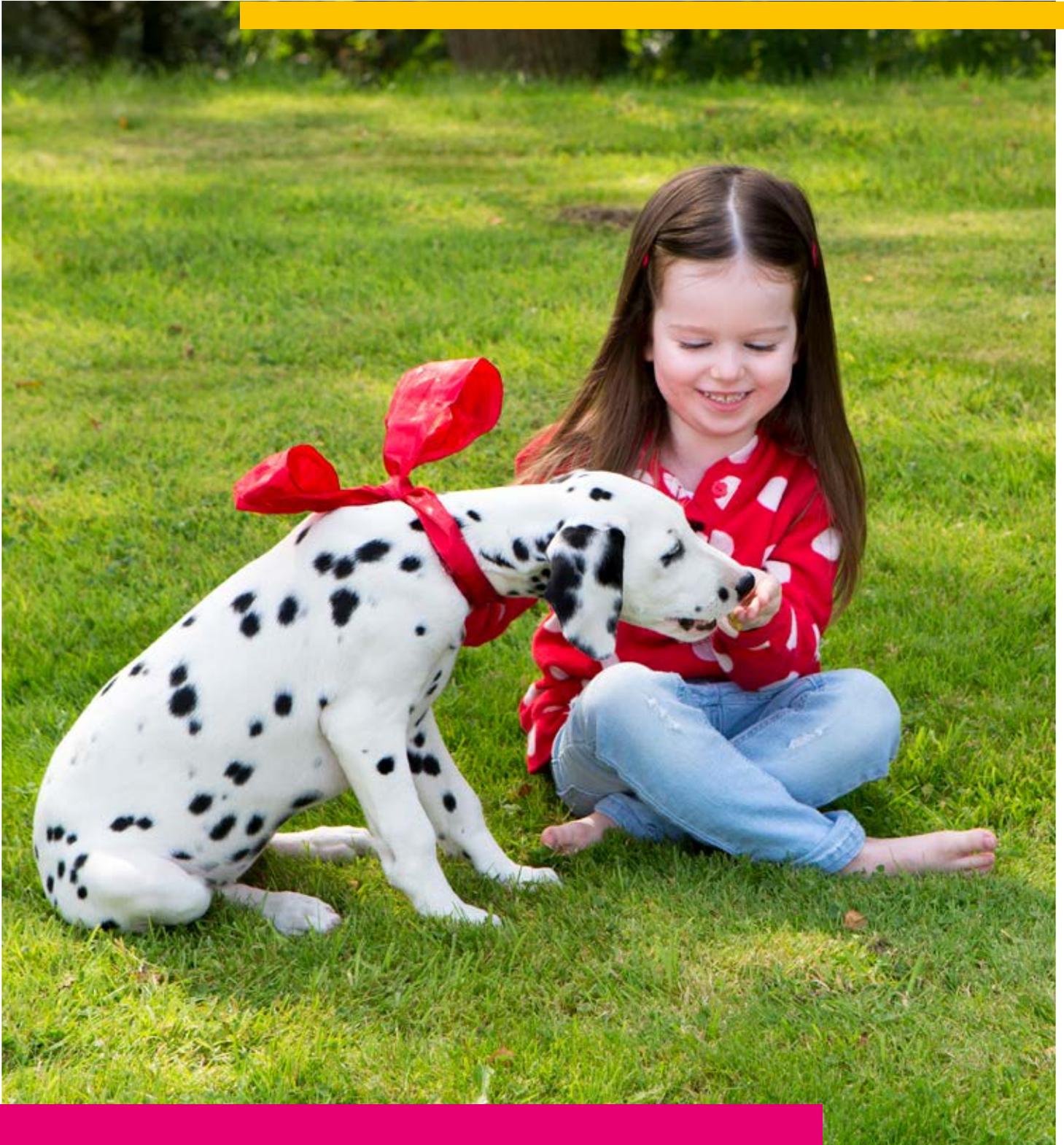


# Activity Pack

R N I B

See differently



**Dots Raise Lots**



## What's in this booklet?

Here are some activities to try with your class or groups.

