

Visual Impairment



**An Introduction to Taekwondo for
blind and partially sighted people**



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Introduction

Welcome to the first resource for blind and partially sighted people from British Taekwondo.

This resource has been produced by British Blind Sport, in partnership with British Taekwondo, with support from members, coaches and athletes.

At British Blind Sport, we believe every person with sight loss has the right to participate in the sport of their choice. However, we understand there are many barriers to overcome to ensure every blind or partially sighted person has the same opportunities as their sighted peers. This resource has been created to assist those delivering Taekwondo activities by providing support, ideas and guidance on how to include people with a visual impairment.

This resource aims to help mainstream Taekwondo providers become VI-friendly through their provision of training, resources, and support.

These include:

- Taekwondo clubs
- Participation programmes and initiatives
- Taekwondo facilities



This resource will enable coaches, teachers, and parents to:

- Have a better understanding of the needs of people with a visual impairment.
- Apply their knowledge to meet the needs of people with a visual impairment.
- Identify where you can obtain further support to ensure your group is accessible and inclusive.



You will be able to include people with visual impairment by making small and simple changes to your coaching methods. Much of the advice in this resource will help all of your participants, not just people with a visual impairment.

British Blind Sport is committed to providing sport and physical activity opportunities for all people who are blind or partially sighted across the United Kingdom from grassroots and recreational participation, all the way to elite level.

The positive impact of involvement in sport for a person with a visual impairment cannot be underestimated as it is a fantastic way of developing new opportunities, health benefits and new friendships.

The purpose of our educational resources is to raise awareness and knowledge of how to ensure people who are blind or partially sighted can enjoy a positive and inclusive experience in a sport of their choice. This resource that we have created in partnership with British Taekwondo provides a fantastic toolkit for coaches who want to make a visible and lasting difference through this sport.

Alaina MacGregor
Chief Executive Officer,
British Blind Sport





Taekwondo is a very versatile, adaptive Martial Art and physical activity that has something for everyone. It's really great to work with British Blind Sport to provide coaching support and participation opportunities for all.



Ian Leafe
Chief Executive,
British Taekwondo



What is visual impairment?

Visual impairments can be broadly defined as 'a limitation in one or more functions of the eye or visual system' (Source: RIDBC). It can be congenital (someone born with the impairment) or acquired later in life.

Visual impairments are a broad spectrum, ranging from:

Blind  **Partially Sighted**

Sight level is classified on more than one measure. The main measures are visual acuity and visual field.

Visual acuity

A person's ability to see fine detail. For example, reading text is often tested by reading down an eye chart.

Visual field

The boundaries of what a person can see in one instant; the entire area which can be seen without moving the eyes.

Visual impairment categories

Severely sight impaired (blind)

- People in this category may or may not be able to see print.
- People in this category will often use braille to access text.
- They will not be able to see a demonstration.
- They will need to orientate themselves correctly (to ensure they are facing the correct direction) before taking part in an activity.
- They may not know when they are standing too close to a fellow participant.

- They may become disorientated partway through an activity and need your voice to find the correct direction.

Sight impaired (partially sighted)

- People in this category may or may not be able to see print.
- They may not be able to recognise you from a distance when you greet them at the start of the session.
- They may not be able to see a demonstration due to light conditions or their position in relation to you.

Visual impairments are on a broad spectrum and sight will vary greatly depending on the cause of the impairment and where it occurs in the eyes or brain. Visual impairments can range from the total loss of sight to

a disturbance within the field of vision. The age or stage of onset that the visual impairment occurs will have an effect on the individual's physical, psychological and emotional development.

Understanding common visual impairment conditions

The common conditions below are all types of ocular visual impairments. This means the condition has affected a part of the eye. There are also cortical visual impairments, which occur when the processing of information received from the eye is at fault, and not the eye itself.

Albinism

This condition occurs due to a lack of pigmentation in the skin or eyes causing a reduced visual acuity. Bright light will cause discomfort to people with this condition. This is important to consider when holding a session in a brightly lit venue or in direct sunlight. If sunlight or strong lights are shining into an environment, it may alter a person's vision.



Nystagmus

Nystagmus is the involuntary movement of the eye, with the person's eyes appearing to shake or oscillate. This condition is often a factor in other visual impairments such as albinism. People with nystagmus may find it difficult to follow a moving object, due to the movement of the eye. There may also be an angle of sight that the nystagmus affects the least. This means that the visually impaired participant may look indirectly at the point of interest.

