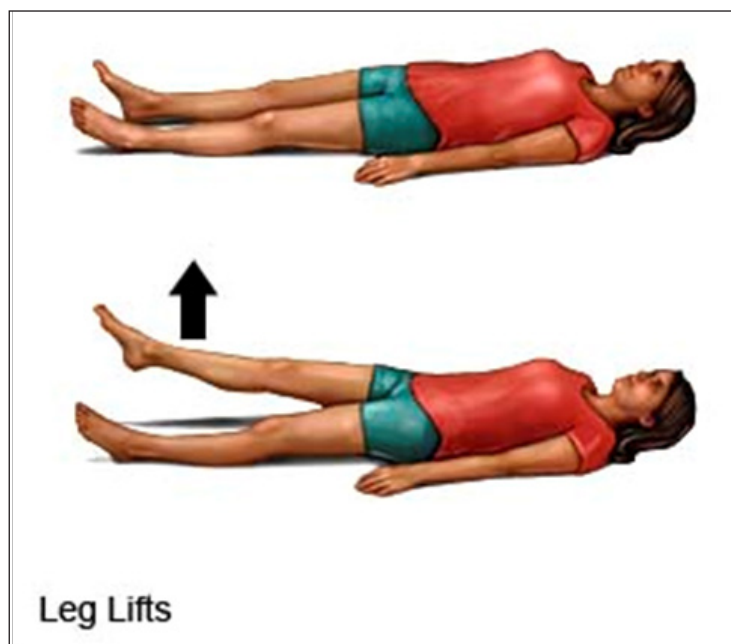
Finger to Thumb Touches

One at a time, touch each fingertip to the pad of your thumb.

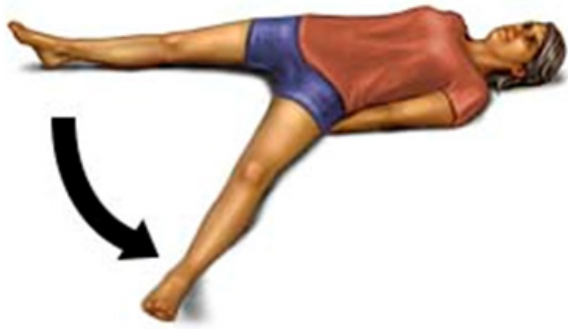
HIP AND KNEE EXERCISES



From the lying position, bend your one knee and hip as close to your chest and return back to original position. Repeat the same in opposite leg.



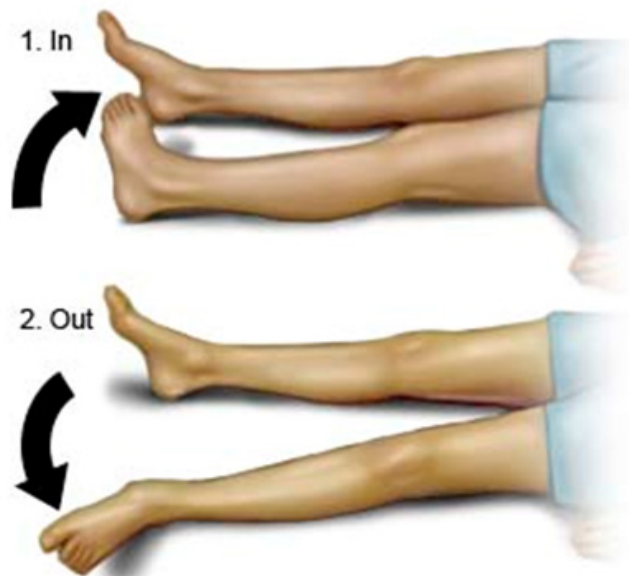
- * From the lying position, raise your leg up to 15 to 30 centimeters.
- * Hold it in the air for a few seconds.
- * Return your leg to the bed.



Leg Movement Side to Side

- * From the lying position, move your leg out to the side as far as possible.
- * Bring your leg back to the middle.

Rotate your leg in and out with knees in a straight position.