- History of Louis Braille Story
- Braille alphabet sheet
- Braille these objects activity sheet (questions and answers)
- Braille these words activity sheet (questions and answers)
- Brilliant braille (for younger children)
- Brilliant braille (for older children)
- Sock game (for all ages)
- Close your eyes and take a deep breath (for all ages)
- T-shirt activity to colour in
- Bunting to colour in

Download a Dots Raise Lots fundraising pack at [rnib.org.uk/dotsdownloads](https://rnib.org.uk/dotsdownloads)

RNIB registered charity in England and Wales (226227), Scotland (SC039316), Isle of Man (1226). Also operating in Northern Ireland.

## History of Louis Braille - Story

See differently

Louis Braille was born in a small French village two centuries ago, in 1809. He was the Braille family's fourth child. His brother and sisters were a lot older than him.

Louis's family lived in a farmhouse on a piece of land where they kept some chickens and a cow. Louis's father made saddles and harnesses for horses.

One day, when Louis was three, something awful happened. Louis was alone in his father's workshop and decided to cut some leather for the horses. He climbed on to a stool to reach the table. Reaching for a sharp tool on the bench he slipped and hurt himself.

Louis's parents heard a shout coming from the workshop. They ran to the workshop but when they got there Louis's eye was badly cut. Unfortunately his eye became infected and the doctor could not help. The infection later spread to his good eye.

Louis began to see less and less, until one day, when he was four years old, he became blind. Louis's parents were very sad and worried about Louis.

Having lost his sight, Louis had to learn to do lots of things again. Life was difficult and Louis had to rely on his remaining senses: touch, hearing, smell and taste.

At school Louis could not read or write like his friends but he remembered everything he heard. He was soon at the top of the class. When he was 10 years old, he went to a special school for blind children in Paris.

Louis liked his new school. He was given special books so that he could learn to read. The books were big and had large raised letters but it was hard to feel the shape of the different letters.

In 1821, aged 12 years, Louis met a soldier called Charles Barbier who was visiting his school. Barbier had invented a way for soldiers to read in the dark at night by touch. He believed his system could help blind people to read and write. Louis thought this was great because he could now write to his friends. However, Barbier's system was very complicated. Louis wanted to find a quicker way.

Just three years later, in 1824, Louis had perfected his writing system. He had invented a simpler way of writing every letter of the alphabet. His system used six raised dots to represent each letter, like the dots used on a domino. By running his fingers across the dots, he could feel the different letters. He taught his friends his new method and they quickly learned how to read and write it.

Louis eventually became a teacher at his school in Paris. Sadly, aged just 45 years old, he died in 1852. Two years later his system of reading by touch was used throughout France.

The system Louis invented became known as 'braille'. Braille is now used all over the world to help blind people read and write.

Today, braille is very much alive and used in many different ways. A charity called RNIB is the largest producer of braille in Europe.

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## Braille alphabet card

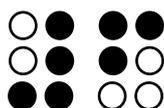
See differently

Braille letters are made of raised dots so they can be read by touch. This card shows you the braille alphabet and numbers. A braille "cell" is made up of six dots like a domino, with each letter using a different pattern.

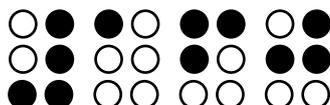
A	B	C	D	E	F	G	H	I	J
●○ ○○ ○○	●○ ●○ ○○	●● ○○ ○○	●● ○○ ○○	●○ ○○ ○○	●● ●○ ○○	●● ●● ○○	●○ ●● ○○	○● ●○ ○○	○● ●● ○○
K	L	M	N	O	P	Q	R	S	T
●○ ○○ ●○	●○ ●○ ●○	●● ○○ ●○	●● ○○ ●○	●○ ○○ ●○	●● ●○ ●○	●● ●● ●○	●○ ●● ●○	○● ●○ ●○	○● ●● ●○
U	V	W	X	Y	Z	.	,	"	"
●○ ○○ ●●	●○ ●○ ●●	○● ●● ○●	●● ○○ ●●	●● ○○ ●●	●○ ○○ ●●	○○ ●● ○○	○○ ●○ ○○	○○ ●○ ●●	○○ ○○ ●●

To make numbers in braille we put this special numeral symbol  $\therefore$  before the letters **A** to **I** for numbers 1 to 9 so A = 1, B = 2 and so on. **J** is used for **zero**.

So 6 is the numeral symbol followed by the braille letter 'F' like this:



And the number **160** is like this:



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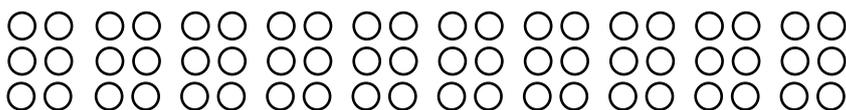
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## Braille these objects - activity sheet

See differently

Use your braille alphabet card and colour in the dots to make braille words.

