

香港女童軍總會
THE HONG KONG GIRL GUIDES ASSOCIATION



E N A B L E

Phase 2

Eyes on Us,
Hearts Unite
視界大開, 心手相連



Personal Information

Name: _____

Unit No.: _____

Age: _____

Phone No.: _____

Email: _____





Introduction



The "EnABLE" Community Impact Project was inspired by the Hong Kong Girl Guides Association delegation participating in the "*Youths for Inclusion Starts with You and I*" Young Women Event organised by Girl Guides Singapore. The delegation recognised the challenges faced by visually impaired and other disabled individuals in society, including the lack of accessibility, social prejudice and misconceptions, and limited employment opportunities. These experiences revealed the inadequate attention and awareness society has towards disabled individuals, prompting us to reflect on how we can promote inclusivity through education and action.

In response to this, the delegation designed this booklet "*Eyes on Us, Hearts Unite*" aimed at dispelling misconceptions about visually impaired individuals, enhancing understanding towards their life challenges, and encouraging Girl Guides members to support visually impaired individuals with empathy and action, promoting social inclusivity to ensure that every disabled individual can enjoy equal opportunities and respect.





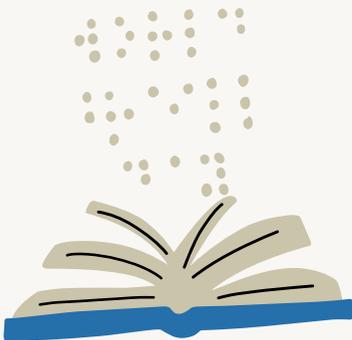
Purpose



We hope that participants, after learning the content of the booklet, will actively assist visually impaired individuals in need. By providing basic knowledge, adaptation skills, and available resources related to visually impaired individuals, we encourage the public to eliminate biases and increase inclusivity.



The booklet will introduce the causes of visual impairment, assistive tools available, and interaction skills with visually impaired individuals. Additionally, challenges related to visually impaired individuals will be included in the booklet to help the public further understand the difficulties faced by visually impaired individuals in their daily lives. Ultimately, we aim to enhance societal understanding and attention towards visually impaired individuals.



Tasks Requirements & Certificate Application

Participants (Brownies/ Girl Guides/ Rangers) are required to complete the nine tasks of the "*Eyes on Us, Hearts Unite*" Booklet. They must also introduce the concept of this activity to at least four friends and commit to creating a friendly environment for visually impaired individuals and guide dogs. Upon the Unit Guider's confirmation on the booklet, they will receive an electronic certificate for the "*Social Inclusion Challenge*" to acknowledge their contributions to promoting social inclusion.

Let us join hands and work together to create a warmer and more friendly social environment for visually impaired individuals. May this booklet be a guiding light for Girl Guides on their path of growth, illuminating their journey forward and our collective pursuit of social inclusion.



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Background



Visual impairment refers to a certain degree of impairment in visual function, which may manifest as reduced visual acuity or impaired field of vision, leading to an inability to reach normal levels of vision and affecting various aspects of daily life. According to the International Classification of Diseases (ICD), visual impairment can be divided into three main categories: moderate visual impairment, severe visual impairment, and blindness.

In Hong Kong, there are currently approximately 199,600 people affected by visual impairment, accounting for 2.7% of the total population. These numbers not only reflect the current situation of visually impaired individuals but also remind us of how to provide necessary support and resources in society to improve their quality of life and embrace an accepting and open attitude.

Through this booklet, we will explore the needs and challenges of visually impaired individuals and the resilience and courage they demonstrate in life. We hope to raise more awareness about this issue and drive social change.

Source: Hong Kong Blind Union

(In case of any discrepancy, the Chinese text shall prevail.)





Task 1: Word Finding



Test your knowledge! Try to find all the words related to the visually impaired individuals!

