

**PAWS ON THE WHARF**



# Learning Resource Pack

All paws on deck for the  
Guide Dogs Sculpture Design  
Competition for Schools!

Presented by



Supported by



Hosted by



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“

An arts-rich education contributes to the development of all aspects of a child's powers and personality; a school that is rich in the arts enhances the life chances of a child.

Cultural Learning Alliance

# Learning Resource Pack for schools

A pack full of fun ideas to inspire classroom learning and unleash creativity through a sculpture design competition.

Select the ready-to-use activities you wish to use. This could be a quick creative activity or an assembly and progressive lesson sequence in Art or PSHE/Citizenship - you decide!

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## Section 1

# Welcome

## Thank you for joining the Guide Dogs Sculpture Design Competition for Schools!

In spring 2024 for 8 weeks, our larger-than-life iconic guide dog sculptures will be unleashed in Canary Wharf and the Tower Hamlets borough, creating a fun, free and family-friendly art trail of discovery.

In partnership with Wild in Art, supported by Citi and hosted by Canary Wharf Group, Guide Dogs presents 'Paws on the Wharf'. The trail will transform this iconic London location with one of the first accessible and inclusive art trails that everyone can enjoy. Each guide dog sculpture will be individually decorated by an artist in a vibrant, multi-sensory design. This accessible trail will enliven the senses and bring together residents, local communities, local schools, workers, and visitors through creativity. It will entertain and inspire, but above all, it will create awareness of the challenges of sight loss and raise vital funds for Guide Dogs.

### What's more, your school is getting involved!

We've invited local schools, like yours, to join in the fun by entering the Guide Dogs Sculpture Design Competition for Schools. Your school's design could be chosen to feature on one of our sculptures!

This Learning Resource Pack provides a whole school assembly to start important discussions on equity and inclusion. It also includes curriculum-linked classroom activities to further develop understanding of mutual respect and tolerance while helping inspire young people's creativity.

Taking part in the competition is a fantastic opportunity to strengthen your school's personal development evaluation from Ofsted.

We hope that our Learning Resource Pack will inspire your children for a creative learning journey and can't wait to see your sculpture designs for our spectacular art trail!

Chief Executive Officer, Guide Dogs

**At Wild in Art, we believe passionately in the power of creativity to engage pupils in complex issues. The Paws on the Wharf art trail and accompanying Sculpture Design Competition for schools with Learning Resource Pack provides a wonderful opportunity to immerse children in cross-curricular learning through fun, hands-on arts activity. It enables them to get involved in a high-profile community event at the same time as driving conversations around accessibility and inclusion.**

Charlie Langhorne, Managing Director and Co-founder, Wild in Art

## Section 1

# Transforming lives

Every day in the UK, 250 more people join the 2 million already living with sight loss. This number is set to double by 2050. There are 28,000 children under the age of 18 who are blind or partially sighted with around 4 more registered each day. Guide Dogs is here to help people with sight loss live the life they choose. But we can only do this with your support.

Our incredible dogs help people get out and about with confidence, going wherever school, work or play takes them and knowing that

sight loss won't hold them back. The advice and skills we provide give adults, young people and children the freedom to live life on their own terms, in their own way, and achieve their own hopes and ambitions.

Our experience and understanding can help individuals and families through the emotional challenges of sight loss as well as the practical ones, introducing them to an inspiring community with similar experiences and providing all the support people need to live life to the full.



## Section 1

# Timeline



**July -  
October 2023**  
**Get creative!**

Receive your free Learning Resource Pack and start the creative learning.



**October 2023**  
**Choose a design**

For your school to submit.  
(Deadline 20 October)



**November 2023**  
**Winning design**

Selected by a panel.



**November 2023**  
**Receive news**

Schools will receive news of winning design.



**November 2023**  
**Digital certificates**

All participating schools receive digital certificates.



**December 2023 -  
February 2024**

**Artist decorates**

Artist decorates winning design onto sculpture and the school is kept up to date on their progress.



**March 2024**  
**Special preview**

Winning school receives special preview of their sculpture.



**25 March -  
17 May 2024**  
**Trail is live!**

Come and visit the trail.



**June 2024**  
**Grand auction**

For the sculptures.

## Section 2

# Designing your sculptures

Our life-changing dogs inspired the design of our Paws on the Wharf sculpture. Including one particular London-based guide dog named Theia.

Theia, a yellow Labrador cross Golden Retriever, is supported by and was named by employees at Citi. Former Citi employee, William Jones, was also the volunteer Puppy Raiser who cared for Theia before she went on to formal guide dog training. Theia is now transforming the life of her human partner, Lorraine, supporting her with mobility and independence.



1m high

## What we are asking you to do

We want your school to unleash creativity in the classroom and design a sculpture for our pawsome art trail! You can select the activities that will work best for your school in the competition delivery. It could be a quick creative project or an assembly and progressive lesson sequence in Art or PSHE/ Citizenship. You decide!

Judges will be looking at the overall designs to consider artistic merit and the creative response to the competition brief, the message that the artwork would portray, and its multi-sensory and accessible design aspects.

## Section 2

### Ideas for how to integrate the sculpture design competition into your school's activities

- Open it up to all students! One way to do this is to give the template out as a whole school Art and Design homework challenge, with an explanatory note for parents. This has the bonus of building momentum for wider discussions in the community.
- Enlist a targeted group, perhaps made up of students from the school art club. This approach works particularly well at KS 4, when it may be difficult to build the competition into lesson time.
- Hold a creative day or week, where every year group and class teacher plans themed activities relating back to the sculpture competition and Guide Dogs.
- Set a literacy challenge to see how many books, poems or non-fiction texts your students can find and read around Guide Dogs, sight loss, accessibility, inclusion, or that links to the theme of their sculpture design.
- Staff can integrate the competition and its themes into their lesson plans, through key texts, subjects, films, classroom displays and class visitors.
- Want to start with a good story? Ignite students' motivation for the competition by inviting one of our volunteer speakers to come into your school to share their Guide Dogs story. Help students to learn more about what it's like to live with sight loss or what it's like to volunteer for our charity. Some of our speakers may have a guide dog or be a volunteer puppy raiser and can bring their dog along to meet you. To book a speaker for free, visit [guidedogs.org.uk/speaker](https://www.guidedogs.org.uk/speaker).
- Consider a collaborative approach with groups of students when deciding the theme and designing the sculpture. Each child could contribute a small section of the design – image, word or message. This way everyone will feel included and invested in the project.
- Get your whole school involved by introducing accessibility, inclusion, Guide Dogs and the Sculpture Design Competition to your school with an assembly. Find our assembly guide for KS 1&2 in **Resource 1** and for KS 3&4 in **Resource 2**.





## Section 2

# Questions to think about

### Before choosing the design you submit.

The following questions might be useful to pose to your pupils to help them make decisions about the style and purpose of their sculpture designs. This would provide a great opportunity for them to practice negotiation and teamwork skills.

The winning sculpture is going to be viewed by several different audiences – thousands of visitors of all ages, the local community and it could even ‘travel’ further afield.

How are we going to decide if our design has been a success?

How do we want the audience to react to our design?

Do we want our design to tell them something or encourage them to think about an issue or react in a certain way?

Do we simply want the people who see our design to think it's beautiful and recognise that we are talented artists?

If we are trying to send a message, should our message be clear, or keep things interesting by making the things we're trying to say less obvious?

Will our designs highlight things we already know, or should we use the design process to learn about new things?

Are we going to try to make our audience think about issues and reach their own conclusions, or are we going to give answers?

## Section 2

# Discuss, develop, define and deliver

### First ideas

Invite your group to explore the template (**Resource 3**) and image of the real-life sculpture (**Resource 4**) and explain that an artist will interpret the winning design onto this. Keep in mind that the design templates are 2-dimensional but the sculpture is 3-dimensional.

These first ideas are important and play a big part in getting your pupils creativity flowing.

Ask your pupils to think about different possible designs and methods of decoration, e.g. painting or block printing. However, please note that collage, photo transfer and vinyl are not recommended for our final trail sculpture due to these methods being vulnerable to weathering and vandalism. Therefore, our artist will be unable to use these techniques when recreating the winning design on the sculpture that will be included in the trail.

### Group work

After research and discussions, the group may have an initial preference for one or several themes. A good way of helping them to gather your pupils ideas and information together would be to produce large 'idea pictures' and/or mind maps.

### Research

In pairs or small groups, research links, facts, themes and activities relating to the guide dog sculpture. Encourage pupils to collectively jot and sketch down their responses to this information on large sheets of paper. There are lots of ideas for themes later in the provided resources, which explore how you might use them with your class or group. A plenary session can be used to share ideas and explore possibilities for themes that could be incorporated into the design (e.g. the design could tell a story, carry a message or tell us something about the school or pupils behind the design).

