

EMPATHIC MODELLING

The initial **timed session plan or session structure** was as follows:

- 4 minute intro to myself, session and learning outcomes.
- 7 minutes to carry out the activity (2 max for prop exploration and reading tasks + 5 to do the activity)
- 7 minutes for discussion
- 2 minutes Q&A

Some of the **props/objects** I could use to carry out the activities **are**:

- A blindfold to simulate blindness (visual disability)
- Safety glasses spread with Vaseline simulate cataracts (visual disability)
- surgical gloves to simulate reduced tactile sensitivity (physical disability)
- using only one hand to simulate paralysis after stroke (physical disability)
- buttons taped to joints in hand – arthritis (physical disability)

Some of **the tasks** I could propose are:

For visual disability:

- On the table is a bag with an item in it (people will be asked to no peeking!). The “blind” user should figure out how to use it. (hint: it’s a digital scale)
- Put on the blindfold. Take the lift and go to the 1st floor and enter the shop to buy a red coloured pen with a fine point that you like how it writes. The guide needs to avoid accidents i.e., bumping into walls, falling off stairs etc.. The guide should guide the “blind” person around the corridor (exit right door, turn right, follow the corridor around, and come back via left door) but do not touch nor carry them around. Avoid telling the number on lift at first.
- Fill out one of the paper forms in front of you, using a couple of different pen styles (cataracts)
- Read main article of paper to guide (cataracts)

For physical disability:

- Fill out one of the paper forms in front of you, using a couple of different pen styles (arthritis and/or reduced mobility).
- Using a variety of devices you have access to (e.g. laptop, tablet, phone), type in the guide’s phone number (arthritis and tactile loss)
- Open and close the jars and bottles in front of you (reduced mobility and/or arthritis)

The session would conclude with a discussion on inclusive design practices, emphasising the importance of designing for all users while considering the benefits and limitations of this approach.

The **final timed session plan** was the following:

Learning Outcomes:

- Observational skills
- Design Awareness and Knowledge
- Understanding key concepts
- Criticality & subversive thinking
- Challenging pedagogies and own assumptions

Structure:

- Brief Intro to Activity (3 mins)
- Empathic Modelling (8 mins)
- Group discussion (5 mins)
- Written feedback (2 mins)

This excluded 1 1-minute introduction to myself, which eased the presentation of Empathic Modelling and the following activities (see blog post).