Retinitis Pigmentosa (RP)

This condition affects both the visual acuity and visual field, often resulting in tunnel vision. It will take time for a participant to adjust to new light levels when transitioning from poorly lit to well-lit environments. If the change is very significant, it may leave the participant temporarily blind. Some forms of RP are progressive and may result in individuals losing all their sight over time.

Retinoblastoma

Retinoblastoma is a cancer of the eye. The resulting visual impairment will vary depending on the size and location of the tumour and whether it affects one or both eyes.

Colour confusion

(also known as colour blindness)

Colour confusion is not generally identified as a visual impairment but can have a significant impact on sporting participation. Those with this condition see colour differently as they are unable to identify colour variance. You may become aware of a participant with colour confusion when you describe tasks with colour terms such as "run to the red cone". To resolve this situation, ask the participant to name the colour of the cone, and use that colour when describing the activity to them.

CONCLUSION

There are some sight loss conditions that occur as part of a syndrome. These conditions affect more than one part of the body. For example, Usher's Syndrome affects both hearing and sight. There are many different eye conditions that result in sight loss. If you need to know about specific eye conditions, please visit the RNIB.

Source: RNIB eye conditions.

Case Study

Aquila Taekwondo and Dorton College

Aquila Taekwondo is a London-based Taekwondo club that offer sessions for all ages and abilities. They have worked with a Further Education setting, who are a Royal Society for Blind Children establishment called Dorton College.

The college prides itself on their bespoke visually impaired curriculum and provides enrichment for its students in a range of activities ensuring they get the most out of their time at the college.





The partnership between Aquila and Dorton College was supported by British Taekwondo, British Blind Sport and Sport England who helped fund the sessions delivered by Aquila for students at the college. One of the Aquila coaches is visually impaired and has been involved with the GB Para squad, so was the perfect example to the students of how they can be involved with the sport of Taekwondo.

The 9-week programme of sessions was an opportunity for the students to try a range of elements of Taekwondo in a safe and familiar environment. Over the course of sessions, the students learnt how to safely manoeuvre around

the space and learnt patterns and protective blocks. As the sessions progressed, they were able to build enough confidence to perform kicks and punches on the pads with the help of the coaches. The coaches from Aquila were incredibly understanding of the students' needs and took into consideration the adaptations needed for the sessions.

The staff from the college expressed their enjoyment of the sessions and said how much the students had grown in confidence as a result of trying Taekwondo. Each of the students were assessed at the end of the 9 weeks and all were awarded their first belt. An excellent achievement, showing how inclusive Taekwondo can be for people with disabilities.

1 How to communicate with a blind or partially sighted person

There are two terms regularly used to refer to blind and partially sighted people. These are severely sight impaired (blind) and sight impaired (partially sighted). British Blind Sport uses the term 'blind and partially sighted people' to refer to all levels of sight loss.

It is important to understand the needs of a blind or partially sighted person. Do not be afraid to ask questions to obtain as much information as you can that will aid in coaching and delivery.

- Always ask a person who is blind or partially sighted how much they can see.
- Find out if the person who is blind or partially sighted has had any sight previously. This may affect their understanding of a sport, game or task.
- Try to establish if there is a preferred situation or environment that promotes better vision, for example, a person who is blind or partially sighted may have better vision in their left eye, so by making a small change to where you stand to demonstrate a skill or task may make a huge difference.

Can the person who is blind or partially sighted access the venue independently? Do they need support in the changing area? To overcome any safety issues with young children, discuss options with the child's parents, guardians or carers beforehand.

Remember to always introduce yourself by name to a participant with a visual impairment.



2 Ways to adapt Taekwondo sessions

General coaching advice

- Consider what descriptions you use when describing an activity or technique. Some people who are blind or partially sighted may not understand certain descriptions. This is due to gaps in their knowledge or having no reference for that shape or action such as specific techniques.
 - When approaching a person or group, always say who you are by name. You may have to do this more than once to allow them to become familiar with the sound of your voice.
 - Try and verbalise body language. Some people who are blind or partially sighted people may not be able to read facial expressions or make eye contact.
 - Address a person who is blind or partially sighted by name or lightly touch them on the side of the arm to indicate you are talking to them. Always ask before touching your participant.
 - Don't be afraid to use everyday language such as "see" or "look."
 - Experience sight loss yourself by listening to coaching sessions with your eyes closed. You will be able to identify whether enough information was provided and whether the techniques required were adequately described.
 - Clear communication is vital, so provide detailed explanations of drills and rules.
- Physical, and manual demonstrations may be necessary when working with a person who is blind or partially sighted. It is vital that you ask the participant if they are happy for you to do this.
 - Some people who are blind or partially sighted may require additional support. This may include hands-on support, guiding or assisting with skills repetition.
 - Remove obstacles from the activity area.
 - Keep equipment in a well-defined area and inform the participants of the area location.
 - Verbalise all instructions because hand movements and gestures are not always seen by people who are blind or partially sighted.
 - Give precise instructions to help the participant find their way. For example, use "the equipment is on your left side" instead of "it's over there" and pointing.
 - Where possible, share notes with other coaches about the participant, including their progress, especially if they are moving up to the next level or group. This is beneficial for all your athletes, but particularly useful for sharing tips with coaches working with people who are blind or partially sighted.