Leg Rotation In and Out

ANKLE AND FOOT EXERCISES

Ankle Rotation



- * Bend your ankle up and down
- * Rotate the Ankle in all directions
- * Spread your toes apart. Bring them together again

BALANCE AND COORDINATION EXERCISES

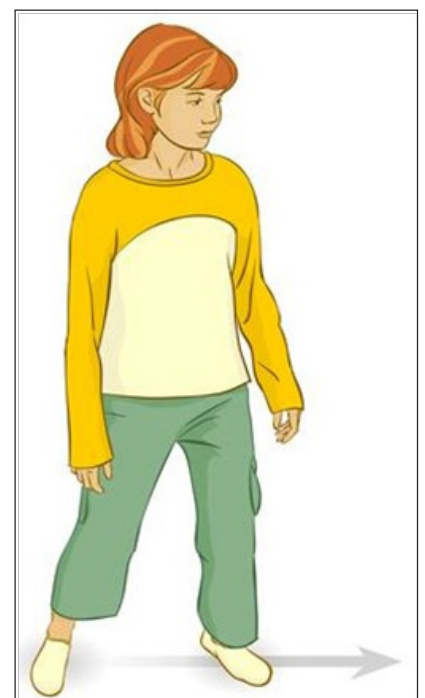
- * Balance and coordination are two of the most important gross motor skills in a child's physical development.
- * It allows children to participate in sports and physical activities; it reduces their risk of injury and improves their ability to perform everyday tasks.

The following exercises are generally suitable for children aged 5 and above.



- * Practise standing on one leg.
- * Initially with chair support and gradually remove the support

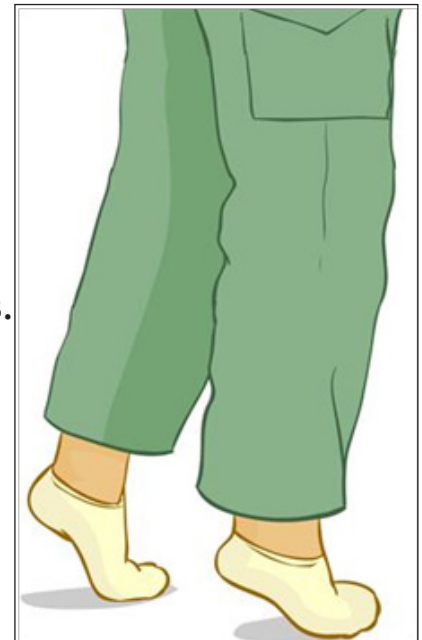
- * Practise walking backwards or sideways.





- * Practise walking on a floor with one foot in front of the other.

- * Practise walking on the toes and on the heels.



- * Practise walking upstairs or downstairs without holding onto a railing.
- * Walking over unstable surfaces (e.g. bed, blankets on the floor).

BILATERAL COORDINATION ACTIVITIES FOR CHILDREN



- * Cross crawls – touch your right hand to your left knee and then the left hand to your right knee. Repeat touching the opposite feet.
- * Marching to music and clapping hands at the same time.
- * Jumping activities – jump up and clap hands.

STABILITY EXERCISES



Spine Stability Exercises

- * These exercises improve the stability and mobility of the spine, which is the base for providing movements in the limbs.
- * From the crawling position, lift the left leg up and out to the side.
- * Return back to the crawling position.
- * Repeat the same in the right leg.



- * From the Push up Position, push and pull through the shoulder blades while keeping the arms straight.



- * Hold the child's legs in your hand.
- * Ask him/ her to walk on hands.



- * Practice animal walk- crab walk, bear walk and crawling

STRENGTHENING EXERCISES

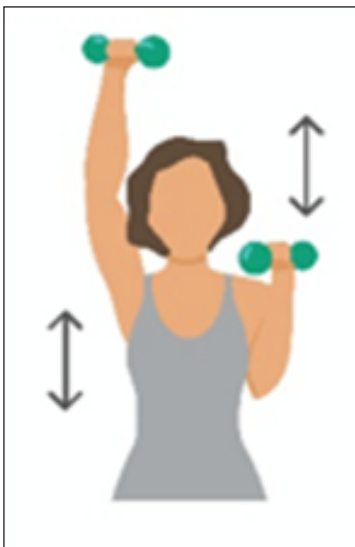
- * A strengthening exercise is any activity that makes your muscles work harder than usual.
- * This increases your muscles' strength, size and power.