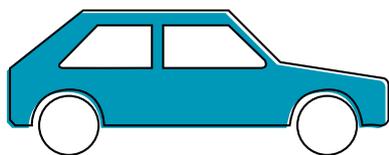
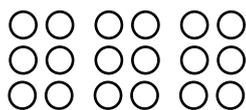
Practice with your first name:



-----  
In print

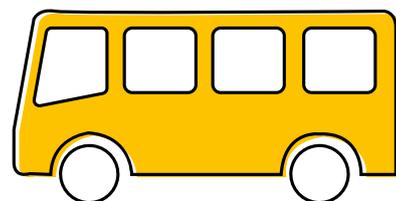
In braille

-----  
In print



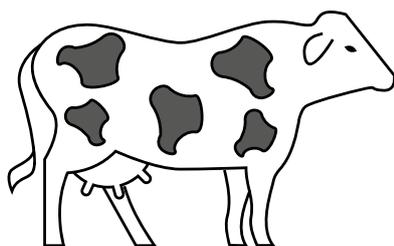
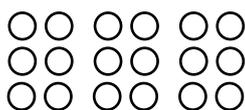
In braille

-----  
In print



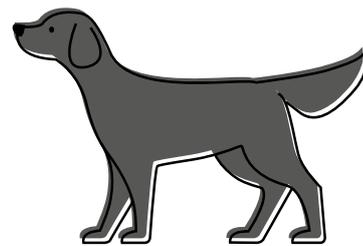
In braille

-----  
In print



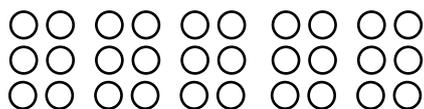
In braille

-----  
In print



In braille

-----  
In print



In braille

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In print



In braille

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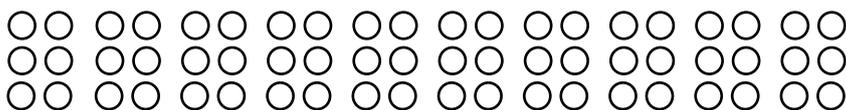
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## Braille these objects - answer sheet

See differently

Use your braille alphabet card and colour in the dots to make braille words.

Practice with your first name:

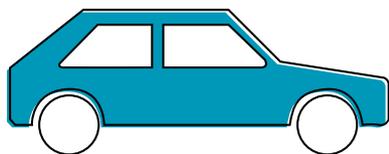
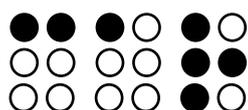


-----  
In print

In braille

### Car

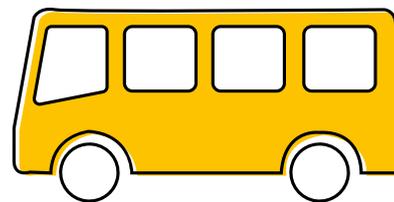
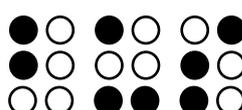
-----  
In print



In braille

### Bus

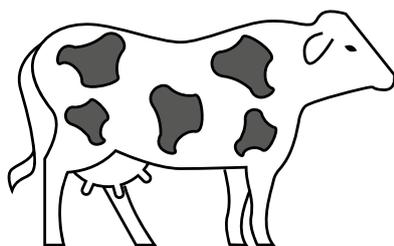
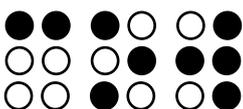
-----  
In print



In braille

### Cow

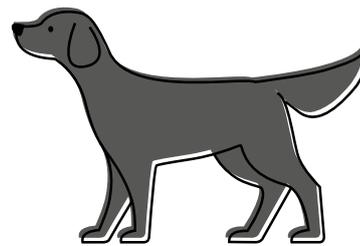
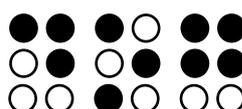
-----  
In print