### Idea pictures

Use a mixture of drawings, paintings, photographs, and pictures printed from the internet or cut from magazines. Your idea pictures could include collected leaves, bark, twigs or a selection of wool and fabrics – in fact, anything pupils feel could be relevant to their ideas. Think about, and include, colour, pattern and texture, as well as images.

### Mind mapping

These can be created in a very similar way to the 'idea pictures.' They should be very visual and will be useful in terms of developing ideas in a way that may not have been obvious at first. Mind maps work best when there is an icon next to every idea and when different colours are used to separate different ideas/topics. Mind maps can cover just one theme or many.



## Section 2

### Multi-sensory

As an inclusive and accessible art trail of discovery, all artists working on Paws on the Wharf sculptures will be asked to produce a short description of their sculpture design and inspiration, as well as a suggested scent and material to touch that helps bring its story to life. Because every sculpture has a 'tail' to tell, we'd like children to submit these ideas too. We look forward to seeing their creativity flourish! Our skilled artist will interpret the winning design onto the sculpture, incorporating these multi-sensory additions.

### Themes and motifs

We ask you to avoid using corporate branding and identities as part of your sculpture design, but we are happy for you to incorporate your school/group logo or motto in a discrete way.

Designs should not be overtly religious or political and we cannot accept designs that infringe on third party intellectual property.

Designs must not depict the dog as looking aggressive, fearful or in a negative light. The shape of the sculpture cannot be altered.

The sculpture as a whole may take on a theme, linking to one of your curriculum topics, or draw inspiration from one of our suggested themes below.



#### Vision and sight loss

Could your design address some of the challenges or barriers people with a vision impairment face daily? Perhaps you could take inspiration from some of the inspiring people we've helped through our Guide Dogs services, (visit [guidedogs.org.uk/inspiring-stories/](https://www.guidedogs.org.uk/inspiring-stories/)), or from someone you know that is affected by sight loss. Maybe you want to tell a story from your own lived experience?



#### Diversity, equity and inclusion

Can your design inspire thought and drive conversations around diversity, equity and inclusion? Celebrate the importance and value of embracing difference or help raise awareness of the need for improved accessibility for all.



#### Enliven the senses

We navigate and learn about the world with more than just sight. How could you incorporate or represent one or more of the other senses within your design?



#### Dogs (of course!)

Your design could be all about the dogs! From guide dogs to pet dogs. From training to tricks and treats. Why not follow the journey of a guide dog in your design? Or simply appreciate all things great about our four-legged friends.



#### Independence

Providing independence is what we're all about - be it through our guide dogs or our other life-changing services. Can you draw inspiration from what this means for the people we support?

## Section 2

### Evaluate your designs

Your group should be given opportunities to review the project once it has been completed. A process of evaluation allows young people to reflect on a number of important questions - what have we done, how did we do it, what went well, what could have gone better, what changes would we make next time, what have we learned?

#### Suggested evaluation activities

Facilitate class, group or paired discussion to review the different stages of the design process.

- Think back to the beginning of the project. What were your first thoughts? How does the final design align with or depart from these first ideas?
- Think about your research. How did you research the project? What attracted you to particular images and information? How did your research affect your design ideas? How did your research help you to identify the theme or message included in the design?
- Look at your mind maps and examples of planning. Do you think that this work helped to organise your thoughts, decide on a theme and/or develop the design/s? Did you experiment with different techniques (e.g. printing, pen and ink, water colours, mosaic), textures, colours and materials? If so, how did this help in developing your design?

### Submitting your sculpture design entry

We will need all three of the sculpture design templates completed, so that the artist is able to visualise the whole design concept from each view and can translate your design onto the 3D sculpture.

Please note that we will use the 2D designs in marketing collateral. Therefore, please supply your final design as un-annotated high-quality JPEGs or PDF.

And don't forget, as part of the submission you'll be asked to provide a design summary plus a suggested scent and material or item to touch which helps bring your design story to life. Details are on the Design Submission Form.

Please complete and return this form along with your scanned completed design templates to [pawsonthewharf@guidedogs.org.uk](mailto:pawsonthewharf@guidedogs.org.uk) by 6pm on Friday 20 October 2023.



## Section 3

# Classroom activities and resources

With the arrival of the competition at your school, there's so much you can do across school subjects inspired by Paws on the Wharf and Guide Dogs. In this section, we give you lots of cross-curricular creative ideas and lesson plans to enhance learning around your sculpture project.

## Initial resources

- Introduce Guide Dogs and The Sculpture Design Competition through a fun and engaging assembly.
- KS 1&2 assembly guide: **Resource 1**
- KS 3&4 assembly guide: **Resource 2**
- Sculpture template: **Resource 3**
- Image of sculpture: **Resource 4**
- Case studies of children and young people who have benefited from the support of Guide Dogs can be found on the link below: **[guidedogs.org.uk/inspiring-stories](https://www.guidedogs.org.uk/inspiring-stories)**

## Lesson plans KS 1&2

- **What does a guide dog do?** Learn about a guide dog partnership with their human owner and how they navigate around the local community together. Develop an understanding of the challenges for people with sight loss and the simple actions we can take to help make environments more inclusive. **Resource 5 (UK Curriculum links: English, PSHE)**  
Accompanying video: **[www.youtube.com/watch?v=6Ad798HWGEA](https://www.youtube.com/watch?v=6Ad798HWGEA)**
- **Postcard home:** Consolidate learning about inclusion and accessibility by writing a

simple pledge about one thing they will do to be inclusive. This postcard also includes information for families on the importance of eye tests. **Resource 9 (UK Curriculum links: English, PSHE)**

## Lesson plans KS 3&4

- **Sim specs challenge:** Allow your students to experience different eye conditions and discuss the challenges these would bring in everyday life via our cut out 'sim specs' glasses. **Resource 10 (UK Curriculum links: English, Citizenship, Science)**
- **How would you feel?:** Assumptions and judgements – a test of blind ambition. Use our resources to encourage discussions about the assumptions, judgements and stereotypes that exist about people with sight loss. Create a campaign to break these down. **Resource 6 (UK Curriculum links: English, Citizenship)**

## STEAM resources KS 2&3

- **Art in the dark:** A STEAM challenge to produce a piece of art using only imagination and senses other than sight. This helps with the ability to empathise with some of the challenges faced by children with vision impairment. **Resource 7 (UK Curriculum links: Art and Design, Science)**

## Section 3

### Further Guide Dogs learning resources

If you'd like additional learning resources about our life-changing guide dogs and how they are trained, plus access to additional sensory sessions, visit [guidedogs.org.uk/learning](https://www.guidedogs.org.uk/learning).

### Wider learning opportunities

- Ask your pupils to raise awareness for the art trail through a newspaper report, poster or press release (UK Curriculum links: English)
- Ask your pupils to create an accompanying leaflet or an audio description for their sculpture design (UK Curriculum links: English, Computing, PSHE/Citizenship)
- Look into the location of the sculpture trail as part of a local history topic (UK Curriculum links: History, English, Geography, Computing)
- Research other previous Wild in Art trails, where they were in the UK, and why they were important to those local communities (UK Curriculum links: Geography, PSHE/Citizenship, Computing, History)

### Reading Lists

- Discover our recommended reading lists of books on inclusion, visual impairment and assistance dogs in **Resource 11**.



## Section 3

# Useful web resources

### Web resources about Guide Dogs

- Inspiring stories of children and young people who use the Guide Dogs service: [www.guidedogs.org.uk/inspiring-stories/children-and-young-people-inspiring-stories/](http://www.guidedogs.org.uk/inspiring-stories/children-and-young-people-inspiring-stories/)
- A test of blind ambition - A powerful video featuring guide dog owner and Paralympian Libby Clegg (suitable for older children): [www.youtube.com/watch?v=GAWW8U4IRcM](http://www.youtube.com/watch?v=GAWW8U4IRcM)
- We are Guide Dogs - A video introduction to Guide Dogs: [www.youtube.com/watch?v=NbOHTtBoOUU](http://www.youtube.com/watch?v=NbOHTtBoOUU)
- History of Guide Dogs - A video explaining the history of Guide Dogs: [www.youtube.com/watch?v=i9edCUK1ALc](http://www.youtube.com/watch?v=i9edCUK1ALc)
- The journey of a guide dog series. A series of videos explaining the journey of a guide dog: [www.youtube.com/watch?v=ZNa\\_MYYZvyQ&list=PL\\_eu5Jq4L7luLQ9\\_yB3aQHbGSv5oVNwbl](http://www.youtube.com/watch?v=ZNa_MYYZvyQ&list=PL_eu5Jq4L7luLQ9_yB3aQHbGSv5oVNwbl)
- How are guide dogs trained? The life of guide dogs: [youtu.be/ob41oGIRhhg](http://youtu.be/ob41oGIRhhg)
- What does a guide dog do? A day in the life of Alma the guide dog: [youtu.be/6Ad798HWGEA](http://youtu.be/6Ad798HWGEA)

### Other web resources about the eye, eye health and vision

- How does the eye detect light?: [www.bbc.co.uk/bitesize/topics/z3nnb9q/articles/zrs62v4](http://www.bbc.co.uk/bitesize/topics/z3nnb9q/articles/zrs62v4)
- How do human eyes work?: [www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zmdsscw](http://www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zmdsscw)
- The human eye and how it works: [www.bbc.co.uk/bitesize/clips/zvmrq6f](http://www.bbc.co.uk/bitesize/clips/zvmrq6f)
- Animal eyes (clip compilation): [www.bbc.co.uk/programmes/p0119gxv](http://www.bbc.co.uk/programmes/p0119gxv)
- Have you ever had a sight test?: [explorify.uk/en/activities/have-you-ever/had-an-eye-test](http://explorify.uk/en/activities/have-you-ever/had-an-eye-test)
- What if we couldn't see colours?: [explorify.uk/en/activities/what-if/we-couldn-t-see-colours](http://explorify.uk/en/activities/what-if/we-couldn-t-see-colours)
- How do other animals see the world?: [www.nhm.ac.uk/discover/how-do-other-animals-see-the-world.html](http://www.nhm.ac.uk/discover/how-do-other-animals-see-the-world.html)

## Section 4

# Fundraising ideas

Get your pupils involved in planning a fundraising event and help raise money to support our life-changing work.