Examples of muscle-strengthening activities include,

- * Lifting Weights (Weight Cuffs or use the home materials like books, water bottles etc.).
- * Working with Elastic Bands
- * Heavy Gardening
- * Push-ups, sit-ups and squats

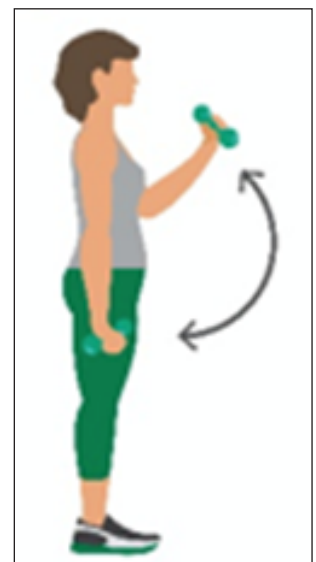
Examples of Strengthening Exercises

SHOULDER PRESS



- * Hold a weight in each hand at shoulder height.
- * With one arm, lift the weight straight up and down.
- * Repeat the exercise with your other arm.

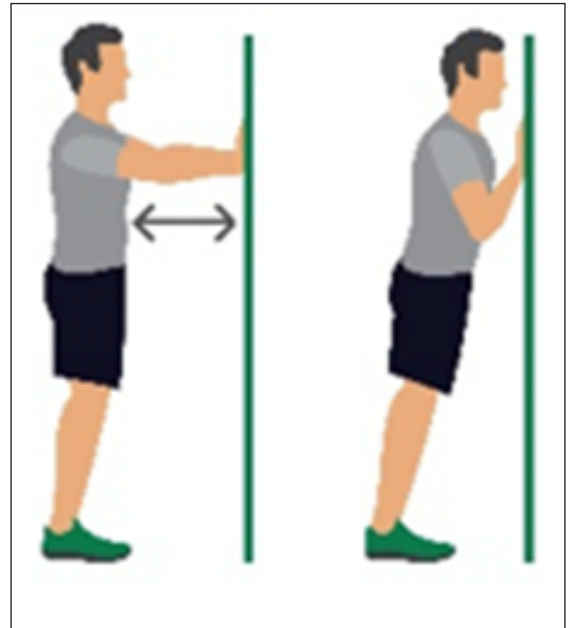
- * Start with your arms by your sides.
- * Bend your arm at the elbow to lift your hand towards your shoulder and then lower.
- * Repeat the exercise with your other arm.



BICEP CURL

WALL PUSH UP

- * Lean towards the wall and place your hands at shoulder height.
- * From the start position, bend your elbows moving your body forward.
- * Slowly push away from the wall and return to the starting position.



LEG EXTENSION



- * Sit in a chair.
- * Straighten your knee.
- * Hold the knee straight for five seconds, and then relax.
- * Repeat the same in other leg.

ENDURANCE EXERCISES FOR CARDIO VASCULAR FITNESS

Endurance exercise includes activities that increase your breathing and heart rate such as walking, jogging, swimming and jumping rope.

Skipping

- * Skipping can be done slowly or quickly.
- * It can be done to favorite music or to no music.
- * Start with low repetitions and move to high repetitions.



Running

- * Tie the rope between two ends in your home.
- * Ask the CVWI to practice running with the help of the rope.
- * Running on Treadmill or Static Running on the same place also improves the fitness.



Aerobics

- * Aerobic exercises are cardiovascular fitness exercises.
- * It can include activities like brisk walking, swimming, running, or cycling.



Low Intensity

- * March with high knees.
- * March in place and bring arms up and down.

