

# Blind, Dumb, Lame



**Group size**

Up to 30



**Group age**

11-18



**Duration**

30-40 minutes



**Relation to subjects**

Class Meeting, Sports, Career Education, Social Sciences



**Preparation**

Necessary to find enough space, and prepare items for lifting off the floor



**Materials**

1. Blindfolds
2. Items for lifting off the floor (scissors, candies, tennis balls, cones, etc.)
3. Chairs

Activity tested by teachers from LV

## Overview and objectives

This is a team building activity that promotes collaboration, trust and empathy.

Aims of the activity are:

- To give a “physical” sense of being different than usual and to create conditions for a discussion about equality, equal opportunities for everyone; to remind that all of us can face unexpected situations, we all have our own needs and approaches, but all together we build a team
- To experience different situations and analyse what it is like when we are dependent on someone; how supportive, tolerant we are of others
- To build and strengthen a class

## Step by step instructions

Schedule time for this activity so that everyone can fit in “blind, dumb and lame” skin. If possible, provide enough space between items so that each team can perform easily.

1. Divide the class into groups of 3 students
2. One participant in each group receives a blindfold, another – a chair
3. The “lame” sits on the chair with his back to the blind. Respectively - the “lame” does not see the “blind”, he only sees the “dumb”

4. The “dumb” is facing the “lame”, but he can see both the “blind” and the “lame”
5. Explain the rules: the “dumb” can show the “lame”, but should not talk to anyone; the “lame” speaks and explains to the “blind” where and how to go after the placed items, he must not turn back and look at the “blind”. He/she just has to look at the “dumb” and try to explain to the “blind” where to go. The “blind” listens to the “lame” and tries to find items placed on the floor, he/she can talk
6. Without the “blind” seeing, the facilitator puts the items for lifting on the ground. All the teams should have the same number of items to lift and equal distances.  
**Attention!** Teams are not allowed to pick up items in other team areas. Also, make sure that there are no other objects on the way of “blind”, this is important so as not to cause traumatic situations and fear for the “blind”
7. The “blind” has to lift up items placed on the ground specified by the facilitator
8. The “dumb” shows the “lame” where to go. The “lame” explains to the “blind” where to go. The “blind” tries to find and lift up all the placed items
9. The facilitator carefully observes the work in teams
10. When everyone has completed the task, the roles in the same groups change so that everyone tries all three roles

## Evaluation

Do not impose the right answers and behaviours, ask open-ended questions and allow participants to speak, think, comment, come to their own thoughts and insights. Ask questions, for example, which “role” did you feel most comfortable in? Why? Which role did you dislike? Why? Who helped you? What bothered you? Who did you trust? Why? Which role was harder to trust? Why? Have you met a blind person in your life? Dumb people? People with a movement disorder? How did you feel? What did they do? Did they need help? Did you help? What did you think of him/her? What did you think of yourself? If there was a person with special needs in our class, how would you feel? Does he/she need help? Would you help? Why? Is he/she eligible to study in our school/class? Would it be easy for him/her to learn? In which subjects would he/she face difficulties? What is a person with special needs like? How do you feel about a person with special needs? Etc.