Thanks to the support from our sponsors for Paws on the Wharf Art Trail, it's free for all schools in the Tower Hamlets borough to get involved in the Guide Dogs Sculpture Design Competition. However, donations are always welcome and getting pupils involved in planning a fundraising event can help develop key skills like leadership, teamwork and organisation.

We have lots of school fundraising resources that outline fun and easy ways to get started.

Please take a look at our section for schools on the Guide Dogs website at [guidedogs.org.uk/how-you-can-help/how-your-school-or-youth-group-can-help/fun-fundraising-ideas/](https://www.guidedogs.org.uk/how-you-can-help/how-your-school-or-youth-group-can-help/fun-fundraising-ideas/).

Raising just £29 could provide a child with an hour of support with an habilitation specialist, or raising £125 could buy a starter kit for a new guide dog owner, containing everything they need to start life with their new dog.







## Section 5

# Publicity for schools

Use your classroom learning, your 'pawsome' guide dog designs, and the story behind him/her to raise the profile of your school!

We would love for your school to promote your involvement in the Guide Dogs Sculpture Design Competition online and through social media, but we also want to keep an element of surprise for when the trail launches in March 2024.

Therefore, we ask that you only post elements of your designs taking shape before the winning school design is decided.

As there can only be one winning design, we may look to share a selection of some of the other wonderful designs that are submitted, after the winning school has been announced.

Don't forget to send us your stories and news about your participation in the Guide Dogs

Sculpture Design Competition and any classroom activities linked to it, to:  
**[pawsonthewharf@guidedogs.org.uk](mailto:pawsonthewharf@guidedogs.org.uk)**

Email us at **[pawsonthewharf@guidedogs.org.uk](mailto:pawsonthewharf@guidedogs.org.uk)** and our specialist team will give you full support if you wish to create a press release and/or gain permission to use Guide Dogs images in the press.

Once a design has been chosen, Guide Dogs will discuss further publicity and marketing opportunities with the winning school directly. We look forward to hearing from you!



# Appendices



## Resource 1

# KS 1&2 Assembly guide

### Teacher's notes

Did you know that around 80% of everything you learn is through your sight? With the right skills, tools and adaptations children with sight loss can do all the same things as their friends.

Guide Dogs is best known for our incredible dogs, but we also provide lots of other services for adults and children with sight loss. Every year we support thousands of children across

the UK who have sight loss, and their families. We have a wide range of services for children and young people to ensure they have the skills and support they need to thrive.

With your help we can create a more inclusive and accessible world for people with sight loss. These notes should help with planning your assembly, please adjust the content as needed.



### Outline

This assembly aims to help students gain a better understanding of how sight loss can affect a child's life, and how Guide Dogs can help. There will be an opportunity to discuss how we can become a more inclusive society.

#### Duration:

This assembly should last around 20 to 30 minutes. You can adapt the content to suit your needs and group age.

#### Keywords:

- Sight loss
- Vision impairment
- Blind
- Partially sighted
- Inclusive
- Accessible

#### Resources required

- A screen with web access.
- Musical instruments or devices to make noises.
- Another teacher to move around and assist with the noises.

## Assembly script

Today I'd like us to think about our vision and try to understand what it might mean to have a vision impairment.

Reassure the children that although this can be a difficult subject to talk about, it is important as it can affect anyone. Remember to be sensitive if there are any staff members or students who have sight loss.

### Explain

We all see the world differently. You might not be able to see colours or you might need glasses to adjust your vision.

You could have an eye condition that causes you to lose some of your sight, or you might not be able to see anything at all.

It's important that we all have regular eye tests, to make sure your eyes are healthy.



## Activity 1

To try to understand what we mean by a vision impairment:

Put your hands in front of your eyes and make a fist but leave a small gap, like you are looking through binoculars. You should just about be able to see through the middle, but if you want to see your feet or the ceiling, you'll need to move your head.



Ask the students

**What challenges do you think a vision impairment such as tunnel vision or blindness could bring?**



## Activity 2

We're going to do a short activity to show how we can use our other senses. Please listen to the instructions:

You're going to close your eyes, then you'll hear a series of sounds from different places around the room. When you do, I want you to turn your head to face each noise. Firstly, I need you all to completely cover or shut your eyes.



Ask the students

**Can anyone guess what the sound was?  
Did you get it right?**

Ready, eyes closed?

Signal to the other teacher to make the first noise, then hide the instrument, wait for them all to turn. Now ask everyone to open their eyes.

Repeat, with a few different sounds from different places in the room.



## Discussion

Ask for anyone to raise their hands and say if there was anything they noticed about how easy or hard the activity was? How quickly did they adapt to using their hearing?

**Explain:** Someone with sight loss may use their other senses to complete tasks and everyday activities. For example, a smart phone user can set their phone to read aloud their messages. Many devices are designed like this to be accessible for everyone, they have settings that can be adapted for each person.



Ask the students

### **Does anyone know what inclusion means?**

Inclusion means making sure that everyone can be themselves and that we're all given the opportunity to take part.

### **How could you make an activity accessible, to make sure a friend who has a vision impairment is included?**

Think about how your friend might use their other senses. Perhaps prompt with a few examples:

- **Playing sports:** Can you change the activity to make it fair for everyone maybe by using blindfolds or having other senses involved more?
- **In the classroom:** Introduce yourself by name when entering the classroom or starting a conversation.
- **Outside of school:** What activities do you enjoy and how could we adapt them so everyone can take part, even if they have sight loss?

## About Guide Dogs

- 1** There are over 2 million people in the UK with sight loss and 28,000 of these are children.
- 2** Guide Dogs is best known for their very special dogs, who are trained to guide people safely when they go out. They also provide lots of other services.
- 3** Guide Dogs works with children to teach them a range of skills so they can do all the same things as their friends. They teach children how to use a long cane to get around, how to cross roads/climb stairs/prepare food, how to label things around the home, and how to use money to buy things. They work with schools and give children free technology, such as iPads, which have lots of extra features that make activities much easier. Guide Dogs' well-trained buddy dogs can help children with sight loss feel more confident.



Watch Josie's story  
[www.youtube.com/watch?v=RFArQecPrDs](https://www.youtube.com/watch?v=RFArQecPrDs)

“ Ask the students

**Had you heard of Guide Dogs?**

**Did you know about all the ways they help people?**

**Did any of this surprise you?**

**Would you like to help Guide Dogs and children like Josie?**

## How our school community can help

For this section you should outline the Paws on the Wharf art trail and your schools' involvement in The Sculpture Design Competition, having the opportunity to design one of the sculptures that could feature in the trail if chosen.

### Summary

We can all help to make the world a more inclusive place for each other by thinking about other people's needs, giving everyone the freedom to be themselves and taking the time to make sure everyone is able to take part.

## Resource 2

# KS 3&4 Assembly guide

### Teacher's notes

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the UK who have sight loss, and their families. We have a wide range of services for children and young people to ensure they have the skills and support they need to thrive.

With your help we can create a more inclusive and accessible world for people with sight loss. These notes should help with planning your assembly, please adjust the content as needed.



### Outline

This assembly aims to encourage an understanding of how sight loss can affect a person's life and discuss how we can be a more inclusive society and how your school community can help. There will be an opportunity to discuss how we can become a more inclusive society.

#### Duration:

This assembly should last around 20 to 30 minutes. You can adapt the content to suit your needs and group age.

#### Keywords:

- Sight loss
- Vision impairment
- Blind
- Partially sighted
- Inclusive
- Accessible

#### Resources required

- A screen with web access.
- Musical instruments or devices to make noises.
- Another teacher to move around and assist with the noises.



## Assembly script

Today I'd like us to think about our eyesight and try to understand what it might mean to be blind or partially sighted.