High Intensity

- * Jumping
- * Kicks to the front
- * Jog in place

POINTS TO REMEMBER

- * Daily physical activity is important for physical and psychological health for children with visual impairment.
- * Samples of exercises are only presented in the manual. Different sets of exercises are presented in each category.
- * Age appropriate exercise should be selected for your child. Consult your Physiotherapist or Physical Education Teacher for exercise prescription.

COURTESY

The images used in the manual are taken from different websites. To give credit to the original creators of the images, the links of the concerned websites are mentioned in the Bibliography section. We convey our thanks to the copyholders of the images. These images are used for the noble cause of creating awareness to the parents of person with visual impairment.

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ACTIVITY BASED EDUCATION FOR THE CHILDREN WITH VISUAL IMPAIRMENT AT HOME



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OBJECTIVES



All parents are concerned about the future of their children with visual impairment during this COVID 19 lockdown period. The objective of this context is

- * To enable parents to educate their children with visual impairment.
- * To enable the parents to utilize the daily routine activities to impart education
- * To enable parents to concentrate on the child's education when at home at leisure
- * To help the child concentrate and know more about the surrounding of the life

EDUCATION MEANING

The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. the act or process of imparting or acquiring particular knowledge or skills, as for a profession.



IMPORTANCE OF EDUCATION

Education gives us a knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life.

Key points for educating Children with Visual Impairment

- * Provide the same opportunities and educational experiences for CWVI as those provided for sighted children.
- * Allow CWVI – and their families, neighbours, and friends – to interact socially in normal situations

PRE BRAILLE SKILL



FOR 1st, 2nd & 3rd STANDARD CHILDREN

Our children need to use Braille for reading and writing. Let us see how to prepare the children to read and write Braille.

Children's fingertips should be sensitive enough to read the braille. they need the ability to touch, feel and learn anything. At the same time, if their fingers should be strong, it is the source for them to use braille for writing.

At first, put different vegetables in a tray or container so that they can touch them and get the feel of the vegetables and learn about them with their names. Then ask them to take each piece and tell its name to see how well they learned it. Repeat this for 2 to 3 days. (suggestion: Repeat the sequence until mastery of the skill)

Few Examples

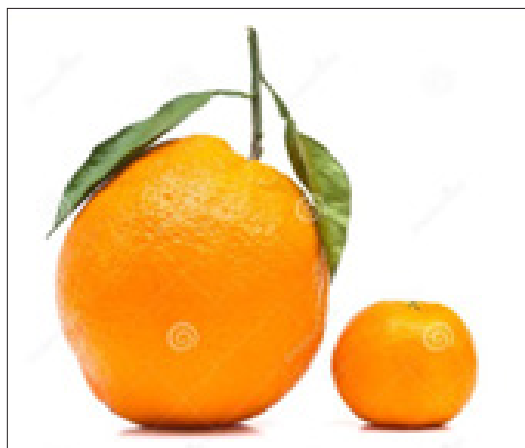
Long & Short

1 foot scale, $\frac{1}{2}$ foot scale



Big & Small

Sweet Lime & Lemon



Heavy & Light



Stone



Thermocoal

Hard & Soft



Coconut

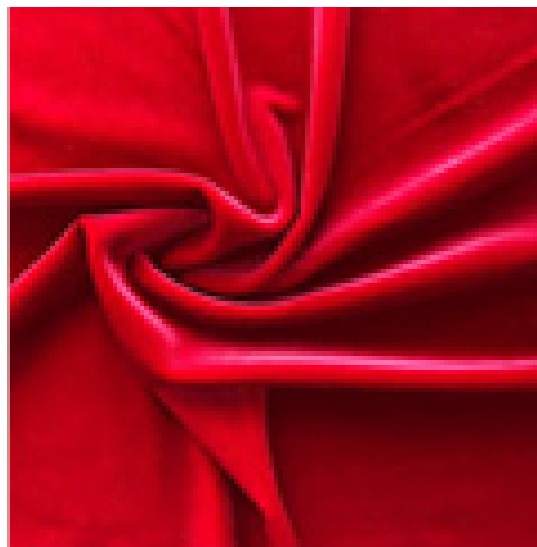


Tomato

Rough & Smooth



Jeans Cloth



Velvet Cloth

Pulses & Grains

Make them feel the same



- * Take a lengthy thread and make knots at equal distance, ask the child to count the number of knots in the thread. They may feel and find out how many knots are there in the thread.
- * Tell them to stretch the wrist that the palm facing up. Now touch the fingertips one by one, with the thumb, for 30 seconds.