In braille

### Dog

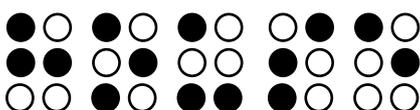
-----  
In print



In braille

### House

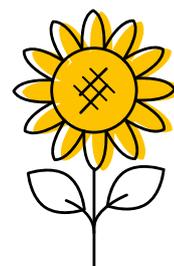
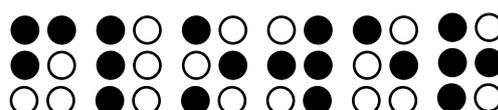
-----  
In print



In braille

### Flower

-----  
In print



In braille

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## Missing words - answer sheet

See differently

Use your braille alphabet card and discover the braille words

**Practice with your first name:**

-----	○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○
	○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○
	○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○ ○○
In print	In braille

### Three Friends

The rabbits had been **nibbling** on the sweet spring grasses for most of the afternoon, now it was time to return to the burrows and a nice warm bed of straw, which kept the last of the spring frosts at bay. Barry the **badger**, however, was just waking from a day of sleep. Badgers are **nocturnal** creatures, which means they come out at night. As Barry yawned and stretched he could hear the hoot of Ollie the **owl**. Ollie was Barry's good friend and at night they worked together finding each other tasty snacks, like **worms** and **mice**. Tonight was a special night as Francis the fox was joining them. The three friends met under a low hazel tree just as the last of the day's sun set, bathing the countryside in a warm orange glow.

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## Brilliant braille activity sheet (for younger children)

### Introduction

#### Introducing the topic of sight loss

Only a small number of blind people see nothing at all, and not all blind people have the same experiences. As with the introduction of any topic with young children, there may be a range of experiences around sight loss and blindness. There may be children within the setting who are partially sighted, have parents or grandparents who are, or some other experience. Undoubtedly there will be some who have no experience.

Ensure that if you have a child who is blind or partially sighted that they do not feel singled out by the topic.

### Introduction

This activity introduces braille. It will build an appreciation of what it is like to be blind, an understanding of different ways of communicating and an empathy with other people's way of exploring the world.

### You will need

- Braille alphabet sheet (additional copies can be ordered by emailing us at [fundraising@rnib.org.uk](mailto:fundraising@rnib.org.uk) or calling **0345 345 0054**).
- Paper
- Scissors
- Glue
- Card
- Anything else that could be used to make raised dots such as counters, lentils, cut-out card circles, the punched pieces from a hole punch.



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## Brilliant braille activity sheet (for younger children)

### Instructions

#### Introducing the activity

The alphabet that you have been learning is not the only way that we can write letters and words down. People who cannot see are unable to read using their eyes, but being able to read is very important. So there is another way of writing that people can read with their fingers. It is called braille, and is made by raised dots.

The dots are in different places for each letter. Just as people become very fast at reading, blind people become very fast at reading braille with their fingertips.

#### Ask children:

- Have you seen this anywhere?
- How is braille similar and different to the alphabet that you are learning?
- Can you make any other words?
- What sort of things would it be useful to have braille on?
- To make their name/initial in braille using the circles.

#### Get creative

Children make a picture of themselves that someone could 'read' with their fingertips. They think about what they would use to make hair, clothes and face.

#### Dots Raise Lots

This activity will provide great context to Dots Raise Lots, having actually had a go with the dots of braille.



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## Brilliant braille activity sheet (for older children)

### Introduction

#### Introducing the topic of sight loss

Only a small number of blind people see nothing at all, and not all blind people have the same experiences. As with the introduction of any topic with children, there may be a range of experiences around sight loss and blindness. There may be children within the setting who are partially sighted, have parents or grandparents who are, or some other experience. Undoubtedly there will be some who have no experience.

Ensure that if you have a child who is blind or partially sighted that they do not feel singled out by the topic.

### Introduction

This activity introduces braille. It will build an appreciation of what it is like to be blind, an understanding of different ways of communicating and an empathy with other people's way of exploring the world.

#### You will need:

- Braille alphabet sheet  
(additional copies can also be ordered by emailing us at [fundraising@rnib.org.uk](mailto:fundraising@rnib.org.uk) or calling **0345 345 0054** (Monday to Friday, 9am to 5pm))
- Ready made braille activity sheets  
(download from website)
- Paper/card and pen
- Needle or sharp object (care must be taken)



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## Brilliant braille activity sheet (for older children)

### Instructions

#### Introducing the activity

The alphabet that you have been learning is not the only way that we can write letters and words down. People who cannot see are unable to read using their eyes, but being able to read is very important. So there is another way of writing that people can read with their fingers. It is called braille, and is made by raised dots.