Reassure the children that although this can be a difficult subject to talk about, it is important as it can affect anyone. Remember to be sensitive if there are any staff members or students who have sight loss.

## Explain

We all see the world differently. You might not be able to see colours or you might need glasses to adjust your vision.

You could have an eye condition that causes you to lose some of your sight, or you might not be able to see anything at all.

It's important that we all have regular eye tests, to make sure your eyes are healthy.



## Discussion

Does anyone know what we mean by the terms partially sighted and blind?

**Explain:** A person who is partially sighted has reduced vision but are able to see. A person who is blind is unable to see.



Ask the students

**What challenges do you think living with an eye condition such as blindness could bring?**

## Activity

We're going to do a short activity to show how we can use our other senses. Please listen to the instructions:

You are going to close your eyes, then you will hear a series of sounds from different places around the room. When you do, I want you to turn your head to face each noise.

Firstly, I need you all to completely cover or shut your eyes. Ready, eyes closed?

Signal to the other teacher to make the first noise, then hide the instrument, wait for them all to turn. Repeat, with a few different sounds from different places in the room.



Ask the students

**Can anyone guess what the sound was?  
Did you get it right?**



## Discussion

Ask for anyone to raise their hands and say if there was anything they noticed about how easy or hard the activity was? How quickly did they adapt to using their hearing?

**Explain:** Someone with sight loss may use their other senses to complete tasks and everyday activities. For example, a smart phone user can set their phone to read aloud their messages. Many devices are designed like this to be accessible for everyone, they have settings that can be adapted for each person.



Ask the students

### **Does anyone know what inclusion means?**

Inclusion means making sure that everyone can be themselves and that we're all given the opportunity to take part.

### **How could you make an activity accessible, to make sure a friend who has a vision impairment is included?**

Think about how your friend might use their other senses. Perhaps prompt with a few examples:

- **Playing sports** - Can you change a sport in some way to make it inclusive by making other senses involved more?
- **In the classroom** - What could people do when entering a classroom or starting a conversation so that everyone knew they were there without having to use their sight? Example - announcing their name.
- **Outside of school** - What activities do you enjoy and how could we adapt them so everyone can take part, even if they have sight loss?

## About Guide Dogs

- 1** There are over 2 million people in the UK with sight loss and 28,000 of these are children.
- 2** Guide Dogs is best known for their very special dogs, who are trained to guide people safely when they go out. They also provide lots of other services.
- 3** Guide Dogs works with children to teach them a range of skills so they can do all the same things as their friends. They teach children how to use a long cane to get around, how to cross roads/climb stairs/prepare food, how to label things around the home, and how to use money to buy things. They work with schools and give children free technology, such as iPads, which have lots of extra features that make activities much easier. Guide Dogs' well-trained buddy dogs can help children with sight loss feel more confident.



Watch Josie's story  
[www.youtube.com/watch?v=RFArQecPrDs](https://www.youtube.com/watch?v=RFArQecPrDs)

“ Ask the students

**Had you heard of Guide Dogs?**

**Did you know about all the ways they help people?**

**Did any of this surprise you?**

**Would you like to help Guide Dogs?**

## How our school community can help

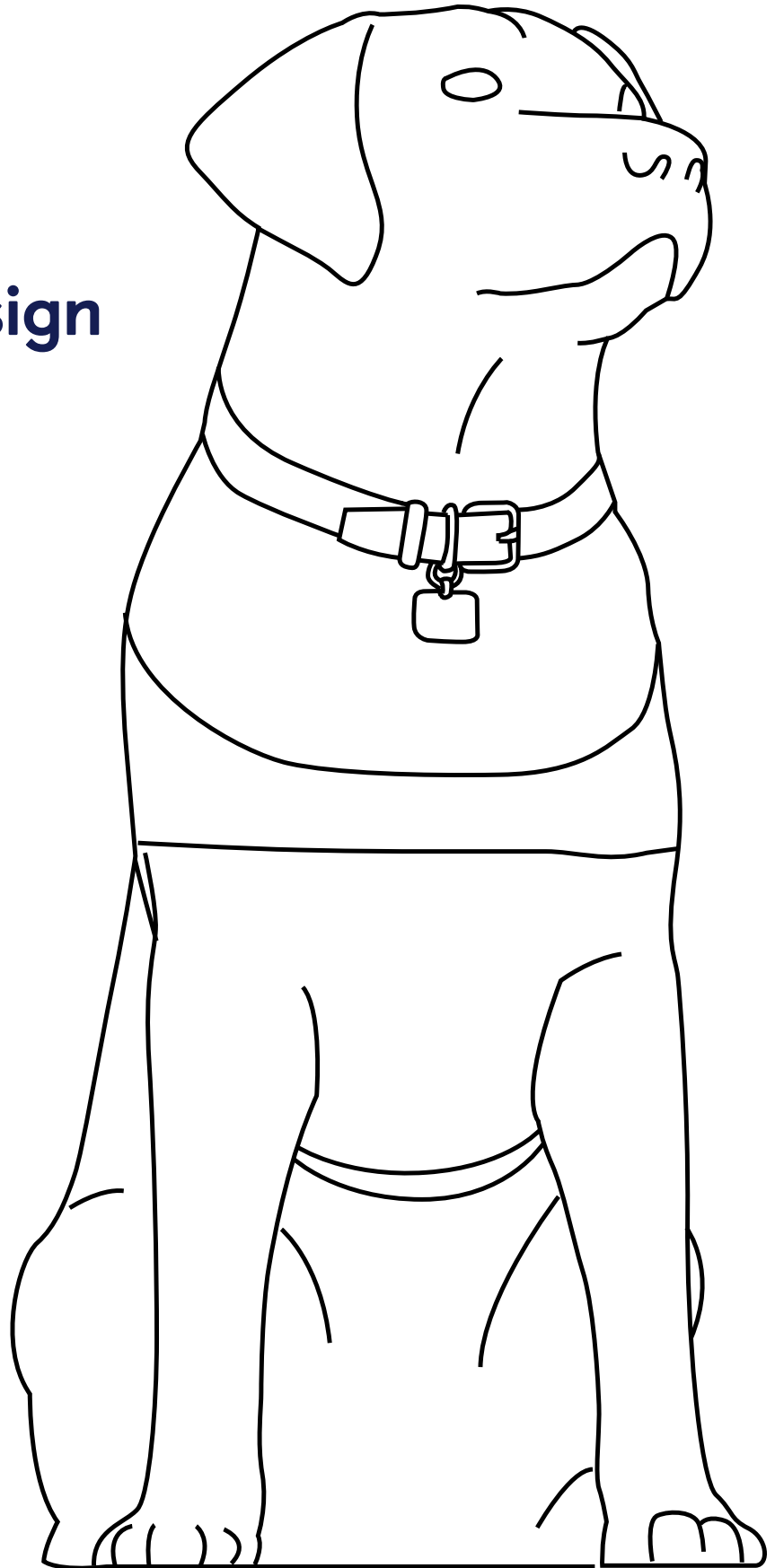
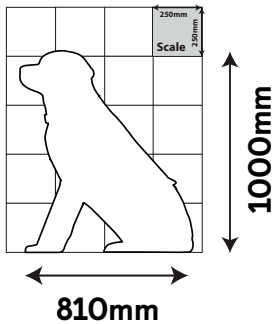
For this section you should outline the Paws on the Wharf art trail and your schools' involvement in The Sculpture Design Competition, having the opportunity to design one of the sculptures that will be entered into the competition and could feature in the trail if chosen.

## Summary

We can all help to make the world a more inclusive place for each other by thinking about other people's needs, giving everyone the freedom to be themselves and taking the time to make sure everyone is able to take part.