By doing these, they can get sensitive fingertips for reading the Braille.

Let us observe some exercises to strengthen their fingers



- * Making dough with flour.
- * Making images of objects with clay which are known to them.
- * Give the child a spongy ball, place it on the palm and press gently. Ask them to press as much as hard they can. Press for 10 seconds and relax. repeat this method 10 times on each hand.
- * Fold the five fingers like fist. In this case, the thumb should be placed over the other four fingers. Then, stretch the fingers well. Like this, do both the hands ten times. This should be repeated daily.

These exercises can help children to make their fingers become stronger.

MATHEMATICS

To make mathematics easier for children, the basics of mathematics can be incorporated into the household chores and make the children do that with parents. That, in turn, will make children with better math skills. So you can teach them the basics of mathematics with homemade materials and home appliances for kids to use.

FOR 1st, 2nd & 3rd STANDARD CHILDREN

Numbers

- * 1, 2, 3, 4, 5, 6, 7, 8, 9, - Single digit numbers.
- * 10 to 99 - Double digit numbers
- * 100 to 999 - Three-digit numbers



Addition

While cooking with vegetables, ask your child to touch and count how many vegetables are used and what all the vegetables are taken for cooking. Doing so will enable the children to get the feel of the vegetables and they learn to count and add.

To make sambar we use vegetables such as brinjals, drumsticks, tomatoes and onions. Then you can ask them to count how many pieces are taken in each. This will increase the ability of addition. Without stress they learn addition

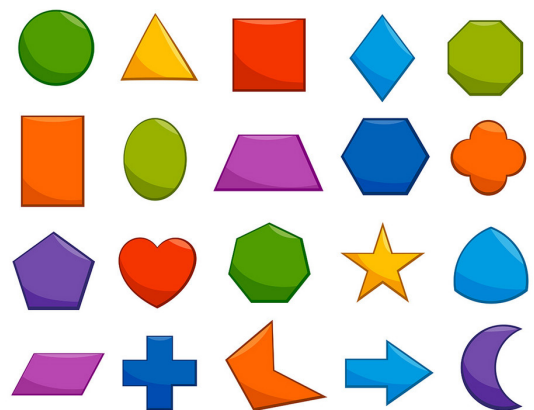
Subtraction

Give the fruits that you bought, and ask them to count it. Then give the fruits which they want. Now ask them to find the number of fruits left and teach the subtraction.

It is not necessary that you have to use fruits or vegetables you can use any material according to your ability. Take extra care when children use rolling materials such as peas, mustard, and pepper. Usually it is best to use items that fit in the hands of the child. Teach children their names when using it. Help them learn as easily as possible so they don't stumble.

SHAPES

The shapes are available in stores and you can use it. You can teach the square, rectangle, and circular shapes on the cover of plastic boxes as well as by cutting them square and rectangle on a normal cardboard.



Circle

Give Bangle, one rupee coin, two rupees coin, five rupees coin and ten rupees coins, Marie and Oreo biscuits, in the hands of the children and make them to feel the shape of the object in their hand and teach them circle and realize its shape.



Rectangle and Square

When teaching the rectangle and the square, first give them the Britannia Milk biscuit, or book, and teach them the length and width of the rectangle. It is necessary to learn the difference between rectangle and square. To know the difference, you can explain the difference by giving both Milk biscuits and 5050 biscuits.



Cylinder

You can teach cylindrical shape by giving Marie, Oreo biscuits packets or cylindrical bottles in the hands of the children to feel and understand.



Sphere

You need to teach the difference between the spherical and the cylindrical objects, such as ball, laddu, lemon, or orange, watermelon.



