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(You are assigned  
to Group \_\_\_\_\_)

SIMULATING HANDICAPPING CONDITIONS:  
ROLE PLAYING OF IMPAIRMENTS

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During this participation session you will temporarily experience different impairments. You have been assigned to a group. (See the upper right corner of this page). Later you will select a partner from among the people in your group. When a station has two parts, half the group will do part A first and the other half of the group will do the part B first. During the time given to complete a station each group will do both parts, without receiving any specific direction from the instructor to begin the other part of the station.

You will start at your assigned station (Group A - Station 1, Group B - Station 2, Group C - Station 3, Group D - Station 4, Group E - Station 5). Carefully read and follow the station instructions given in this guide before beginning each simulation experience. Be sure you answer the response questions given for each experience. Record your answers at each station or as time permits.

On the signal to change stations, your group will proceed to the next station in numerical order (for example, the first change will have Group A move to station 2 and Group E will change from station 5 to station 1).

Station 1

Part A: Use the wheelchair, crutches, canes, or walker as if you actually need the assistance of this type of equipment. Experience moving

around the room, up a ramp or stairs and through a door. When using the wheelchair go outside to move the wheelchair through grass or over the ground or go into a restroom and determine if the facilities are easily accessible. Try to use a drinking fountain, telephone or vending machine. While using the crutches, canes, or walker sit in and get up from a chair or the floor.

Reaction Questions:

- a. What did you learn and/or feel as a result of being in a wheelchair and/or using crutches, canes or walker?
- b. Were the telephone, water fountain or vending machine controls accessible and comfortable to use? How could these machines be improved?
- c. Did you feel embarrassed or think people were watching you?

Part B: If you write with your right hand, place your right hand behind your back at your waist. If you are left handed put this hand behind your back. Only using one hand, each person is to get a fleece ball and a scoop. Keeping your preferred hand behind your back and holding the scoop in your non-preferred hand, toss and catch the ball. Find different ways to get the ball in the scoop when you don't catch it.

Form a group, after everyone has attempted tossing and catching the ball to themselves. Make up a group catching game using the scoops and one or more balls. Everyone in the group, at one time or another, should have a chance to toss and catch the ball. Keep your preferred hand behind your back, except for safety purposes.

## Reaction Questions:

- a. How well could you throw or catch the ball? Was your performance affected?
- b. What were two different ways to get the ball into the scoop when it fell to the floor?
- c. Did everyone in the game have fun and experience success? Explain your answer.

Station 2

Select a partner. One person is to play the role of the teacher and the other the role of a "hearing impaired" student. Instead of having the hearing impaired student wear ear plugs, the teacher is prohibited from talking. The teacher can communicate what he/she wants the student to do by using gestures, signs, or demonstrations. At first the teacher can move his/her lips as if he/she was speaking. Remember actual speech is not allowed. Later, only use gestures or signs.

The first teacher will teach the tasks given on card A. When the roles are reversed the new teacher will teach the tasks given on card B.

## Reaction Questions:

What did you learn about yourself - -

- a. as the teacher?
- b. as the "hearing impaired" student?

Station 3

With your eyes closed and accompanied by a partner, walk around the area. Go through a doorway, get a drink from a water fountain, pretend

to use a telephone or vending machine and walk up and down stairs. Your partner, the sighted leader, is responsible for your safety and guidance.

As the sighted leader you are to use the type of lead where you grip the elbow of the "blind" person and later the type of lead where the "blind" person touches your elbow. Later have the "blind" person move with only verbal directions. Be sure to change roles so you and your partner experience both roles (sighted leader and "blind" person) and both types of leads.

Sit or kneel across from your partner. The sighted leader rolls the ball to the "blind" person and verbally directs them to catch or trap the ball. After several attempts to catch the ball reverse roles. Remember, safety first.