T	M	H	L	O	W	-	V	I	S	I	O	N	W	X	B	B	E	N	L
H	G	D	A	Y	V	L	E	M	V	W	A	B	W	F	L	Y	M	B	P
X	P	P	L	D	U	U	J	Y	O	I	J	R	G	L	I	H	B	G	G
E	R	S	X	U	F	M	D	G	Q	R	T	A	U	D	N	E	G	J	U
F	X	V	M	V	K	K	U	B	S	W	H	I	Y	V	D	H	F	D	P
C	W	A	K	T	I	I	A	N	L	S	G	L	P	C	N	D	V	I	U
Z	H	F	F	W	D	E	I	M	B	S	X	L	B	O	E	C	O	R	E
Z	B	Q	F	E	M	F	L	J	H	C	U	E	K	Z	S	P	L	V	R
H	D	D	-	J	S	M	K	X	J	G	I	N	F	J	S	B	P	X	U
M	V	D	W	G	E	G	U	H	A	M	B	I	G	R	K	V	O	Y	Q
Z	O	C	A	T	A	R	A	C	T	S	L	R	O	L	Q	N	Y	S	R
G	A	I	S	X	W	E	N	K	N	J	N	B	V	X	A	U	G	X	Z
S	M	U	A	Q	O	W	S	J	A	C	C	F	H	F	O	S	Z	G	Y
M	D	C	U	L	P	U	W	Q	G	Q	W	X	V	E	G	W	S	O	J
T	S	Q	B	K	U	G	B	R	T	U	J	C	R	P	Q	G	X	E	W
O	A	R	N	G	U	I	D	I	N	G	-	P	A	T	H	S	S	F	S
E	X	N	N	P	F	P	O	Z	H	H	H	Z	E	A	F	V	F	M	S
S	G	U	O	L	P	W	H	V	Y	I	J	O	C	X	R	I	H	U	F
N	K	J	D	A	D	P	A	C	C	E	S	S	I	B	I	L	I	T	Y
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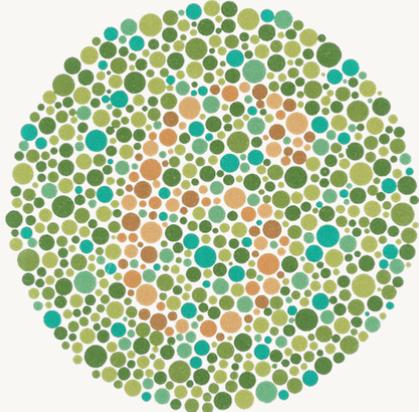
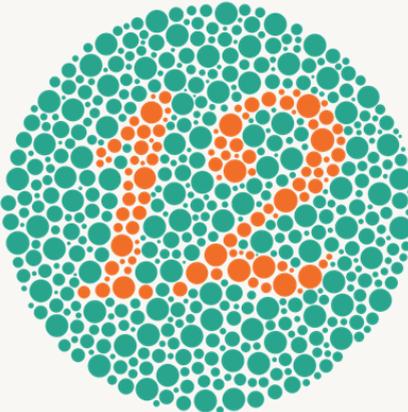
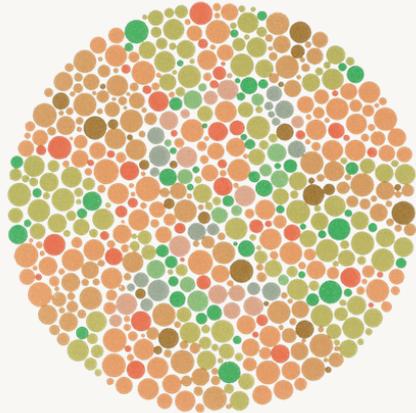
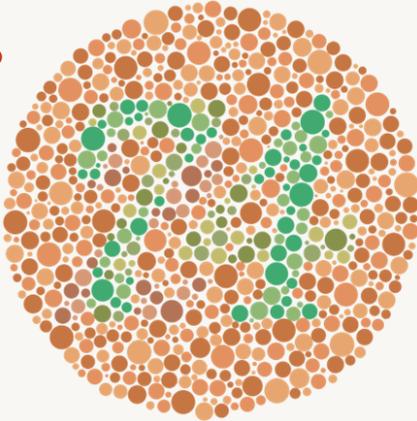
The words need to be found:

- sunglasses
- cataracts
- low-vision
- accessibility
- accessible-design
- braille
- guide-dog
- guiding-path
- blindness

Task 2: Understanding Visually Impaired Individuals

Visual Acuity Test

Check if you have colour blindness! Carefully observe the following images and identify the numbers in the picture.



Common Causes of Visual Impairment

You should have a preliminary understanding towards the topic after completing the Visual Acuity Test in the previous page. Now, let us get to know some common causes of visual impairment.

1. Macular Degeneration

The macula is located in the center of the retina and is the most concentrated area of light-sensitive nerve cells. Due to macular degeneration, inflammation, infection, or trauma, patients gradually lose central vision, causing images to become wavy, fragmented, lines distorted, or images blurry.

Normal Vision



Macular Degeneration



2. Glaucoma

Glaucoma is caused by high eye pressure, leading to gradual damage to the optic nerve fibers behind the eye, causing patients to lose peripheral vision. Glaucoma can be classified into acute and chronic types. An acute attack causes pain, while chronic glaucoma may progress to the point where patients do not feel discomfort until their peripheral vision is completely lost.