WRITING BY NUMBERS

When teaching children numbers, you should teach them in the following way. When teaching single-digit numbers, there is no difficulty in teaching them.

Eleven 11 would say this is one one –eleven and make it clear to them that it is double digit.

Likewise a three-digit number

When you teach the number 357 you must make it clear that it is a three-digit number and is it is formed with three five seven. Similarly, children should be able to explain how the number is formed for all multiple digits other than a single digit. For example,

* 468 - four six eight - Four hundred sixty eight

* 597 - Five Nine Seven - Five hundred ninety seven

* 39 - three nine - thirty nine

* 76 - seven six - seventy six

Children will then easily learn about the place value of numbers.

Place Value

Place value is the value of a number that specifies is based upon where it is located and how it is located. Ones, tens, hundreds, thousands, is the limit. As we teach up to three digit numbers, they can learn ones, tens and hundreds.

* 468 - four six eight - four hundred sixty eight

There are 4 hundreds, 6 tens, and 8 ones

* 597 - five nine seven - five hundred ninety seven

There are 5 hundreds, 9 tens and 7 ones

* 39 - three nine - thirty nine

There are 3 tens and 9 ones

* 76 - seven six - seventy six

There are 7 tens and 6 ones

If you have purchased Abacus for your child you can use that to teach mathematics to their children in the best way.

Ascending, Descending Order

When children learn numbers, they usually learn in ascending order. So you have to teach them about the descending order

- ❖ 1, 2, 3, 4, 5, 6, 7, 8, 9 are the ascending order
- ❖ 9, 8, 7, 6, 5, 4, 3, 2, 1 is a descending order

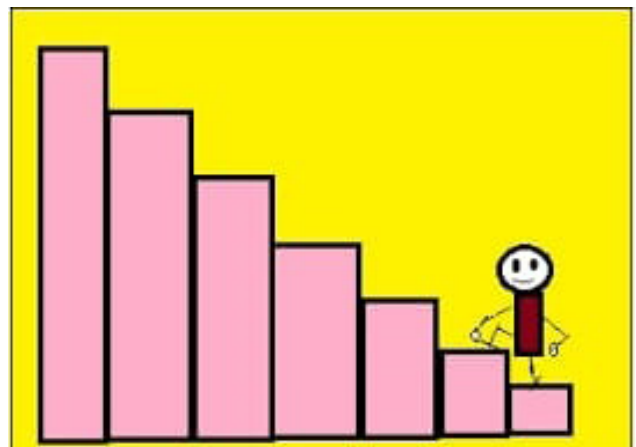
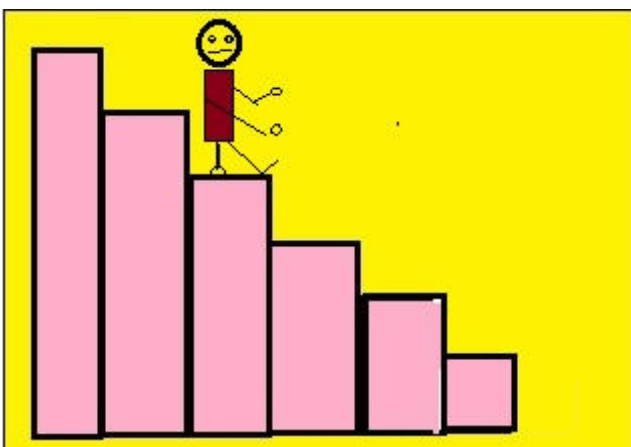
Given the numbers 4, 5, 8, 3, 6, the smallest number is 3, so first 3 is next to 4, 5 is 5 followed by 6 and 8

- ❖ Set it to 3, 4, 5, 6, 8 and it is ascending

Set the same number from the largest number to the smallest number

- ❖ You can set the descending order as 8, 6, 5, 4, 3.

As your children get used to walk upstairs and downstairs, they automatically learn math by teaching the numbers ascending and descending order. Below is a picture of a staircase in 6 steps. In it you teach how many steps they went upstairs by counting 1 2 3 4 5 6 and descending while coming downstairs 6 5 4 3 2 1.