The dots are in different places for each letter. Just as people become very fast at reading, blind people become very fast at reading braille with their fingertips.

#### Ask children:

- To have a go at our ready made activity sheets ('Braille these objects' worksheet and 'Braille these words' worksheet) using the braille alphabet cards.
- Using these braille alphabet sheets write a secret message for a friend - either by drawing the dots or using a sharp object to make raised dots.
- Then swap with a partner to try to decipher the dots and read the other person's message.
- Use the braille alphabet card either blindfolded or with their eyes shut to see if they can recognise letters using their fingers.

#### Get creative

Children make a picture of themselves that someone could 'read' with their fingertips. They think about what they would use to make hair, clothes and face.

#### Dots Raise Lots

This activity will provide great context to Dots Raise Lots, having actually had a go with the dots of braille.



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## Sock game activity sheet (for all ages)

### Introduction

#### Introducing the topic of sight loss

Only a small number of blind people see nothing at all, and not all blind people have the same experiences. As with the introduction of any topic with young children, there may be a range of experiences around sight loss and blindness. There may be children within the setting who are partially sighted, have parents or grandparents who are, or some other experience. Undoubtedly there will be some who have no experience.

Ensure that if you have a child who is blind or partially sighted that they do not feel singled out by the topic.

#### Introduction

This activity challenges children to use senses other than sight to identify everyday items, to build an appreciation of what it is like to be blind, and an empathy with other people's way of exploring the world.

#### You will need:

- A selection of clean socks
- A selection of small, everyday objects
- Pens and paper.

#### Choosing your objects

These should be objects that are interesting shapes, make sounds, or have a smell. These objects will be handled, squeezed, prodded and poked so they should not be too breakable or easy to spill.



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## Sock game activity sheet (for all ages)

### Instructions

**Place each item in a separate sock, and tie the end of the sock.**

#### For younger children:

- Guess what the objects are by feeling, smelling, listening to the socks.
- How do you work out what each object is when you cannot see it?
- What senses did you use?
- Was one sense more useful than the others with certain objects?
- Were there any socks that you could not guess?
- How did it make you feel not being able to see?

#### For older children:

Half the students get a simple object hidden inside a sock (they're not allowed to look inside!), the other half get the same objects they can see.

- Get into pairs facing opposite directions - one with a hidden object and one with an object they can see.
- Quickly write a description of the item - then compare their two descriptions.
- To what extent are the descriptions similar and different?
- To what extent does being able to see an object change the description?
- Is the description more accurate, richer more inventive, more imaginary with or without sight?
- What was it like for those with the hidden objects?

#### Dots Raise Lots

This activity will provide great context to Dots Raise Lots, having been thinking about their different senses.



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## Close your eyes and take a deep breath activity sheet (for all ages)

### Introducing the topic of sight loss

Only a small number of blind people see nothing at all, and not all blind people have the same experiences. As with the introduction of any topic with young children, there may be a range of experiences around sight loss and blindness. There may be children within the setting who are partially sighted, have parents or grandparents who are, or some other experience. Undoubtedly there will be some who have no experience.

Ensure that if you have a child who is blind or partially sighted that they do not feel singled out by the topic.

### Introduction

This activity continues the idea of using all the senses to explore the world and enables children to start to think how connections are made using all the senses.

### You will need

- Pots containing various foods, oils, or anything else that has an interesting smell e.g spices, herbs, lavender oil, perfume, toothpaste, vanilla pods, spice bags, grass clippings, rose petals.

### Instructions

Ask children to close their eyes and smell the pots

- Does it remind them of anything?
- Could it be a food?
- Have they smelt it before?
- What does it make them think of?
- Reflect that some smells make us think of things that have nothing to do with the smell - a time of day (toothpaste - bedtime), a person (perfume), a particular point in the year (grass clippings - summer). We use all our senses to learn about the world around us.

### Dots Raise Lots

This activity will provide great context to Dots Raise Lots, having been thinking about their different senses.