Resource 3

## Sculpture design template 1

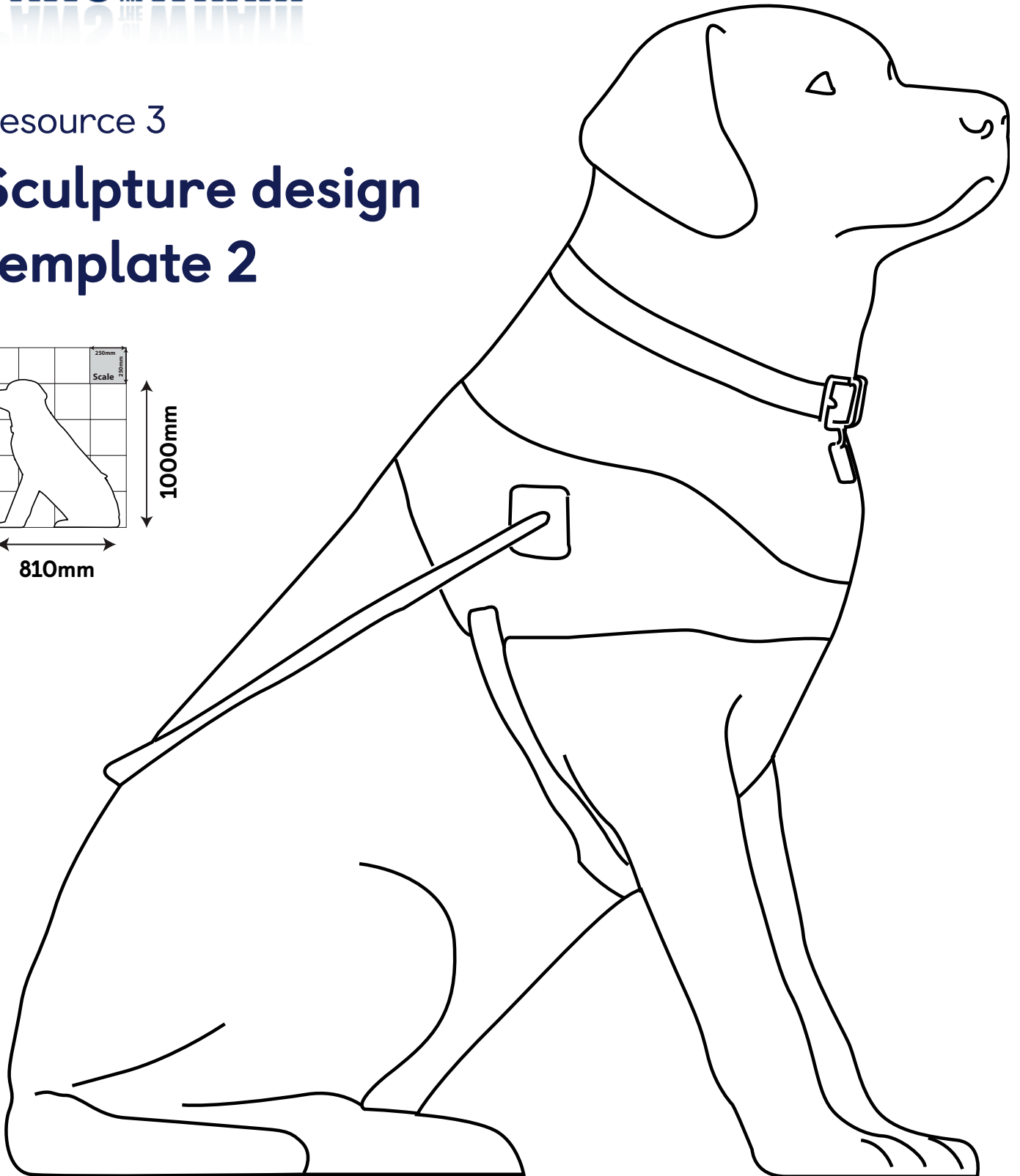
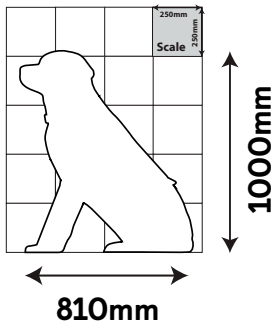


We can accept one design submission per school which should include each of the three template views to show what the sculpture would look like from each side and the front. Please do not annotate any of the templates.

Once you have chosen your final design, please email the three completed templates as attachments along with the submission form to [pawsonthewharf@guidedogs.org.uk](mailto:pawsonthewharf@guidedogs.org.uk)

Resource 3

## Sculpture design template 2

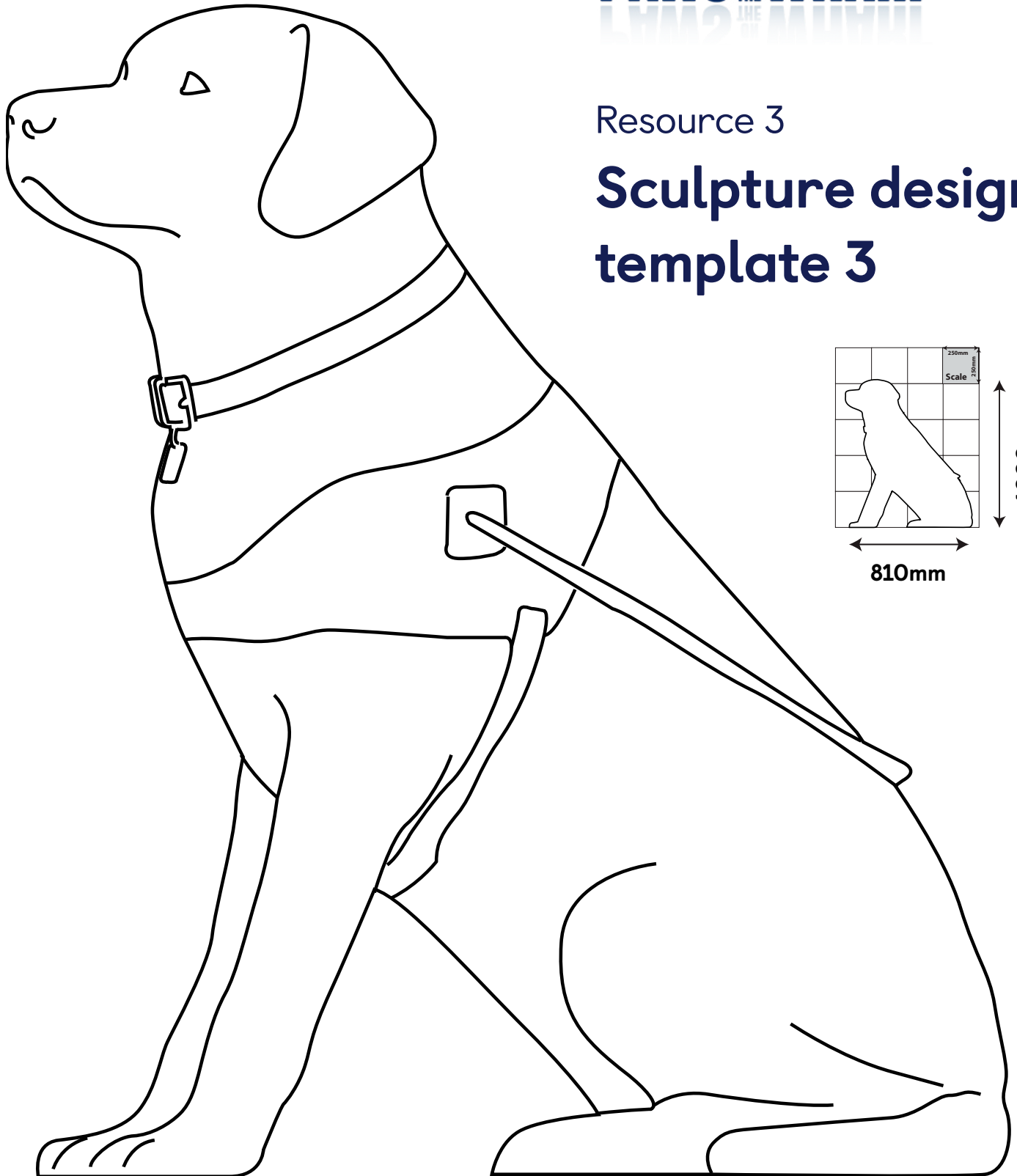


We can accept one design submission per school which should include each of the three template views to show what the sculpture would look like from each side and the front. Please do not annotate any of the templates.

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## Resource 3

# Sculpture design template 3



We can accept one design submission per school which should include each of the three template views to show what the sculpture would look like from each side and the front. Please do not annotate any of the templates.

Once you have chosen your final design, please email the three completed templates as attachments along with the submission form to [pawsonthewharf@guidedogs.org.uk](mailto:pawsonthewharf@guidedogs.org.uk)

## Resource 4

# Image of sculpture

This is the guide dog sculpture that will be brought to life with the help of an artist.





## Resource 5

# Lesson plan: KS 1&2

## What does a guide dog do?

**Aims:** To explore how a guide dog owner navigates a route and some of the simple actions we can take to help make routes more accessible (UK Curriculum links: English, PSHE).

**Introduction:** A guide dog enables a person with sight loss to get around safely and independently. It guides its owner in a straight line, unless told otherwise, avoiding obstacles – including those at the owner’s head height. It will stop at kerbs and steps, and find doors, crossings and places that are visited regularly. It will guide its owner across the road, but it is the owner who decides where and when to cross safely.

**Resource video:** Guide Dogs video ‘Walk my way’ shows a journey taken by Nicky and her guide dog Alma. Watch the video together as a class and pause at the following times to ask these questions. Link: [youtube.com/watch?v=6Ad798HWGEA](https://www.youtube.com/watch?v=6Ad798HWGEA)

- **0s:** We start at a kerb, with Nicky and guide dog Alma waiting to cross. How do you think Nicky knew there was a road there?
- **25s:** Alma has come to a corner; will she wait for Nicky to decide which direction to go or follow the pavement around?
- **38s:** Alma comes to an obstacle – an ‘A’ board – what will she do?
- **59s:** What is the obstacle for Alma and Nicky now?
- **2m30s:** Look now at how they cross the road. (Spot the arm cue!)
- **3m:** Pay attention here to how Alma and Nicky manage stairs.
- **3m37s:** Now try to spot the signal Nicky uses to encourage Alma on.
- **4m53s:** Where do Alma and Nicky end up?