Tables

Help the children to memorize tables. Here are some examples. Tables from 1 to 9 must be memorized. Recalling the tables you learned on the first day will help your children to be more familiar with that table.

While memorizing the 2nd multiplication Table teach them that Multiplication is the short form for addition. For example, if you add 2 for 10 times you get 20, but when you understand the multiplication, you can easily say $10 \times 2 = 20$ instead of adding 2 for 10 times.

$$\begin{aligned}1 \times 2 &= 2 \\2 \times 2 &= 4 \\3 \times 2 &= 6 \\4 \times 2 &= 8 \\5 \times 2 &= 10 \\6 \times 2 &= 12 \\7 \times 2 &= 14 \\8 \times 2 &= 16 \\9 \times 2 &= 18 \\10 \times 2 &= 20\end{aligned}$$

MEASUREMENTS

Length

The distance between two points defined as the length. The SI unit of the length is meter. Before S. I. units came into practice units such as dune, cubes, yards, blanks, and miles were common.

- * Make children, measure the length of their book by how long it is.
- * Make children Measure the length and rope available in the house.
- * Tell them to measure the length and width of the blanket they use.
- * By doing this, they will know the length of the stretch, ie the length.

Give in the hands of the children an universal measuring tape as well as a one feet scale and half feet scale and ask them to feel the difference in length.

Mass

Mass is the weight of an object. Prior to SI measurements, various instruments were in use. But since they are found to be different in substance, S.I units are used worldwide.

- * Ask children to lift their book bag and Lunch bag at the same time to learn about weight. This will enable them learn the difference in weight. They understand what weight is.
- * Teach the children there are various types measuring scales available to measure weight. If possible take the child along with you while you are going to the shop. If the shop owner is known to you request them to give the weighing instrument in the hands of the child so that they feel and understand that.

Period

The basic unit of time is the sec.

- * 60 seconds 1 Minute
- * 60 Minutes to 1 hour
- * 24 hours 1 day
- * 7 days 1 week
- * 30 days to 1 month
- * 12 months to 1 year

Keeps the alarm clock in the ear of the child to hear the sound of clock ticking seconds. Make the duration between the tickling is second.

If they have the ability to sing ask them to sing and ask how long did it take to sing the song after it's finished. They can sense the time or the period now.

Tell them the time when they sit to take food. As well as tell the time when they are finishing the food. Now ask them to calculate how much time they have taken to finish their eating.

All of this will help children learn about time.

FOR 4th & 5th STANDARD CHILDREN

When you go to the store, you take your children with you and teach them to shop and they learn the habits and the ability to accounting for them.



FOR 6th, 7th & 8th STANDARD CHILDREN

Similarly, students up to 8th grade should memorize multiplication tables up to 16.



SCIENCE

Science is the study of the world around us. Scientists learn about their subject by observing, describing, and experimenting. There are many subjects and branches of science. Some study outer space like astronomy. Other sciences study life (biology) or the earth (geology) or even matter and energy (physics). Below are some subjects that you may be interested in or studying in class. The world around us is fascinating and learning about it can be fun and interesting.

FOR 6th, 7th & 8th STANDARD CHILDREN

Animals

Animals are domesticated animals that are wild animals. It is a difficult thing to teach wild animals to them.

Pets can be touched and felt at home. This can only be done if pets are in your home. If not, download the apps which produce the sound of animals on your Android mobile phone and make them listen to the sound and name the animals.



Animal toys can also be used as well. But it should be taught to them that the size of the toys is not real.

For example, when an elephant toy is given, the elephant's morphology can be understood. But it must be made clear that its size is huge. You can also teach how animals are used.

FOR 4th & 5th STANDARD CHILDREN

Materials are generally of three types:

- * Solid
- * Liquid
- * Gaseous

Solid

- * Solids are solid and do not change their appearance.
- * Most of the products we use are solids.
- * Our mobile, pen, pencil, stylus, braille slate
- * Household appliances, etc are solids.
- * Put these in the hands of the children, teach them how to touch and feel their use.