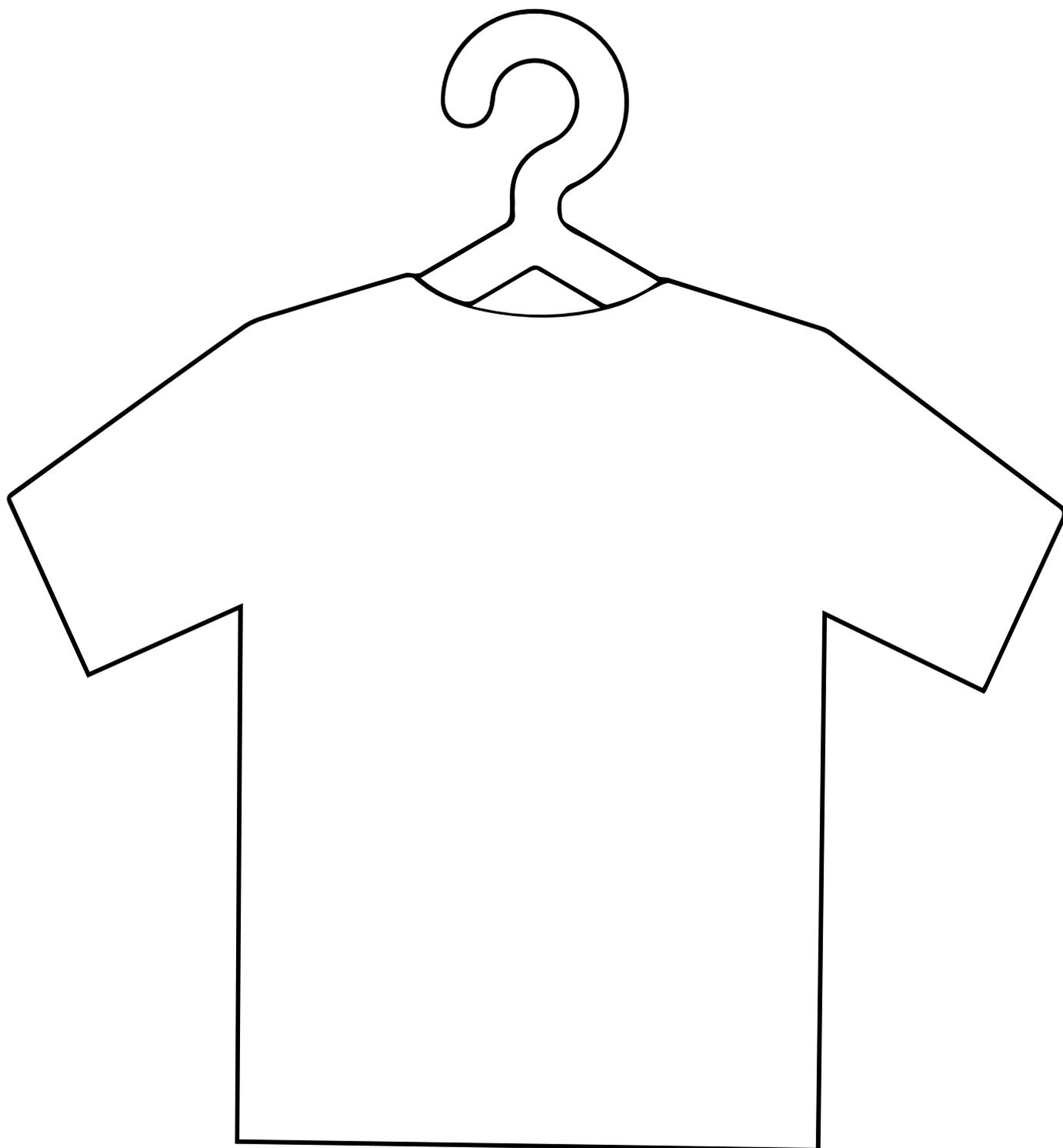
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## Design a t-shirt with dots

See differently

You could even add your name in braille!

