

TOUCH and TELL - NATUR'A TATONS



Title of activity	Introducing heritage to a visually-impaired audience (<u>Touch and Tell - Natur'a tatons</u>).
Theme	Natural heritage discovery game (animal biodiversity) for the visually-impaired.
Learning goals	<ul style="list-style-type: none"> ● Sensory discovery of natural heritage (hearing, touching) ● Encouraging open-mindedness among participants for a visually-impaired audience. ● Familiarisation with facilitation techniques geared to visually-impaired audiences. ● Be able to give participants an active role in their training.
Target audience	All audiences, from age 5, with no specific requirements. This activity is suited to a group of 8, to a maximum of 16 people.
Type of activity	Practical aspects conveyed: Putting a sighted person in the place of a blind person, to discover heritage through their senses and understand what blind people experience. This activity is obviously suited to exercises with visually-impaired or blind audiences.
Keywords	Awareness-raising – role-play – blind – sensory approach - autonomy
Step-by-step	<p>NB: this activity is designed to discover wildlife on Mont Ventoux (France), but its underlying learning principles apply to any situation when discovering heritage. Its content can be adapted to any area and any type of heritage.</p> <ol style="list-style-type: none"> 1. Explain the approaches to communicate with a blind audience.

2. Present the concept of the "NATUR'A TATONS" game: discovering fauna on the slopes of Mont Ventoux and the Monts de Vaucluse, using a sensory-based approach: touch and sound
3. Show and explain the various parts of the learning tool, i.e. 8 animals depicted using several sensory pieces representing footprints, texture (fur, feathers, scales, etc.), excrement, form (a 3-D figurine of the animal), scale in relation to a human-being and habitat (animal cries reproduced using mini-speakers). Each aspect and clue is linked to the animal to be identified using the 3-D pieces.
4. Explain how the choice of animals is made, based on the area in which it lives, anatomical features (hooved or webbed feet) and its diet (herbivore, carnivore, etc.).
 - **Forests: Ventoux**
Green lizard, deer, badger.
 - **Farmland: the agricultural plain of the Comtat Venaissin**
Little owl, hedgehog.
 - **Urban areas: towns and villages**
Lesser horseshoe bat, common frog, barn swallow
5. Explain the means and the learning method: different sensory pieces of the game are hung on threads between two trees so that participants are completely autonomous.
6. For the role-playing part, split the group into two, one person becomes blind and is guided by a sighted person to move around the countryside for this exercise.
7. Playing: once each person has found the prints and clues matching the animal using the 3-D pieces, they must use them to guess the name of the animal, first, without the figurine, then with it, if required.
8. Discovering the mystery animal is done in groups, to foster group cohesion. Each participant must try to guess the animal by touching and listening to the other players' pieces.

	<p style="text-align: center;">or</p> <p>Each person secretly tells the activity leader what their mystery animal is, then repeat the game 8 times until everyone has discovered all the animals using the same facilitation technique.</p> <p>It should be noted that several facilitation methods and techniques are possible. Instead of using threads, the various sensory pieces can be spread out on several tables.</p> <p>To properly use this learning tool, you must put yourself in the place of a blind person, where you use all the senses apart from sight. This is vital for the awareness-raising dimension of this activity, regardless of the topic (biodiversity, heritage, etc.).</p> <p>If participants have time once they have handled all the pieces, the activity leader can start a discussion, for example, on the way animals live.</p>
Venue	<ul style="list-style-type: none"> - Classroom - Then outside
Materials required	<ul style="list-style-type: none"> - Tables for inside - Trees, posts, etc. to attach threads.
Duration	Half a day
References	<p>Association Valentin Haüy http://www.avh.asso.fr/fr</p>
Contact	<p>Union APARE-CME / CPIE des Pays de Vaucluse– France www.apare-cme.eu Contact: Caroline SAINT-PIERRE cpie84@apare-cme.eu</p>