



Module 3

Unit 5

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Module 3

Unit 5: Touch tours

Task 1: Multiple choice¹

Question 1

When does a touch tour typically take place?

- a) After the live performance.
- b) Approximately an hour before the live performance begins.
- c) Immediately before curtain up.
- d) Approximately three weeks before the live performance begins.

Question 2

What is the describer's role at a touch tour?

- a) To stop people with sight loss (PSL) falling off the stage.
- b) To stop sighted companions of PSL falling off the stage.
- c) To encourage PSL to explore the stage independently and draw their attention to any props or areas that might have been missed.
- d) To create a wish list of objects to be touched.

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¹ The responses are based on the ADLAB PRO core videos. Only one answer is correct.

Question 3

If the stage is not suitable for a visit by PSL what should a describer do?

- a) Call off the touch tour.
- b) Ask for extra assistance from the venue.
- c) Issue hard hats to the PSL.
- d) Organise for props and costumes to be touched in another part of the theatre.

Question 4

What types of object are most suitable for a touch tour?

- a) Props that are interesting to touch.
- b) The most expensive props.
- c) Props that are unusual and feature in the action.
- d) The most dangerous props (usually weapons).

Question 5

Of the following, who is the most unlikely to attend a touch tour?

- a) The director.
- b) A co-describer.
- c) A person with sight loss.
- d) The cast.

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Unit 5: Touch tours

Task 2

Aim(s):

- Learners can explain the purpose of a touch tour for live events.
- Learners can compile an appropriate wish list of items desired for a touch tour for a specified production.

Grouping: individual.

Approximate timing: 60 minutes (30 minutes in class and 30 minutes at home after the class).

Material and preparation needed:

- Additional video for Unit 5 (AV_M3_U5_1).
- Writing materials.
- Recommended reading: Chapter 3 (pp. 26 – 41) in Fryer, L. (2016). *An Introduction to Audio Description: A Practical Guide*. London: Routledge.
- Recommended reading: Udo, J. P. & Fels, D.I. (2010) Enhancing the entertainment experience of blind and low-vision theatregoers through touch tours, *Disability & Society*, 25(2), 231-240.

Development:

1. Watch the extract from *Joining the Dots* (AV_M3_U5_1).
2. Discuss the content. As homework, ask every learner to write a short paragraph outlining the purpose of a touch tour, with reference to the literature if appropriate.

Additional comments:

As a follow-up you can ask learners to read: Eardley-Weaver, S. (2014). *Lifting the curtain on opera translation and accessibility: Translating opera for audiences with varying sensory ability* (Doctoral Thesis), Durham University. Retrieved from http://etheses.dur.ac.uk/10590/1/Sarah_Eardley-Weaver_PhD_thesis.pdf?DDD36+



Module 3

Unit 5: Touch tours

Task 3

Aim(s): Learners can compile an appropriate wish list of items desired for a touch tour for a specified production.

Grouping: individual, pairs or small groups.

Approximate timing: 2 hours.

Material and preparation needed:

- Additional video of *The Phantom Bantam of the Opera Act 1*(AV_M3_U1_2).
- Additional video of *The Phantom Bantam of the Opera Act2*(AV_M3_U1_3).
- Writing materials.
- Recommended reading: Section 2 (pp. 25-54) in Eardley Weaver, S. (2014) *Lifting the Curtain on Opera Translation and Accessibility: Translating Opera for Audiences with Varying Sensory Ability*, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/10590/>.
- Recommended reading: Fortnum, J. & Hall, C. (2016). Extant The Chairs tour – project evaluation report retrieved from:

http://extant.org.uk/news/audience_agency_the_results_are_in_24.0-6.18.



Development:

Ask learners to select items appropriate for a touch tour of *The Phantom Bantom of the Opera*. Select from this a wish list of items that could be given to a stage manager. Are there any items that might be desirable but inappropriate?

Additional comments:

This could be extended by asking one learner to role-play the stage manager. Will they agree to the list? If not why not? Can the list's creator(s) negotiate for everything to be included?



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Unit 5: Touch tours

Task 4

Aim(s):

- Learners can lead a group of visually impaired people (with sighted companions) along a specified route, successfully negotiating hazards and keeping the group together.

Grouping: groups of about 8-10 learners arranged in pairs.

Approximate timing: 90 minutes.

Material and preparation needed:

- Additional video AV_M3_U5_2 AV_M3_U5_2.
- Additional video AV_M3_U5_2 AV_M3_U5_3.
- Additional video AV_M3_U5_2 AV_M3_U5_4.
- Recommended reading: Fryer, L., Freeman, J., & Pring, L. (2013). What verbal orientation information do blind and partially sighted people need to find their way around? A study of everyday navigation strategies in people with impaired vision. *British Journal of Visual Impairment*, 31(2), 123-138.

Development:

1. Watch the additional videos about guiding.
2. Pair learners up (**A** and **B**). Ask **A** to close their eyes ready to be led by holding **B**'s arm or shoulder. Ask **B** to guide **A** along a

prescribed route that includes doors and either stairs or a short flight of steps.

3. When learners return have a class discussion about their experiences.

Additional comments:

1. It is important to emphasise to the learners that this is a simulated exercise to build confidence. **A** is not experiencing what it is like to be blind. Rather, **B** is experiencing what it might be like to guide someone who has little visual information.
2. You should also tell **A** that they can open their eyes or let go of **B** whenever they feel insecure. **B's** aim is to complete the route without either of those things happening. **A's** aim is to be aware of what information they gain about their surroundings from non-visual senses.
3. This exercise might be extended by appointing one person to lead the whole group to a destination of their choice (within a range of approximately 100m). The leader will not physically guide anybody but rely on verbal instruction.

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