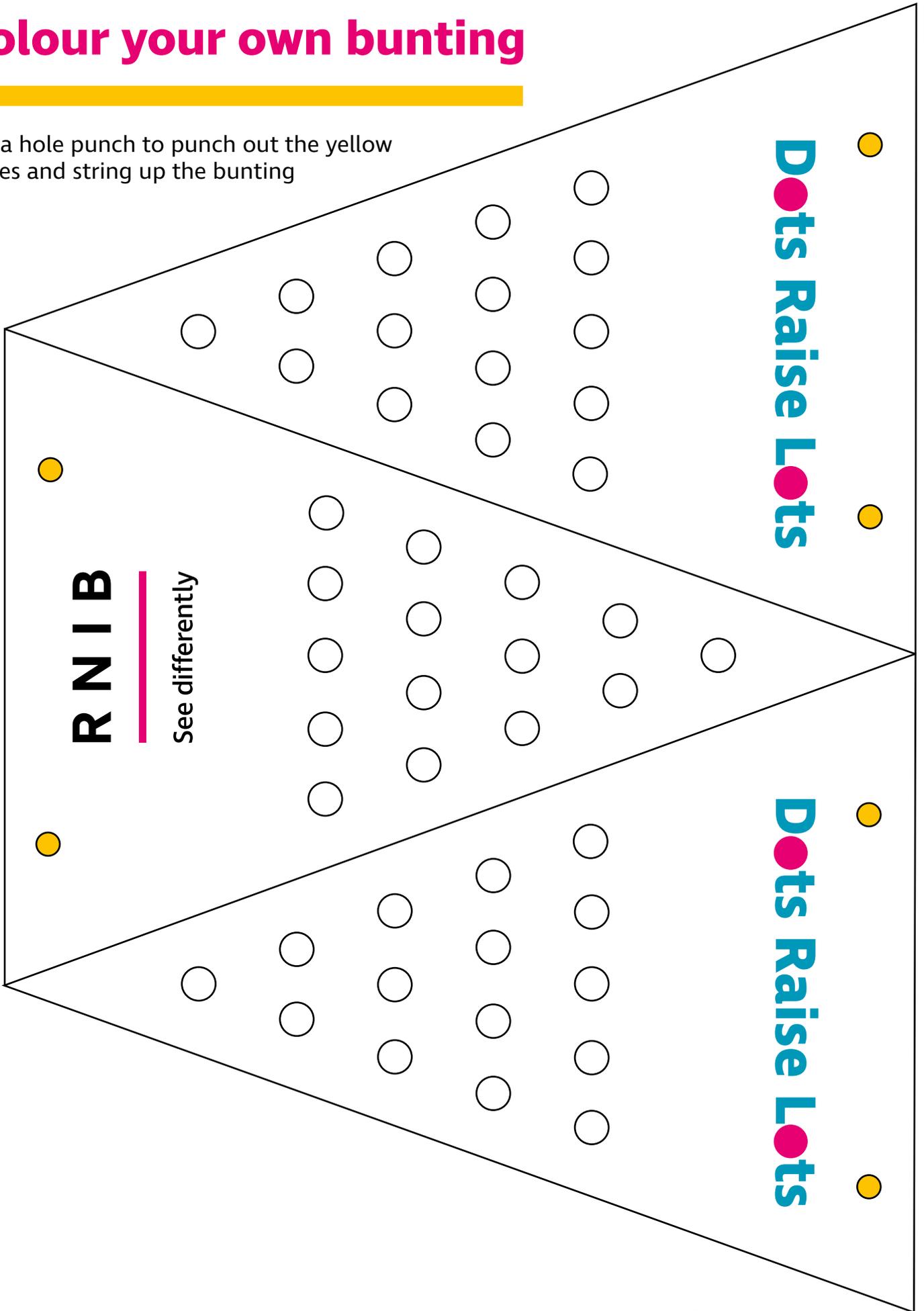


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# Colour your own bunting

Use a hole punch to punch out the yellow circles and string up the bunting



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## Dots Raise Lots quiz

See differently

There are some common myths and misunderstandings about sight loss. This quiz will help to give you the right information.

### True or false?

1. All blind people see nothing
2. Blind people have special gifts
3. Eating carrots will improve your vision
4. Sitting close to the TV will harm your eyes
5. It is safe to look at the sun if you wear dark glasses
6. You can wear your eyes out by using them too much
7. All people with a visual impairment wear glasses
8. When you are talking to someone who is blind, it is polite to avoid using terms like 'see you later' and 'watch TV'
9. Blind people watch TV
10. The braille version of Harry Potter and the Deathly Hallows was released on the same day as the print version

### Facts and figures

1. How many blind and partially sighted children are there in Britain under the age of 16?
  - a. 1 million
  - b. 500
  - c. 25,000
2. What are guide dogs not allowed to play with?
  - a. A bone
  - b. A ball
  - c. Slippers
3. If a blind person has red stripes on the white cane, what does this mean?
  - a. They also have a hearing impairment
  - b. Their favourite colour is red
  - c. They would like help to cross the road

### Tie breaker

What is the difference between a long white cane and a short one?