Normal Vision



Glaucoma (Early Stage)



Glaucoma (Middle Stage)



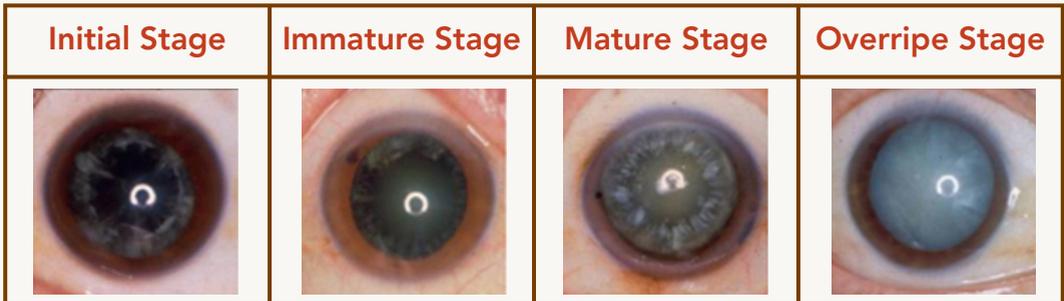
Glaucoma (Late Stage)





3. Cataract

The lens is located inside the eye and has a focusing function. A normal lens is completely transparent; however, cataract patients experience degeneration, resulting in cloudiness and hardening of the lens. Light cannot fully pass through the lens, significantly reducing the patient's sensitivity to light and colour.



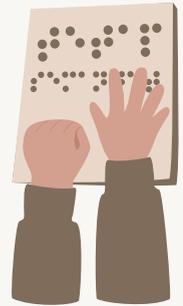


Assistive Tools for the Visually Impaired Individuals

You probably already know the common types of assistive tools used by the visually impaired individuals. Now, we will introduce a few methods to help them lead a normal life!

1. Braille

Braille serves as the primary medium for visually impaired individuals to acquire knowledge. It can be used for reading textbooks, preparing homework and notes, writing essays, and even utilising reference books. Apart from Braille books, visually impaired individuals can also use Braille displays along with necessary software to read and operate computers, engage in word processing, browse internet information, and even communicate through messages, significantly expanding their access to knowledge.



2. White Cane or Cane



The white cane is a commonly used assistive tool by visually impaired individuals. It can assist visually impaired individuals in navigating the terrain, understanding their surroundings, detecting obstacles or changes in the surface of the path to avoid collisions or accidents. Therefore, the white cane serves the purpose of "orientation" and "mobility" for visually impaired individuals. Using a white cane also signifies the identity of visually impaired individuals.

Through the use of a white cane, visually impaired individuals can engage in outdoor activities independently, avoiding the need to rely on others for guidance. The appearance of the white cane resembles the letter "I," symbolising the spirit of "independence."

3. Guide Dogs

Guide dogs, also known as Seeing Eye Dogs, are a type of working dog specifically bred and professionally trained to assist visually impaired individuals. As the name suggests, the role of a guide dog is to guide visually impaired individuals, helping them with their visual challenges, and assisting and leading them in free movement, allowing them to navigate without relying on others for help. Guide dogs accompany visually impaired individuals and serve as emotional comfort and companions, encouraging them to actively engage with society, expand their life experiences, and lead independent, free, confident, and dignified lives.



In 1975, guide dogs were first introduced in Hong Kong, but the initial dog passed away due to illness. It was not until 2011 that Hong Kong received its first guide dog puppy named "Google," which was donated free of charge by the Taiwan Guide Dog Association. After approximately 10 years, in 2022, Hong Kong's first guide dog training school officially opened.

4. Accessibility

Accessibility refers to designs that are usable by everyone, including wheelchair users, the elderly, visually impaired individuals, families with baby strollers, and others. The design itself can cater to the needs of 80-90% of the population without the necessity for specially designed facilities for specific groups.





Task 3:

Visual Impairment Worksheet

Brownies are only required to complete the Basic Challenge, while Guides and Rangers must complete both Advanced Challenge. Brownie Unit Guiders may choose to complete Sections 4-6 based on the units' capabilities or understanding towards the topics.

1(a). Basic Challenge — Matching

Please match the following words with the correct definitions.

- | | | | |
|------------------|---|---|--|
| 1. Blindness | • | • | A. A special writing system for visually impaired individuals to use |
| 2. Low Vision | • | • | B. Vision lower than the normal range but not completely lost |
| 3. Braille | • | • | C. Completely unable to see |
| 4. Guide Dog | • | • | D. Professional dogs that assist visually impaired individuals in navigation |
| 5. Accessibility | • | • | E. Devices or tools used to assist visually impaired individuals |

1(b). Advanced Challenge — Think About It

Please answer the following questions.

Note: Optional for Brownies

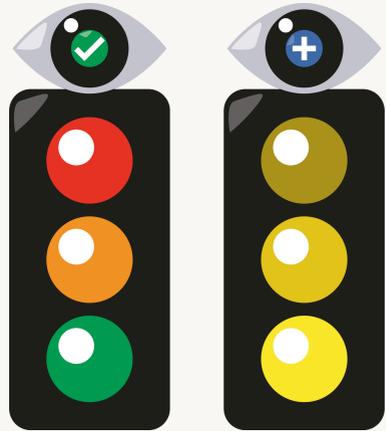
1. What is the definition of visual impairment?

