

### Preface

Participants, instructors and assessors should take note of the conditions as laid down in the Award Handbook.

This programme is for guidance and is not to be taken as a rigid syllabus. To indicate the content appropriate to young people with varying degrees of knowledge and experience, it is arranged under three headings: 'For beginners', 'For those with some knowledge' and 'For the more advanced'. Participants are free to select as broad or as restricted an aspect of the skill as they wish, but appropriate social and cultural aspects are to be covered.

## COMMUNICATION

## BRAILLE

### Introduction

This activity provides a vehicle by which individuals express themselves, their beliefs and communicate with others. It calls for an understanding of the various media as well as for an awareness of their potential and effects. It is a skill which influences human relationships and societies and it is required that such aspects be regarded as integral parts of the study of this subject. It is considered that group discussions should be included in the work of participants.

This activity calls for a high degree of personal involvement, especially as it involves verbal and written modes of communication. Acquisition of technical skills are to provide the basis upon which the ideas and creativity of participants can be expressed. Each individual is to produce evidence of regular application over the required period and to supply diary, or tape recording or appropriate logs for assessment.

### General

The attainment of participants should be assessed in relation to their capabilities, educational background and previous experience. Assessors should, therefore, know them well enough to understand their approach and responses to projects and to judge their attainments. While school studies can be used as a background, specific work undertaken as part of academic curriculum time or work time can not be considered our assessment. Programmes undertaken should show evidence of how literature has conveyed ideas, beliefs and attitudes which reflect their times and influence human thought.

### For beginners:

Award participants should:

- 1 Learn to read (by sight) and write Grade 1 Braille as follows:
  - a) The alphabetical card comprising the alphabet, simple punctuation and numerals, and a few abbreviated words.
  - b) Practise reading from a Grade 1 inter-lined Braille book.
- 2 Study the life of Louis Braille.

## Skill Section

### For those with some knowledge:

Award participants should:

- 1 Continue by learning to read (by sight) and write Grade II Braille as follows:
  - a) Study the Braille Primer, and cover as much as possible within the stipulated period, up to lesson 22 using New Graduated Readers I - IV for reading practice.

### For the more advanced:

Award participants should:

- 1 Continue the study of Grade II Braille as follows:
  - a) Finish learning lessons 1 - 22 of the Braille Primer, and continue to lesson 28.
  - b) Practice reading (by sight) from interlined books.
- 2 Have a period of correspondence with somebody who is blind.