- **5m06s:** How will Nicky catch the correct bus? You may want to talk about the routine of the correct stop location and talking buses here. Emphasise that guide dog Alma cannot read the bus number!

**Discuss:** Different ways that Alma helped Nicky. Does Alma get distracted by people? Which part of the pavement did Alma walk on (the centre or side)? What has Alma had to avoid on this journey? What would make Alma’s job easier and make the route more accessible for Nicky?

**Main activity:** Children use descriptive writing to detail a journey Nicky and Alma could take in their own school. Ask them to imagine doing the route themselves and thinking about where there might be challenges for someone with sight loss. Try to include details of how Alma would help Nicky at these parts of the route and where Nicky might need to instruct Alma. Do you think it would be an easy place for someone with sight loss to navigate? What could be done to improve it?

## Plenary

Discuss the activities from today:

- Can you say one thing you have learned and one thing you would like to continue learning about?
- What can we do to help guide dog partnerships in our communities, e.g., not leave bikes scattered on the pavement?

## Resource 6

# Lesson plan: KS 3&4

## How would you feel?

**Aims:** To explore assumptions, judgements and stereotypes that may be held about guide dog owners (UK Curriculum links: English, Citizenship).

**Introduction:** Discuss pupils' existing knowledge and experience of guide dog owners, ensuring exploration doesn't encourage inappropriate views. Often people don't know how to behave around people with sight loss, being awkward and unsure of how to speak or act. Watch the video 'A Test of Blind Ambition' that features guide dog owner and Paralympian Libby Clegg and discuss how it made everyone feel and what assumptions and judgements they heard. Video link: [www.youtube.com/watch?v=GAWW8U4IRcM](https://www.youtube.com/watch?v=GAWW8U4IRcM). Give groups one of the following guide dog owner quotes to discuss with feedback to the class.

“  
**People think I'm stupid, I can tell that's what they think.** Debbie

“  
**When I'm out with my mum at a café or a restaurant, people talk to her and ask her what I want to order, like I'm not there.**  
Hannah

“  
**People think my dog has a satnav chip in her. They don't appreciate that I am the one telling her where to go and she's making sure I get there safely.** Rosie

“  
**People think that you are helpless, and even when I've been out with Lewis, people have tried to help me across the road without me asking them to which is really scary.** Deborah

“  
**One time I asked a person for directions, and they leaned over and told them to my dog! I told them although River is clever, she can't actually talk to me to tell me what you just told her!** Kelly

“  
**I was once approached by a person in a café who grabbed me to help me, and I spilled my drink. They then told me that I needed help because I spilt my drink, when actually it was their fault, and I was doing fine before they came along.** Holly

**Main activity:** Create a poster with a call to action to help break down assumptions about guide dog owners. The poster should be based around the discussions from the quotes above. The poster might be themed around:

- How to talk to guide dog owners – consider assumptions of being deaf, stupid, or invisible.
- Offering help to guide dog owners but remembering to ask before you assist someone.
- Remembering that guide dogs are dogs, not perfect robots, and they function in a partnership with the guide dog owner deciding the route and making decisions such as when to cross the road or which bus to get on.

## Plenary

Share each other's work. Give time for everyone to personally think of one way they could make a person with sight loss feel included in the future.

## Resource 7

# STEAM Challenge

## Art in the Dark

**Introduction:** Senses other than sight are useful to everyone as a way to take in information about the world around us. They are especially important to people with sight loss, who may pay more attention to other senses to supplement what information they can get through sight. Unlike what is sometimes portrayed in the media, people with sight loss don't have superpower hearing or smell!

All types of art are more than just a visual experience, being an opportunity to express yourself in a multi-sensory way. Prior to this challenge, you may want to research artists with sight loss. It's easy to assume that an artist has to have good eyesight to create art, but actually several of the most famous artists of all time turned their sight loss condition into an artistic strength. As a result of having a retinal disease, Edgar Degas changed to a less detailed and more dramatic abstract painting style, avoiding outdoor painting and working in darkened studios. This led to his most famous ballet dancer art works.

**The challenge:** Set students the challenge to create a piece of art (together or as individuals), using their imagination and senses other than sight. Students could create their art in complete darkness, use blindfolds, or even get the audience to experience their work under blindfold. Students can even make their own blindfold from the provided template on the next page (**Resource 8**). You may choose to...

- Sculpt or print
- Use scented paints or finger paint
- Tell a story with sound effects
- Create a tactile collage
- Draw or mark make with natural objects

**Keeping everyone safe:** Please take these points into consideration when completing your own organisation's full risk assessment under your responsibility for keeping everyone involved as safe as possible.

- Ensure that the activities you choose are appropriate for the age of the young people.
- Younger participants should always be supervised carrying out these activities.
- Please make sure that eye coverings are not shared and that they are thoroughly cleaned or disposed of after use.
- Let everyone know that if they feel uncomfortable, it's okay to remove their blindfold at any time or, if they prefer, they may wish to complete the activity with their eyes closed.
- If you are working in the dark, remove objects and hazards that could cause slips, trips, and falls.
- Make sure you have clear methods of communication, and everyone is aware of what to do in an emergency to end the activity.
- Guide Dogs cannot accept liability for any loss, damage or injury suffered by yourself or anyone else as a result of taking part.

## Get creating!

Art in the Dark is a fantastic opportunity to raise vital funds for Guide Dogs. You could ask for sponsorship, hold an event or art exhibition and sell tickets.

## Resource 8

# Blindfold template

1. Write your inclusivity promise on mask A.
2. Cut both mask A and B out along the pink dotted line.
3. Stick masks A and B together back-to-back.
4. Make two small holes on each side of the mask where the pink circles are marked.
5. Thread some elastic, string or ribbon through the holes to tie the mask around your head.

Mask A



Mask B

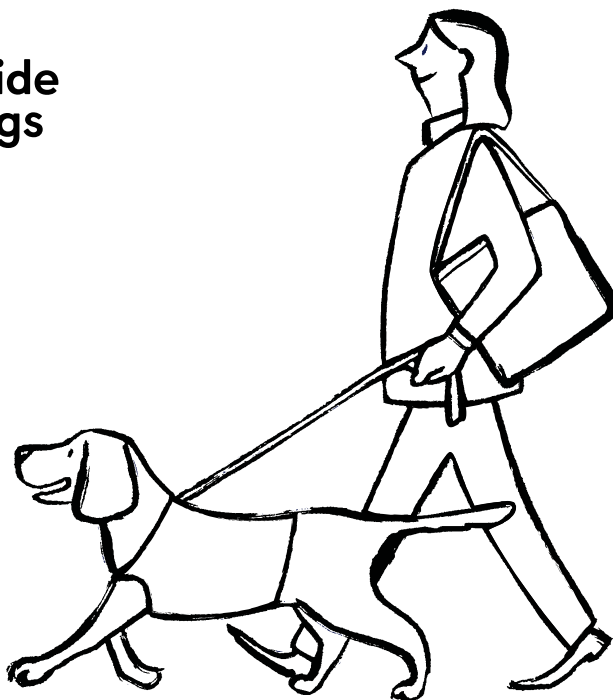


# Postcard home activity

In aid of



**Guide  
Dogs**



**I promise to be more inclusive by...**

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**Today we talked about sight loss, I learnt that:**

- Every day across the UK around four children will be registered blind or partially sighted.
- Children with sight loss are just like me. But sometimes they learn by doing things in a different way, such as by using larger letters or pictures, better descriptions, touch, sounds, textures, or with the support of an assistant or teacher.
- Guide Dogs are best known for their incredible dogs. But they also support thousands of children across the UK who have a vision impairment, and their families.
- It's important to get your eyes tested regularly.
- 80% of everything you learn is through your sight.

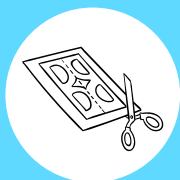
The Guide Dogs for the Blind Association is a company limited by guarantee and a registered charity in England and Wales (209617), Scotland (SC038979) and Isle of Man (1334). A317 01/23

## Resource 10

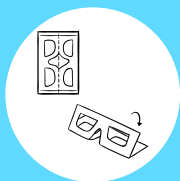
# Sim specs

### Activity

1. Print out copies of the templates provided in **Resource 10** (enough for each child and a few spares) onto acetate sheets.
2. Explain that they are going to experience different eye conditions.
3. Split the class into groups.
4. Before giving out the acetates, explain that each one depicts a different eye condition.
5. Read out the name of each condition as you give it out to the group.
6. Explain that when placed into their sim specs frame, they will get an insight into how their sight could be affected if they had this particular condition.
7. Follow the instructions to make the individual sim specs frames using the template in **Resource 10**. Ask the children to take turn to insert the acetate and perform simple tasks.
8. When all members of the group have had a turn, ask them to discuss the following:
  - How did they feel?
  - How was their sight affected?
  - How might it change their day to day lives?
  - Groups then feedback to the rest of the class.