2. List 3 common types of visual impairment and describe their characteristics.

- ---

- ---

- ---



2. Fill in the Blank

Please complete the sentences below according to the prompts. Brownie Unit Guiders may choose to complete the **Advanced Challenge** based on the units' capabilities or understanding towards the topics.

Basic Challenge

1. _____ is a technology that helps the visually impaired individuals use computers.
2. People with visual impairments can obtain information and reading materials through _____.
3. In public places, visual impaired individuals often use _____ to assist their daily activities; this tool helps them perceive their surroundings.

Advanced Challenge

1. There are some _____ aimed at providing the necessary support and resources for the visually impaired individuals, helping them to integrate into society.
2. _____ is a design concept intended to create public spaces usable by everyone, including the visually impaired individuals.
3. When the visually impaired individuals are in public places, _____ can help them walk safely; this is a specially trained animal.

3. Knowledge Expansion

Basic Challenge

Please list three assistive technologies or tools and briefly describe their uses.

- _____

- _____

- _____

Advanced Challenge

Note: Optional for Brownies

How do the above three assistive technologies or tools help the visually impaired individuals?

- _____

- _____

- _____

4. Support and Resources

Please list 3 organisations or resources that can help people with visual impaired.

Note: Optional for Brownies

1. _____
2. _____
3. _____

5. Discussion

Please answer the following questions.

Note: Optional for Brownies

1. How do you think society should better support the visually impaired individuals?

2. How do the visually impaired individuals learn? What special resources do they need in your opinion?

3. If you were visually impaired, what difficulties do would you encounter at school or at home in your opinion?

Social Impact

Discuss with your unit on the impact of visual impairment towards one's personal life, and write it down.





Task 4: Reading



Please read the materials and discuss the questions with your unit.

Note: This news article is an English translation for reference only. In case of any discrepancy, the Chinese version shall prevail.

Barrier-free Living: Audio Describers Help the Visually Impaired Individuals Appreciate Art and Theatre

An increasing number of inclusive designs, grounded in the concept of “arts accessibility,” are being applied to film, theatre, dance, the visual arts, and exhibitions. By leveraging technology, these initiatives enable the visually impaired individuals to “see” movement and colour, and help people with hearing impairments experience film sound and move with the music — allowing more audiences to enjoy the power of art without barriers.

Within arts accessibility, audio description is a crucial tool, especially for the visually impaired individuals. By inserting spoken descriptions of visual information — such as character actions and settings — into the silent portions of audiovisual programmes, audio description helps visually impaired audiences access content. It uses clear, oral narration to translate imagery they cannot see into language, helping them overcome multiple visual barriers and enriching their lives.

“If I could see, I could easily tell day from night, and I could hold your hand accurately in a crowd... You are my eyes, leading me through the changing seasons; you are my eyes, guiding me through the bustling crowds; you are my eyes, helping me read the vast sea of books; because you are my eyes, you let me see the world right before me.” Kwok Wai Shan (transliteration), Project Manager (Audio Description Services) at the Information Accessibility Centre of the Hong Kong Society for the Blind (HSB), warmly recommended Taiwanese singer Hsiao Huang-chi’s song “You Are My Eyes,” which expresses the heartfelt longing of people who are blind.

Establishing Audio-Described Tours for Museums and Heritage Sites

“Most people may only know that the visually impaired individuals can ‘listen to theatre.’ In fact, there are specialised non-profit organisations that support them, train ‘audio describers,’ and organise activities to bring visually impaired participants to other museums, where audio describers lead guided tours,” said Kwok. The HSB offered its first audio-described film screening in 2009, which was warmly received by visually impaired audiences.



▲口述影像員在展覽內描述電影服裝造型。



►為視障人士而設的口述影像服務，除了電影，也涵蓋藝術和博物館展覽，圖為視障人士參觀香港電影美術及服裝造型展，由專人提供講解描述。

- 香港13間戲院設口述影像設施
- 銅鑼灣時代廣場英皇戲院
 - 尖沙咀K11 Art House
 - 尖沙咀iSquare英皇戲院
 - 旺角Cinema City朗豪坊
 - 奧海城The Sky
 - 荔枝角MCL長沙灣戲院
 - 觀塘+ Cinema apm
 - 九龍灣星影匯
 - 鑽石山MCL Cinema Plus+荷里活戲院
 - 沙田Movie Town
 - 東涌MCL東薈城戲院
 - 青衣城影藝戲院
 - 元朗My Cinema Yoho Mall

“Watching films is a mainstream social activity and is very helpful for rehabilitation,” Kwok noted. Since then, the HSB has arranged dedicated screenings in cinemas, with audio describers providing live narration of the plot so that visually impaired audiences can experience and appreciate films in real time. In recent years, thanks to support and sponsorship from many charities, film companies, and audiovisual technology firms, numerous commercially available DVDs and Blu-rays now include an audio description track provided by the HSB, enabling visually impaired viewers to enjoy movies anytime, anywhere.