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## Dots Raise Lots quiz - answers

See differently

### True or false?

**1. All blind people see nothing - False**

Fact: Blind people do not all live in a world of complete darkness; only a few are totally blind and most of these can still distinguish between light and dark.

**2. Blind people have special gifts - False**

Fact: Blind people do not have a better sense of touch or hearing to compensate for their loss of vision. It takes practice and appropriate support to make good use of other senses. In fact approximately 50 per cent of people who are blind from birth can develop very good tactile (touch) skills and can have very good verbal memory, but this is probably because they practise using these senses more than sighted people.

**3. Eating carrots will improve your vision - False**

Fact: Carrots are high in Vitamin A which is important for a balanced diet. Eating carrots will not improve your vision but a balanced diet can help prevent vision problems later in life.

**4. Sitting close to the television will harm your eyes - False**

Fact: There is no evidence that sitting close to the television will damage your eyes. Children should sit wherever they are most comfortable when watching TV.

**5. It is safe to look at the sun if you wear dark glasses - False**

Fact: The sun's ultraviolet light will still get to your eyes, damaging the cornea, lens and retina. You should never look directly at the sun or a solar eclipse.

**6. You can wear your eyes out by using them too much - False**

Fact: Babies and young children need to use their vision to develop it. Cutting down on reading or close work will not help or harm your eyes.

**7. All people with a visual impairment wear glasses - False**

Fact: Glasses cannot correct all visual impairments. They only help some people with particular eye conditions and if your glasses fully correct your vision, you are not visually impaired. Wearing glasses does not make your eyes lazy.

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## Dots Raise Lots quiz - answers

See differently

### True or false?

8. When you are talking to someone who is blind, it is polite to avoid using terms like 'see you later' and 'watch TV.' - **False**

Fact: Blind people use the same expressions as those who are sighted, so don't worry about using the words 'see,' 'look', and using the words 'blind' or 'visually impaired.'

9. Blind people watch TV - **True**

Fact: Television is often watched by blind people. You can be 'registered' blind but still be able to see something. Also there are programmes with audio description (where a narrator tells you what is happening). Audio description is also available at the cinema and on some DVDs. RNIB would like more TV and films to have audio description.

10. The braille version of 'Harry Potter and the Deathly Hallows' was released on the same day as the print version - **True**

Fact: JK Rowling and her publishers made sure that the braille version of 'Harry Potter and the Deathly Hallows' was released on the same day as the print version. This is unusual, and often people who read different formats such as braille and large print have to wait a long time before they can read the same books. If it is a famous book like Harry Potter where people are excited about the launch date, blind and partially sighted children may miss out.

### Facts and figures

1. How many blind and partially sighted children are in England and Wales?

C. 25,000

There are approximately 25,000 children and young people in Britain under the age of 16 who are blind or partially sighted. This means that they have a significant problem with their eyes which makes it difficult for them to learn in the same way as fully sighted children. They will need help from other people, or different materials, such as braille or large print, in order to learn.

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## Dots Raise Lots quiz - answers

See differently

### Facts and figures

2. What are guide dogs not allowed to play with?

b. A ball

Guide dogs are never given a ball to play with, though they do have other dog toys. They must not be tempted to run after a ball when they are guiding their owner (e.g. If some children in a street or a park are playing with a ball) so they are never given a ball to play with, or fetch, as a toy.

3. If a blind person has red stripes on their white cane, what does this mean?

a. They also have a hearing impairment

Up to 50 per cent of people with a sight problem also have another disability, red stripes on a white cane mean that the person also has a hearing impairment.

### Tie-breaker

What is the difference between a long white cane and a short one?

A long cane is used for mobility (getting around safely), to help a person feel for obstacles in front of them. Blind and partially sighted children are trained in how to use a long cane properly, if you meet a person who is using a cane it is helpful to give them space so that they can hold the cane in front of them and sweep it from side to side. A long cane also shows other people that a person has a sight problem.

A short cane (called a symbol cane) is used to show other people that a person has a sight problem.

There is no law to determine who uses a white cane, although there are laws about obtaining money under false pretences. Many people who use a white cane or a guide dog have some sight.

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Thank you so much for fundraising for RNIB.

**Your donations can help us create a future where sight loss is no longer a barrier.**

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We're here to help you every step of the way, so if you have any questions about your fundraising please don't hesitate to get in touch by phone on **0345 345 0054** or email **fundraising@rnib.org.uk**



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