Liquid

- * Liquids generally change their shape according to the shape of the container that holds them.
- * Water is a great example of this. Take a little water in the bowl and make the children touch it, then ask the children to put their hands together and pour some water and ask them to hold it in their hands.
- * Liquids such as soft drinks, milk, and oils are good examples of liquids.

Gas

- * Gas products have no specific form. They cannot be seen but felt.
- * We need to breathe in order to stay alive.
- * We breathe in and out as we breathe.
- * This involves taking oxygen in the air while breathing in and releasing carbon dioxide. The best example of gases is air.
- * Give the child a balloon and make them blow air and feel that the air is filled.

FOR 6th, 7th & 8th STANDARD CHILDREN

PHYSICS

- * Physics is a knowledge-based method that simplifies man's hard work. Some of the basics of physics include energy, force, and heat.
- * Whatever we do, it takes a certain amount of energy from our body to do it.
- * Tell the kids to blow air with a handmade fan in the summer. Doing for long time can cause hand pain. Then turn on the electric fan makes it feel lighter now. Say that we use our energy when use hands and that the electric energy is used in the electric fan.
- * Heat is a type of energy in physics. The children would have felt the heat.
- * You can feel the heat when drinking hot drinks or soft drinks.
- * Rub your hands together so fast you will feel the heat buildup.
- * Teach them that heat is available wherever there is friction.

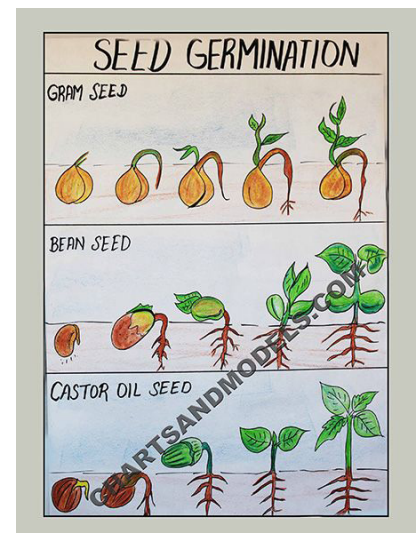
CHEMISTRY

- * Chemistry is the science section that helps to investigate and understand chemicals and their chemical changes.
- * The soaps, perfumes, and pills injection we use today are all aided by chemistry.
- * Put an ice block on each hand of the child. Sprinkle a little salt on top of one. Now notice the speed at which the ice melts.
- * Put a little salt in a soft drink bottle and cover it. Because of the chemical reaction in it, carbon dioxide emissions can be felt.

BIOLOGY

Biology is the natural science of life and organisms.

Take small seeds like coriander seeds or mustard seeds in your home and make the children feel it by touching it. Spray water or wrapping it in a damp cloth to make it grow. They feel the germination.



SOCIAL

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines.



FOR 1st, 2nd & 3rd STANDARD CHILDREN

To help children learn what India and Tamil Nadu is like, take a map and help them to know the boundaries and the border using the thread covering the boundaries.

FOR 4th & 5th STANDARD CHILDREN

To learn the location and structure of the districts, take a map of Tamil Nadu and paste a thread on the border line of districts and boundary. Paste different material on each district to understand the location of the districts. Teach them the names of the districts and the capitals.

FOR 6th, 7th & 8th STANDARD CHILDREN

The ancient civilizations of the world were excavated and discovered. Drowned cities were discovered. Put some vegetables or fruits or coins in a bowl, cover it with rice or grains, and then make the children find out the things by removing the rice or grain little by little. Make the children listen to the stories of the freedom fighters and the kings from YouTube. Test the extent to which they are understood. To find out the state and locations of India, take India Map and help children to locate the states by pasting thread along the border and divisions lines of states and boundaries of India. Teach the names of the states and their capitals with different items pasted to each state.

CONCLUSION



It is important that parents are the primary teachers and help their children to improve their education during this period, so parents are requested to use this period for their children's educational progress.

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