“Audio description services have long expanded beyond films to museum visits and outdoor heritage tours,” Kwok added. For each such activity, staff prepare tactile graphics relevant to the site—raised, scaled representations of exhibits or features—so participants can learn through touch while listening to the audio describer’s on-site explanations.



▲視障人士可解摸展品，了解質感和花紋。



▲口述影像員Stella曾帶團參觀現已停運的「虎豹樂園」（前身虎豹別墅），以清脆聲音描述門口的黃色小老虎。
大公報記者盧剛昌攝

“In the middle of the pick-up and drop-off area, there is a large banyan tree nearly five stories tall. Beneath it stands a tiger cub sculpture, slightly larger than a typical German shepherd. Its coat is tawny with black markings, remarkably lifelike, and the whiskers around its mouth look vivid and real,” said audio describer Stella in a clear voice, describing a yellow tiger statue at the entrance of the now-closed Haw Par Music (formerly part of the Haw Par Mansion/Tiger Balm Garden complex) during a previous visit.

Enriching Lives and Supporting Emotional Recovery

"I watch all kinds of movies — even those I do not particularly like. In a way, it is our right," said Mr. Kwan Chi Wai (transliteration), who is nearing 70 and has been blind since age six but is an avid film enthusiast. "Dayo Wong slamming the table in court and loudly rebuking the powerful — that really stays with you. It felt like being right there," he said with delight. While watching *A Guilty Conscience*, the audio describer's detailed narration conveyed facial expressions, movements, the surrounding environment, and colours, leaving a deep impression.

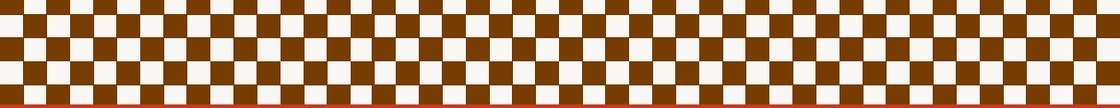
"In the past, I could not watch movies; even if I tried, I needed someone with me to describe them," Kwan recalled of the days before audio-described films. "It was a strain — asking friends to fill in the visuals and upsetting other viewers around us." Over time, the cinema became a barrier he could not cross. Since the advent of audio description, however, he laughs that he has watched more films than he can count.

"Audio description can present the world before their eyes. It not only enriches their lives but also supports emotional rehabilitation," Kwok said, emphasising the significance of volunteering in audio description.

Mr. Clarence Yang, volunteer consultant for audio description services at the Hong Kong Society for the Blind, noted that the role of audio describer is dignified and professional. "It is a faithful bridge between a brilliant film and audiences with visual impairments, and that is both the ultimate goal and the greatest source of fulfillment for audio describers."



Scan the QR code or visit the link:
https://youtu.be/oIKcuaNIhAA?si=fFU_bwKlWuJ4x9Jj
Watch the video to learn more (Chinese version only).



Reflection Questions

After reading the article above, how do you feel? Which part impressed you the most?

Who are the main characters in the article? What challenges do they face? What are your thoughts on their feelings?



What impact does the social support mentioned in the article have on the visually impaired individuals? Do you think such support is important?



Task 5: Community Exploration

Topic: Observing Facilities Related to Visual Impairment

Objective: By observing the facilities around you, understand how they help the visually impaired individuals and reflect on their importance.



What is this facility?

Where can you find this facility?

How does this facility help the visually impaired individuals?



What is this facility?

Where can you find this facility?

How does this facility help the visually impaired individuals?



What is this facility?

Where can you find this facility?

How does this facility help the visually impaired individuals?