Taekwondo-specific coaching advice

Before any type of training begins, it is important to spend a small amount of time understanding and assessing the blind or partially sighted person's needs.

Consider the following questions:

- Why the individual wants to participate in Taekwondo?
- What can the club do to support them?
- What safety measures does that participant feel are essential?



Before any type of training begins, it is important to spend some time understanding and assessing the blind or partially sighted person's needs.

Asking questions such as the above will allow for a more structured and robust plan to be developed and will also allow other sighted participants to support the blind or partially sighted participant better as progression is made.

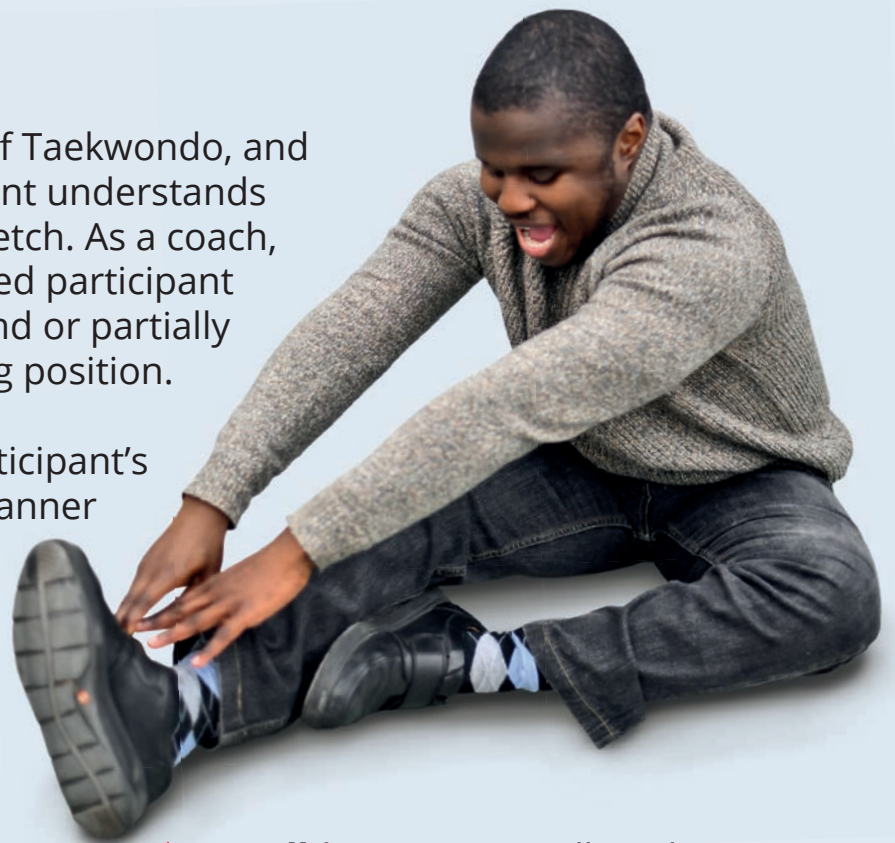
As a coach there will be times when you will need to be tactile with the participant. This cannot be avoided, and most participants will not mind this providing they have advanced warning.

Always describe what you're going to do before engaging. This will help both the coach and participant.

i. Stretching

Stretching is a critical element of Taekwondo, and it is important that the participant understands why they are being asked to stretch. As a coach, either yourself or a willing sighted participant can assist the person who is blind or partially sighted to get into the stretching position.

Never be afraid to build the participant's level of flexibility in the same manner you would a fully sighted participant.



ii. Basic Stances

- **Attention** – Standing to attention before the action of bowing. A physical demonstration or just explaining is straightforward. Stand up straight, feet together facing forward with closed hands and arms straight down by sides.
- **Bow** – A description should normally be fine however, allowing the participant to feel your actions whilst you perform the move will also help depending on the level of sight.
- **Ready Stance** – Allow the participant to feel your actions whilst you state what your feet are doing.
- **Horse Riding Stance** – Described as riding a horse or, sitting on a bar stool with a leg on each side with feet pointing forward and bent knees. You will probably need to make minor adjustments; however, the main portion of the stance will be understood.

