

# Braille

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1. What is a tactile reading system?
2. Discuss who needs a tactile reading system and what is needed to read it.
  - a. Find an eye exam chart and follow the directions to test your vision. What constitutes good vision as opposed to legal blindness?
  - b. Using a multisensory activity, evaluate your epicritic sensitivity.
3. Briefly discuss the history of tactile reading systems, including the following points:
  - a. Who was Louis Braille?
  - b. List some of the tactile reading systems that competed with braille in “The War of the Dots.”
4. Explain how braille systems are adapted to different languages.
5. Demonstrate your understanding of a braille cell by writing your name in braille with a craft, LEGO, or other creative method.
6. Discover how braille is written.
7. Discuss what materials might be the most helpful to have translated into braille and what you would want to be available in braille in the event you became blind.
8. Identify legal and cultural provisions in your country that make braille more accessible.
9. Who was Adventist pioneer Austin O. Wilson and what did he do?
10. Discuss ways to meet and interact with a person who is blind. Do one of the following:
  - a. Visit a facility that serves people who are blind. Before the visit, ask students to write down their predictions about their perceptions of blind people. Collect and keep responses to review after the visit.
  - b. Invite a blind person to speak to your group about his/her experiences. Before the visit, ask students to write down their predictions about their perceptions of blind people. Collect and keep responses to review after the visit.

Following the activity, do a club debrief. Ask the same questions as before and refer to prior responses. Ask additional questions.

## Skill Level 1

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