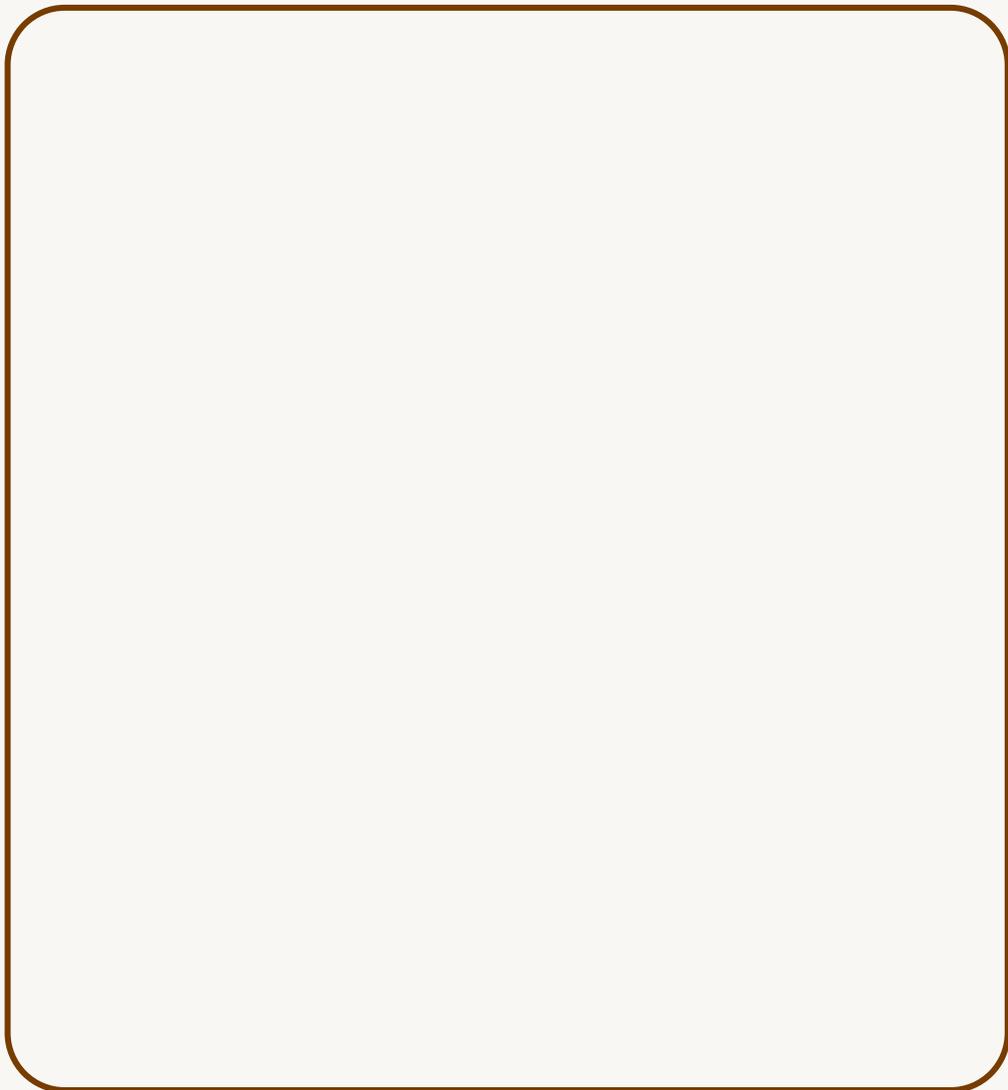


What is this facility?

Where can you find this facility?

How does this facility help the visually impaired individuals?

Have you seen any other facilities that can help the visually impaired individuals? Draw it out or take a photo of it.



Task 6: Interacting with Visually Impaired Individuals

Let us look at some helpful tips about interacting with visually impaired individuals!

Greeting and offering assistance

- **Initiate a greeting:** Gently say the person's name and lightly touch or take their hand.
- **Ask about needs:** First ask, "Do you need any help?" Sometimes visually impaired individuals may not need assistance.



Living environment for the visually impaired individuals

- **Entering indoors:** Tell them about the room layout and the location of any hazardous items.
- **Put items back:** Do not move their belongings arbitrarily.
- **Do not leave doors or windows half-open:** Avoid half-open doors or windows to prevent collisions.
- **Assist with seating:** Guide them to touch the chair and table to help them sit down.
- **Emergency response:** Explain how to seek help in an emergency.



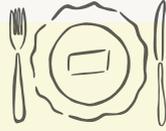
Travel safe with the visually impaired individuals

- **Guiding method:** Lower your arm and let them place their hand just above your elbow. Maintain a distance of half to one step.
- **Walking position:** Usually have them walk on the inner side, with you on the outside.
- **Reporting conditions:** Before reaching obstacles or changes in elevation, inform them and help them pass safely.
- **Narrow passages:** Move your guiding arm behind you, slow down, and let them walk directly behind you in single file.
- **Stairs:** Walk in front and announce the first step and the last step.
- **Stating location:** Describe the surroundings and help them find a stable point of contact or handhold.
- **Indicating directions:** When giving directions, you can trace the direction on their palm.
- **Verbal communication:** Since they cannot perceive the environment visually, use clear, detailed verbal descriptions. Upon arrival, describe the surroundings. If the layout of objects changes at the venue, inform them.
- **Ensuring safety:** When going out together, stay by their side. If you need to leave, position them so they are in contact with a stable object, such as a chair or a wall. Stay alert to bumps, narrow paths, posts, and rails to prevent collisions.



Dining with the visually impaired individuals

- **Everyday meals:** Tell them the location of menu items and tableware. You can gently tap the dish with chopsticks to indicate its position.
- **Banquet dining:** When eating in an unfamiliar place, first describe what food is on the table and the surrounding dining environment.
- **"70-percent philosophy":** When pouring water for them, avoid filling the glass too full (about 70%), and be mindful of the water temperature.