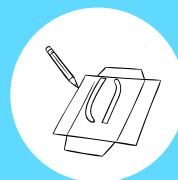
Cut out the template and then carefully cut out the sections indicated. Place a lump of plasticene beneath the area you want to cut out and pierce the front with a very sharp pencil or a pair of scissors. The point will go into the plasticene and not in your hand!



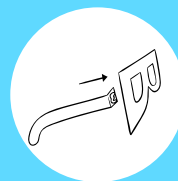
Once pierced, carefully cut out each shaped area. When finished, fold along the dotted line. This is where the simulated eye lenses will fit (between the two sheets of paper).



Place a small amount of glue along each side edge of the frame or fasten with sticky tape (so the lenses won't fall out!). Make sure you don't glue the top, this is where the specs will slide in.



Now make the arms. Cut out the pair of arms and draw around them onto the back of an empty cereal packet. Cut them out and fold back along the dotted line.

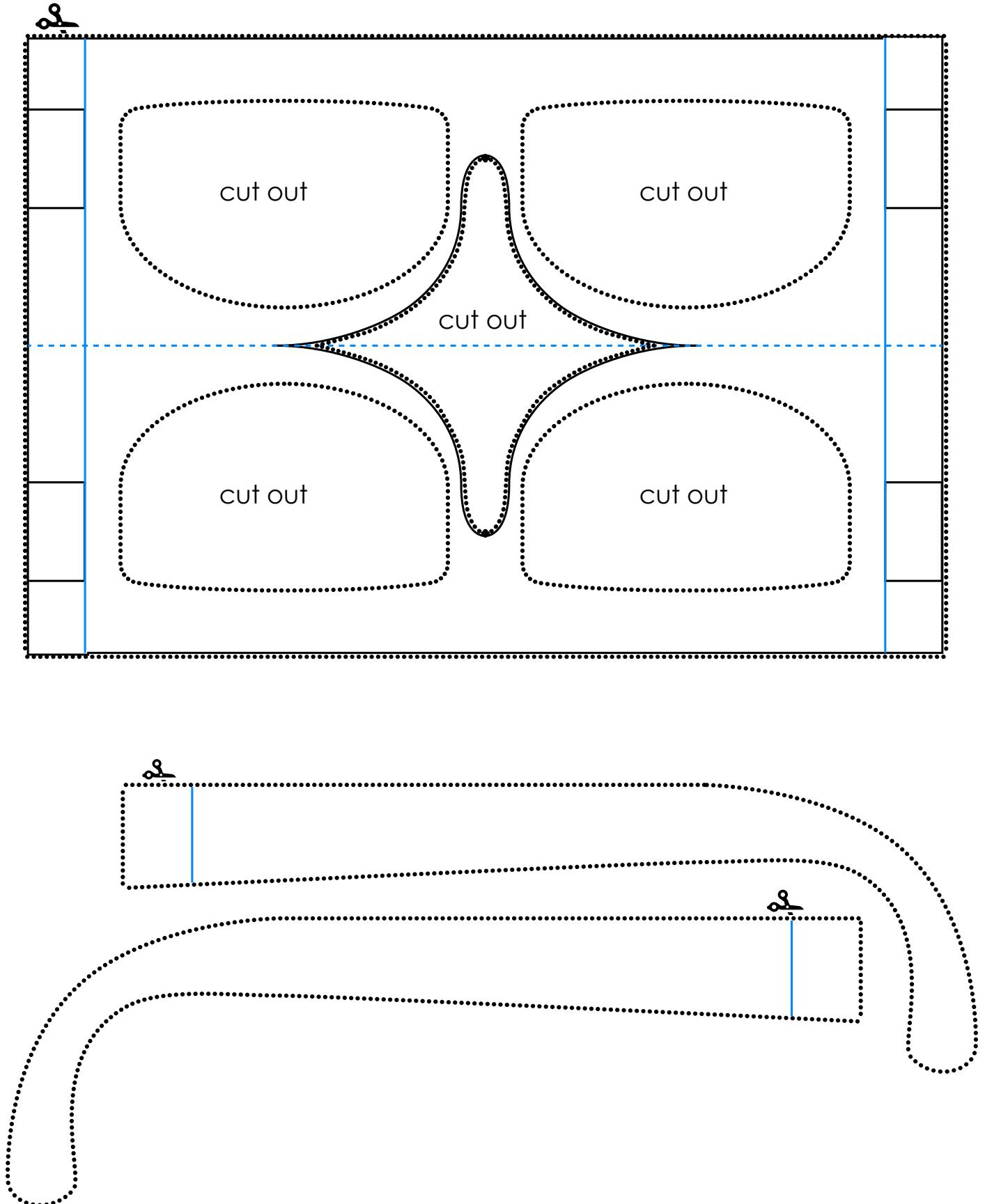


Use sticky tape to fix one arm to each side of the frame. Make sure they are attached the right way up so they fit onto your ears.

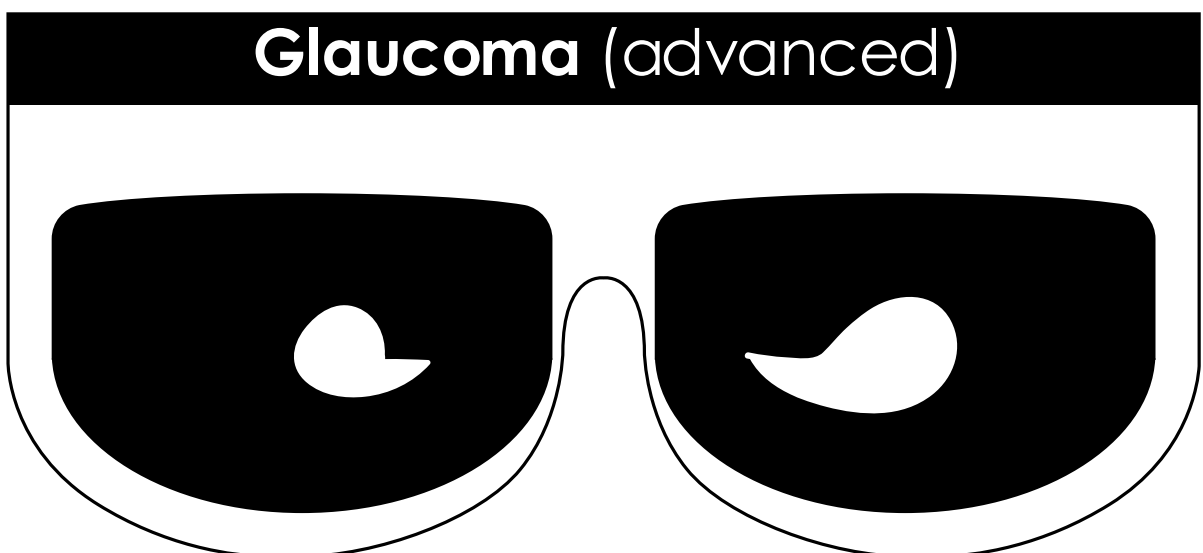
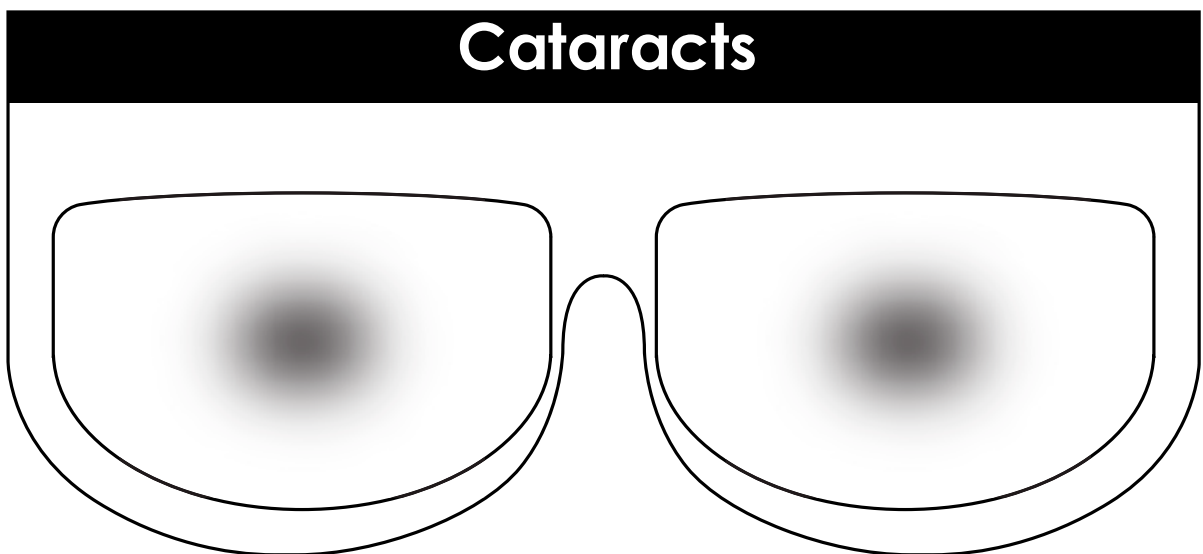
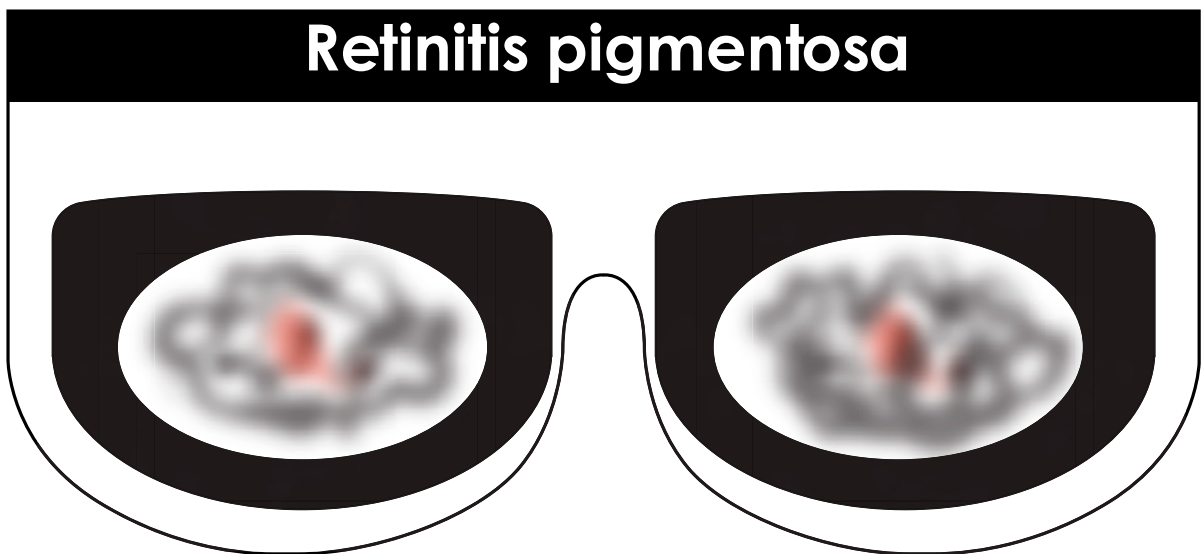


