



### Video Script and Commentary:

- Video opens with a shot of Lillian (athlete) standing on viewer’s left and Kirsten (teacher) standing on viewer’s right. There is a track in the background. Piano music playing in the background.
  - “I am Kirsten and I am the teacher.”
  - “And I am Lillian and I am the athlete”
- Slide of NWABA logo.
- Video transitions to slide reading ‘Appropriate Interactions’ while voiceover reads the slide.
- The video then transitions back to a mid-close-up shot of Lillian and Kirsten sitting on a bench with the track in the background. Lillian on viewer’s left and Kirsten on viewer’s right. Throughout the video, shot changes periodically to different angles of Lillian and Kirsten while they are talking. Kirsten introduces the purpose of the video.
  - “In this video we will be discussing the ways to interact appropriately with an individual with a visual impairment.”
- Video transitions to slide reading, ‘Introduce yourself and include your name’ as Kirsten introduces this point and the video transitions back to a shot of Lillian and Kirsten. Kirsten and Lillian demonstrate this interaction appropriately.
  - “First of all, when you approach someone with a visual impairment, you should always introduce yourself and include your name, such as; hi my name is Kirsten, what’s your name?”
  - “I’m Lillian.”



- “Nice to meet you.”
- “Nice to meet you as well.”
- “If you are approaching someone that you know, always make sure that you approach starting with your name, to let the person know who you are; hi Lillian, it’s Kirsten.”
- “Hey Kirsten, how’s it going?”
- “It’s going good, how ‘bout you?”
- “I’m doing well.”
- “When leaving the person, you should always let them know that you are leaving as well as making sure they are near something that they can touch, such as a wall, a table, and are oriented to the space.”
- Video transitions to a slide reading, ‘Approaching a person who has a guide dog’ while voiceover reads the slide. Then the video transitions back to a shot of Lillian and Kirsten.
  - “You may have noticed that we have a guide dog in this video. As you approach someone with a guide dog, make sure that you don’t interact with the guide dog and don’t introduce yourself to the guide dog first.”
- Transition to a slide that reads, ‘Interact with the person before you interact with the dog’ while Kirsten is speaking.
  - “Introduce yourself to the person then you can ask more about the guide dog, such as; Lillian, what’s your guide dog’s name?”
  - “His name is Spinoza. Thanks for asking.”
  - “That’s a really cute name.”



- “Thanks.”
- “Make sure that you don’t interact with the dog, give the dog food, treats, toys or anything unless the person who’s guide dog it is, has said okay.”
- Video transitions to a slide reading, ‘Descriptions and Directions’ while voiceover reads the slide. Then the video transitions back to Lillian and Kirsten.
  - “When giving descriptions and directions, make sure that you are very descriptive. Avoid using descriptions such as ‘over there’, ‘over here’, ‘just like this’, so that you can add as much description as possible so that the person is able to replicate that, such as, if you are describing a jumping jack, you might talk about standing straight up with your feet shoulder-width apart, your arms at your side then jump out so that your feet are wide apart, your arms are up in a V as if your body is making an X. When you go to a restaurant, you might ask the person if they would like you to read the menu to them and they can say yes or no, but allowing that person to order for themselves and to advocate for themselves. You can use a clock face as a way to describe directions when you are guiding someone whether that is for a specific sport or activity or when you’re describing where things are on a plate such as, your mashed potatoes are at noon and peas are at 3 o’clock. Additionally when giving descriptions, make sure you avoid words such as, ‘watch out’, or ‘be careful’ and instead give adequate



description such as, there's a stick in front of you, you are going to want to step right over it. In all things, you want to treat the individual with a visual impairment with respect and treat them as you would like to be treated such as, letting them know if they have a spot or stain on their clothing, privately. You also don't have to avoid words such as, look, watch, or see. It's appropriate to ask a question such as, Lillian, did you see the soccer game yesterday?"

- "Ah, I did. It was good."
- "Good, I'm glad. I watched it too."
- Video transitions to a slide reading, 'Asking the appropriate questions' while voiceover reads the slide then the video transitions back to Lillian and Kirsten.
  - "There are appropriate and inappropriate things that you can ask someone with a visual impairment. It's appropriate to ask things such as, Lillian, can you describe your vision to me so that I can adequately guide you while you are skiing?"
  - "Yes, it's best if you ski behind me. I can see things up close, but not far away and I have blind spots in the center of my vision."
  - "Awesome, thanks, that's really helpful. When interacting with someone with a visual impairment, make sure that you are aware of your surroundings. Make sure that you don't move furniture or belongings of someone without letting them know first and giving someone the opportunity to orient to a new space and providing adequate verbal



descriptions. Lillian, is there anything else you would like to add?”

- “I would just really emphasize to treat someone like you want to be treated.”
- “Thank you, Lillian, for your time and thank you all for watching.”
- Video transitions to a slide that reads, ‘For more information, visit the Sports Adaptations page at [www.nwaba.org](http://www.nwaba.org). Thank you for watching’ while voiceover reads the slide.
- Slide showing logo for Washington State School for the Blind.
  - “Thank you to the Washington State School for the Blind for allowing us to use their campus in the making of these videos.”
- Slide showing logo for Guide Dogs for the Blind.
  - “Thank you to Guide Dogs for the Blind who create partnerships between people, dogs, and communities.”
- Slide transitions to NWABA logo.