When encountering guide dogs

- **Do not disturb:** Do not touch the guide dog or call its name casually; let the dog stay focused on its work.
- **Keep a safe distance:** Maintain a certain distance when approaching a guide dog to avoid affecting its work.
- **Ask for permission first:** If help is needed, ask the visually impaired individual rather than speaking directly to the guide dog.
- **No feeding:** Do not give food to the guide dog, as this can disrupt its working state.
- **Respect the guide dog's role:** Guide dogs are essential helpers for the visually impaired individuals; please respect their work.



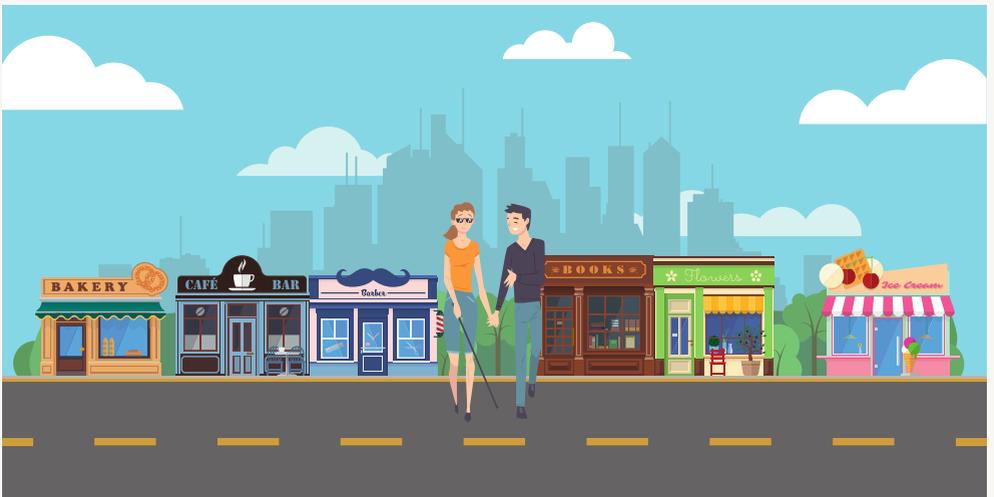


Quiz

Please determine whether the following ways of interacting with the visually impaired individuals are correct. Mark “✓” for correct and “✗” for incorrect.

Ways of interacting with the visually impaired individuals	✓/✗
Use facial expressions and gestures to convey your message to the visually impaired individuals.	
When talking with the visually impaired individuals, avoid using words like “look” or “see”.	
When you meet a person with visual impairments, proactively introduce yourself and the friends with you so they know who you are.	
If you need to step away briefly in the middle of a conversation, avoid disturbing the person with visual impairments and just leave directly.	
First understand the needs of the person with visual impairments before offering help.	
Help the visually impaired individuals tidy their home and move the positions of items in their house.	
Method for guiding a person with visual impairments to sit: place their hand on the back of the chair so they know where the chair is.	
When walking with a person with visual impairments, simply let them hold your elbow or shoulder so you can guide them safely.	
When indicating directions or locations to a person with visual impairments, use terms like “this way” and “that way”.	

Ways of interacting with the visually impaired individuals	✓/X
When communicating with the visually impaired individuals, deliberately raise your voice.	
When going out with the visually impaired individuals, actively describe the surroundings, such as street names and building names.	
When indicating positions to a person with visual impairments, you can use clock directions. (e.g. The cup is at your twelve o'clock; the napkin is at eleven o'clock.)	
When guiding a person with low vision, you should stand on the side where their vision is stronger.	
When going out with a person with low vision, wear brighter-coloured clothing so they can see you more easily.	
When interacting with the visually impaired individuals, we should put ourselves in their shoes, apply the principles of social inclusion, and get along pleasantly.	



✦ Task 7: Exploring in the Dark ✦

Brownies are only required to complete the Basic Challenge and Reflection, while Guides and Rangers must complete the Advanced Challenge. Brownie Unit Guiders may choose to complete the Advanced Challenge based on the units' capabilities or understanding towards the topics.

Preparation before the task

Wear a blindfold: Ensure the blindfold fully blocks the participants' vision so they cannot see their surroundings.

How the task works

Two people (a blindfolded participant and a guide) form a team. The blindfolded participant plays the role of a person who is blind; the guide is responsible for leading the blindfolded participant to complete the challenges. After the blindfolded participant puts on the blindfold, guides will be paired with them freely.

Basic Challenge

The guide should use verbal instructions and guiding techniques to complete the following actions:

- Walk straight
- Spin around
- Turn
- Avoid obstacles
- Go up and down steps
- Pass through a narrow passage



Advanced Challenge



Participants must complete the following instruction challenges:

- **Blindfolded: Find Stationery**

After being blindfolded, participants must find the specified stationery from a pencil case: a ruler and a pencil.

- **Blindfolded: Throw Away Trash**

After being blindfolded, participants must throw trash into the nearest trash bin.

- **Blindfolded: Eating**

Prepare individually packaged snacks for participants. After being blindfolded, participants must tear open the packaging and put the food into their mouths.