You are now ready to use your sim specs and experience the different eye conditions.

# Sim specs template

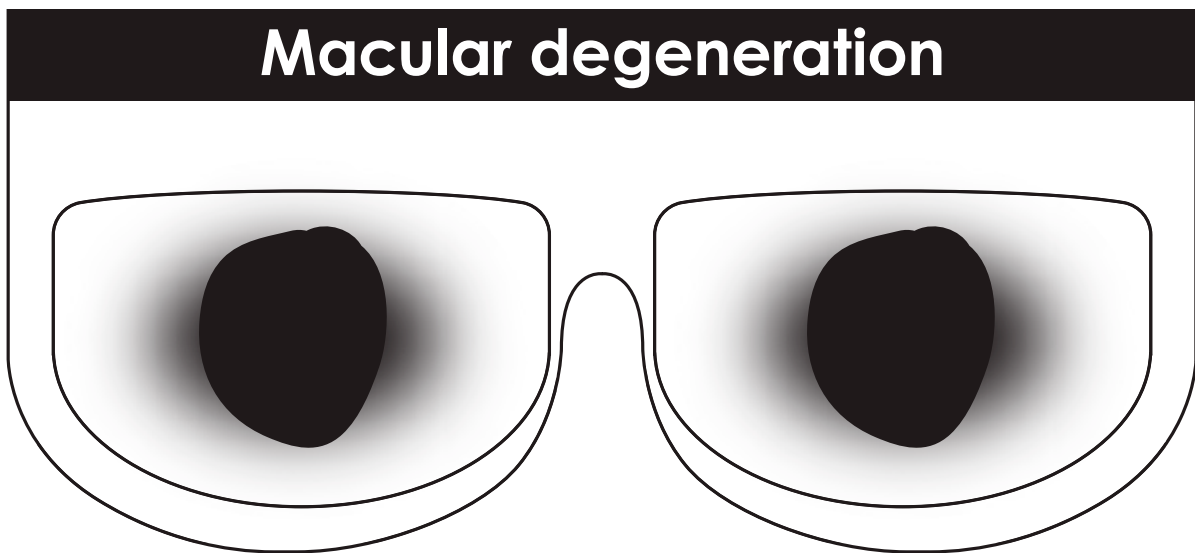
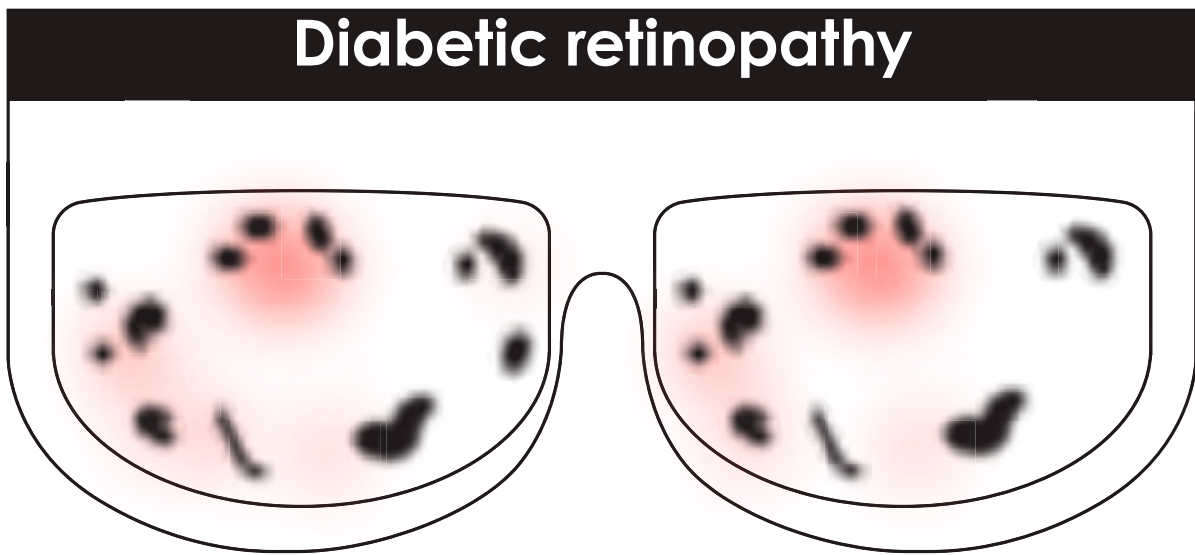


# To be printed on acetate





# To be printed on acetate



## Resource 11

# Reading lists

### KS 1&2 books about inclusion

- See What I Can Do!  
By Jon Roberts (4 to 8 year olds)
- Max the Champion by Sean Stockdale and Alexandra Strick (4 to 8 year olds)
- Elmer's Friends by David McKee (0 to 5 year olds)
- The Black Book of Colours  
by Menena Cottin (4 to 8 year olds)
- Quiet! By Kip Alizadeh (2 to 7 year olds)
- The Distance Between Me and the Cherry Tree by Paola Peretti (9 to 11 year olds)

### KS 1&2 books about eye health

- Topsy and Tim: Have Their Eyes Tested by Jean Adamson (3 to 6 year olds)
- The Eye Book by Dr Seuss (3 to 7 year olds)
- We Love Our Glasses by Stephanie Lipsey-Liu (3 to 12 year olds)

### KS 1&2 books about assistance dogs

- Archie the Guide Dog Puppy: Hero in Training by Sam Hay (7 to 11 year olds)
- A Puppy Called Dez by John Tovey (7 to 12 year olds)

### KS 3&4 books about inclusion

- I Am Not A Label by Cerrie Burnell (12+ year olds)
- Noughts and Crosses by Malorie Blackman (12+ year olds)
- Read Between the Lies by Malcolm Duffy (12+ year olds)

### KS 3&4 books about eye health

- Things the Eye Can't See by Penny Joelson (12+ year olds)
- She is Not Invisible by Marcus Sedgewick (12+ year olds)
- The Distance Between Me and the Cherry Tree by Paola Peretti (9+ year olds)

### KS 3&4 books about assistance dogs

- Archie the Guide Dog Puppy: Hero in Training by Sam Hay (7+ year olds)
- A Puppy Called Dez by John Tovey (7 to 12 year olds)

