

## Activity: Circle catching

<b>Target group</b>	Any age group
<b>Time</b>	10 minutes
<b>Preparation and equipment</b>	A ball (or bean bag) for every 10 students. Space to form circles. Some scarves / eye patches / post-it notes to cover one eye on each person.

### Procedure:

1. Arrange the participants in groups of up to 10, standing in a circle, and give them a soft ball or a bean bag. Explain that they are going to take it in turns throwing the ball / bag to someone on the other side of the circle, and they must say that person's name as they do so. When they catch it, they must throw it on to somebody who has not yet had the ball, until everybody has had the ball.
2. Once the ball has been round the group, stop them and explain that they are going to repeat the sequence, always receiving the ball from the same person and always throwing it on to the same person, and always saying the name of the person they are throwing to. But first, ask them to cover one eye with a scarf or an eye-patch (or whatever is convenient). Ask how they feel when they can only see out of one eye. Acknowledge that it does feel a little odd, but ask them to persevere.
3. Set them off throwing and catching again, and remind them (if necessary) to call the name of their recipient. Watch to see who has more difficulty with the task than the others, especially now that their ability to judge distance is impaired. Ask them to keep going until they have completed a round without anybody dropping the ball. (If that seems unlikely to happen, set a time limit!) If one group manages to do that quite quickly, ask them to put one hand behind their backs, and try to continue throwing and catching one-handed.
4. When the participants have completed a clean round, or you judge that they have had long enough to try, gather the group again, and ask them to share how they felt, and what they had to do differently in order to manage the task.

*What strategies did they use to make sure they caught the ball? How did they remember when it was their turn? What did they do when it wasn't their turn? Watch the other groups? Think about something else?*

5. Make sure that they understand that there are many people who find it hard to judge distance, and try to elicit what other situations they might find difficult (e.g. crossing a road, placing a cup on a table). If you think it is appropriate, introduce the term '**dyspraxia**' and explain that this is one way that people can be different.

**For more activities like this, see the activity book  
'Raising Awareness of SpLDs'**