Reflection

After the activities above, did you feel and experience the difficulties and inconveniences of losing sight? Share your experiences and engage in a discussion.

The difficulties faced by the visually impaired individuals and the importance of guiding techniques.



Task 8: Little Inventor



Activity Guide

1. Difficulties faced by the visually impaired individuals

Imagine some “small inventions” that can help the visually impaired individuals face everyday challenges such as transportation inconvenience, social difficulties, and barriers to accessing information.

Note: If needed, you may refer to posts shared by The Hong Kong Girl Guides Association on social media (Instagram and Facebook).

2. “Small invention” design

Provide specific methods so that everyone understands how the “small inventions” can help the visually impaired individuals. Think about the name, purpose, and situations in which it is used (e.g. enabling the visually impaired individuals to obtain the information they need).

Tips

1) Keep it concise and clear

- The purpose must be related to the difficulties faced by the visually impaired individuals and designed to address the selected difficulty.
- The introduction to the purpose should be easy to understand, avoiding complex vocabulary.
- Include elements related to the visually impaired individuals (e.g. white cane, guide dog, tactile paving) to help others better understand the use of the “small invention”.

2) Promotional slogan

Such posters not only attract attention, but also help everyone recognise the role they play when supporting the visually impaired individuals. We hope to work together to drive change and create a more friendly social environment!

★ Task 9: Practical Application

1. Mini Sharing

Share the following information about the visually impaired individuals with four friends or family members.

1. Number, types and causes of visual impairment in Hong Kong

- What is the definition of visual impairment?
- Approximately how many the visually impaired individuals are there in Hong Kong?
- Is it congenital or acquired?
- What are the causes of acquired visual impairment? (e.g. illness? injury?)

2. Assistive tools for the visually impaired individuals

- e.g. white cane, guide dog, Braille, etc.
- What are the purposes of these tools?

3. Main service providers for visually impaired individuals in Hong Kong

- Which organisations exist in Hong Kong?
- What services can they provide to the visually impaired individuals?

4. Ways to help the visually impaired individuals

- Points to note when going out with a person with visual impairment
- Tips for interacting with the visually impaired individuals (e.g. what speaking techniques are helpful? what actions can assist them?)

After sharing with your friends and family, invite them to answer the short questions on the next page!

2. Multiple Choice Questions

Please select the correct answer.

1. How many the visually impaired individuals are there in Hong Kong?
- a) ~250,000 people
 - b) ~104,500 people
 - c) ~150,700 people
 - d) ~199,600 people
2. Which organisations are the main providers of services for people with visual impairments in Hong Kong?

i) The Hong Kong Society for the Blind



香港盲人輔導會
The Hong Kong Society for the Blind

ii) Hong Kong Blind Union



香港失明人協進會
Hong Kong Blind Union

iii) Hong Kong Rehabilitation Power



香港復康力量
HONG KONG REHABILITATION POWER
激勵殘疾人士發展
Empowering The Disabled To Develop

iv) Helping Hand



Helping Hand
伸手助人協會

- a) i & ii
- b) i & iii
- c) ii & iii
- d) ii & iv

3. Which type of accessibility facility is required by law in Hong Kong to assist pedestrians with visual impairments?
- a) Audible signalised pedestrian crossing devices
 - b) Braille information signs
 - c) Braille street signs
 - d) All of the above
4. What is the percentage of the visually impaired individuals in Hong Kong?
- a) 2.7%
 - b) 6%
 - c) 4%
 - d) 3.5%
5. Which Hong Kong government department is responsible for providing rehabilitation services for people with visual impairments?

a) Social Welfare Department



b) Hong Kong Rehabilitation A&E Association Limited



c) Hong Kong Blind Sports Federation



d) Vocational Training Council



6. Which assistive technology is subsidised by the Hong Kong Government for residents with visual impairments?
- a) Guide dog
 - b) White cane
 - c) Screen reader
 - d) All of the above
7. Which Hong Kong organisation holds “White Cane Day” annually to raise public awareness of the visually impaired individuals?

a) Social Welfare Department



b) Hong Kong Rehabilitation A&E Association Limited



c) Hong Kong Blind Union



d) Helping Hand



8. Which of the following is an **incorrect** technique when interacting with the visually impaired individuals?
- a) Use directional words (e.g. front, back, left, right)
 - b) Inform the person about the condition of the route (e.g. need to go up/down stairs)
 - c) Constantly urge the person to walk faster
 - d) When going out with a person with visual impairment, the guide walks alongside them

3. Pledge

After completing the Multiple Choice Questions with your friends or family, invite them to sign the pledge below.

I pledge to:

- Consider the needs of the visually impaired individuals
- Treat the visually impaired individuals kindly
- Do my best to help the visually impaired individuals
- Not disturb guide dogs while they are working



Name: _____

Signature: _____

Date: _____

✦ Reference (Chinese only) ✦

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