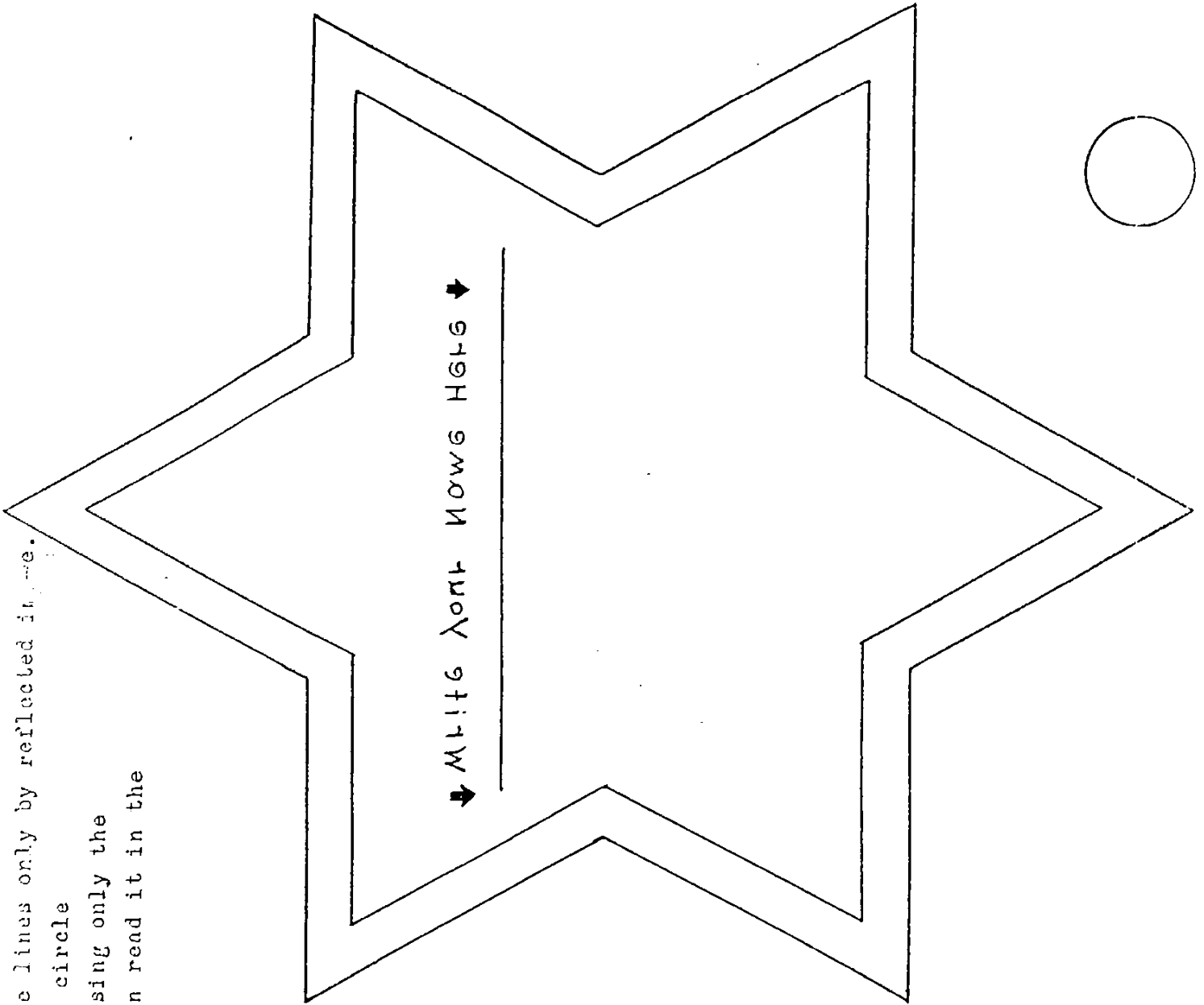
Reaction Questions:

- a. How did you feel as the "blind" person and sighted leader?
- b. When you were playing the role of the "blind person," which type of lead allowed you to be more independent and in control of your own movement?
- c. What directions did you need to give the "blind" person to help them catch or trap the ball?

Station 4

Part A: You are to trace between the lines of a star (see the last page of this guide). Place the paper on the mirror tracing equipment and position the shield so you cannot see the paper. Look into the mirror

1. Write between the lines only by reflected in a mirror.
2. Mark an X in the circle
3. Write own name using only the mirror so you can read it in the mirror.



and place your hand under the shield to trace the star. Mark an X in the circle and write your name on the line in the middle of the star.

Response Questions:

a. What impairment/disability did this experience simulate?

b. How did you feel about your attempt to trace the star?

(Circle one word in each pair of words)

O.K. - confused      proud - ashamed      tense - relaxed

dumb - smart      good - bad      happy - sad

Part B: Put on a pair of gloves. Note that the thumb has been attached to the pointer finger of each glove so the use of the thumb is limited. Do as many of the following manipulative tasks as you have time to complete:

a. button and unbutton a shirt

b. stack the pennies in a pile

c. play toss and catch using a large ball first than a small ball

d. write your name in this space ( \_\_\_\_\_ ).

Reaction Questions:

a. What adjustments did you make to complete the manipulative tasks listed above?

b. What are other ways you might be impaired if a part of your body, other than your thumb, was missing or did not function properly?

Station 5

Part A: Use the plastic glasses with the fogged lens and complete the

following tasks:

- a. Walk around the area and step over the wand.
- b. Dribble a ball, between the cones, using your hands or feet.
- c. Play a game of catch with a partner. First use a white colored ball for 5 catches. Switch to a bright colored ball for 5 catches. You can either roll or toss the ball, but be sure the other people in the group know how the ball is going to be projected.

Response Questions:

- a. Did you feel secure or insecure as you walked around the area? Did you change the way you usually walk?
- b. Explain why a white ball was easiest or harder to catch as compared to a brightly colored ball.

Part B: Form a circle, sit or kneel down, turn on the beeper ball, close your eyes, and using the beeper ball complete the following tasks.

- a. Pass the ball from hand to hand around the circle.
- b. Roll the ball from person to person around the circle.
- c. Roll the ball to a person on the other side of the circle. The person rolling the ball can either open their eyes or keep them closed. The person receiving the ball should keep their eyes closed except to find the ball if it is "lost".

Response Questions:

- a. Could you hear the ball to receive it?
- b. Why was it easier to perform tasks a and b as compared to task c?

## Station 6

### **Amputations:**

Arm Amputation: Restrain your dominant hand behind your back:

- a. Walk on balance beam or straight line
- b. Run and leap
- c. Catch a ball with a partner (different sizes) close and far apart
- d. Roll objects to partner
- e. Sit on scooter board and do an obstacle course
- f. Zip jacket
- g. Tie shoe
- h. Snap coat

Leg amputaton: Hold one leg up and use crutches, cane or walker

- a. Walk straight line, up and down stairs
- b. Run and skip
- c. Jump: high, long, over objects, jump rope
- d. Catch and throw a ball, close & far apart (different types & sizes)
- e. Bat a ball
- f. Kick a ball
- g. Dance with a partner

## **Station 7**

### **Cerebral Palsy**

Part A: Tape tennis balls under heels of feet. Tape/tie knees together.

1. Jump rope
2. walk up and down a series of steps
3. walk across grass, wood chips, steep hill
4. run, try to skip

Part B: Put tape socks on hands

1. Pick up pencil and write name, address and phone #
2. Open a book to page 48
3. Button a shirt
4. Build a tower with blocks
5. Zip a jacket