- **Walking Stance** – Allow the participant to feel the position of your feet if required and demonstrate how to measure using fist size. Once this is complete, allow the participant to try this and adjust where required. This is a basic move, and most will be able to complete this straight away.
- **Long Stance** – As in walking stance, however, physically demonstrate by manoeuvring the participant's body (with their permission). Once the body is in position, place the participant's closed hands where they should be.
- **L Stance** – An explanation should be fine; however, it is suggested that placing the participant's feet into the L-Stance would help.

continued next page



Back Stance



- **Back Stance** – Described the same way as horse riding stance but with the left or right foot pointing 90 degrees out and hips at a 45-degree angle toward the turned foot. You may need to adjust the participant slightly until they get used to the movement. Practise going from the ready position, into the horse-riding stance, then into the back stance, then into the long stance.

- **Tiger Stance** – Ask the participant to go into the walking stance. Once they are in position, instruct the participant to use the leading leg, keep the ball of the foot on the ground, raise their heel, and sink toward the floor slightly by bending both knees making sure that the back foot is pointing in the same direction as the leading foot. You will need to position the feet to achieve the right distance.

- **X Stance** – The best way to describe this stance would be to ask the participant to cross their lower legs and bend their knees. Once in this position, you will need to adjust the height by asking the participant to go up or to sit lower down.

Whilst moving forward, backwards or in a different direction, as a coach you will notice that blind and partially sighted participants will not always be able to move in a straight line. This is not hugely important until the participant's performance develops further. You may notice that with the participant practising moving between stances, it will automatically correctly adjust their movements over time.

iii. Hand & Elbow Strikes

A brief overview of the different types of strikes will assist the participant in their understanding of how to strike and where the power is generated from.

This will help the blind or partially sighted participant to perform each technique more effectively. You may need to show the participant which parts of the hand, fist, and elbow to strike with and, how the hips are used to generate power.

Coaching the participant in different breathing techniques that can assist in the generation of power may also be useful to the participant.

All striking techniques should be practised in different stances so that the participant is able to understand that the type of strike to be used is dependent on either the Poomsae they are partaking in or, the type of defence to be used.



- **Punch** – Describe as punching forward and landing the punch to the centre of their own chest. Ask the participant to find the area on their chest where their ribs split. If required, ask the participant to place their finger at the bottom of their neck and move downwards until they find the opening of their ribcage.
- **Punching toward the Philtrum (High Section Punch)** – As above but the aim of the punch is between the participant's nose and top lip. If the participant knows that the strike is to hit at their level, there will not be any problem with completing this action.
- **Back Fist** – Start by showing the participant the technique by allowing them to gently hold your striking elbow and wrist. This will allow the participant to fully understand the movement. Once the movement is over, ask them to feel the position of your fist. Now, allow the participant to try the technique and adjust as required.

- **Knife-Hand Strike** –

Allow the participant to feel your hand whilst in the knife-hand position and ask them to replicate it. Explain that the strike is at their own neck level with the elbow only slightly bent. You can put the participant into the prepare position and guide their arm and hand from start to finish. This will allow them to understand how the strike starts and ends and the body position that should be taken.



- **Palm Strike** – It would be suggested that you first allow the participant to feel the starting position of your hand and then allow them to gently hold your elbow and hand whilst you are slowly performing the technique. This will allow for a clear understanding and will also allow the participant to copy your actions.

- **Elbow Strike** – Start by explaining to the participant what part of the elbow is going to be used. You may need to physically show them this move. It would be better for the participant if this strike was performed in a long stance and once understood, moving forward.

iv. Blocking

Most attacker's actions are predictable and as such, blocking is very important regardless of the level of sight.

A lot of people will state that blocking is not important for someone who cannot see an attack coming, however, once hands have been placed on someone who is registered with a sight impairment (i.e., holding the throat, arm etc.), the blind or partially sighted person will understand through their training how to predict what happens next and will be able to use blocking techniques.

Sometimes, it may be of benefit to teach the participant in reverse meaning that you start at the finishing position and end at the starting position. It would be advisable to do this with outer section blocks and lower section blocks however, this is at the discretion of the coach.

- **Lower Section Block –**

The best way to describe this to the student is to ask the student to use an invisible cane. The cane when used is about 2 fists from their leg when in use. If you have never seen someone who uses a cane, ask the student to provide you with an example.





Higher Section Block

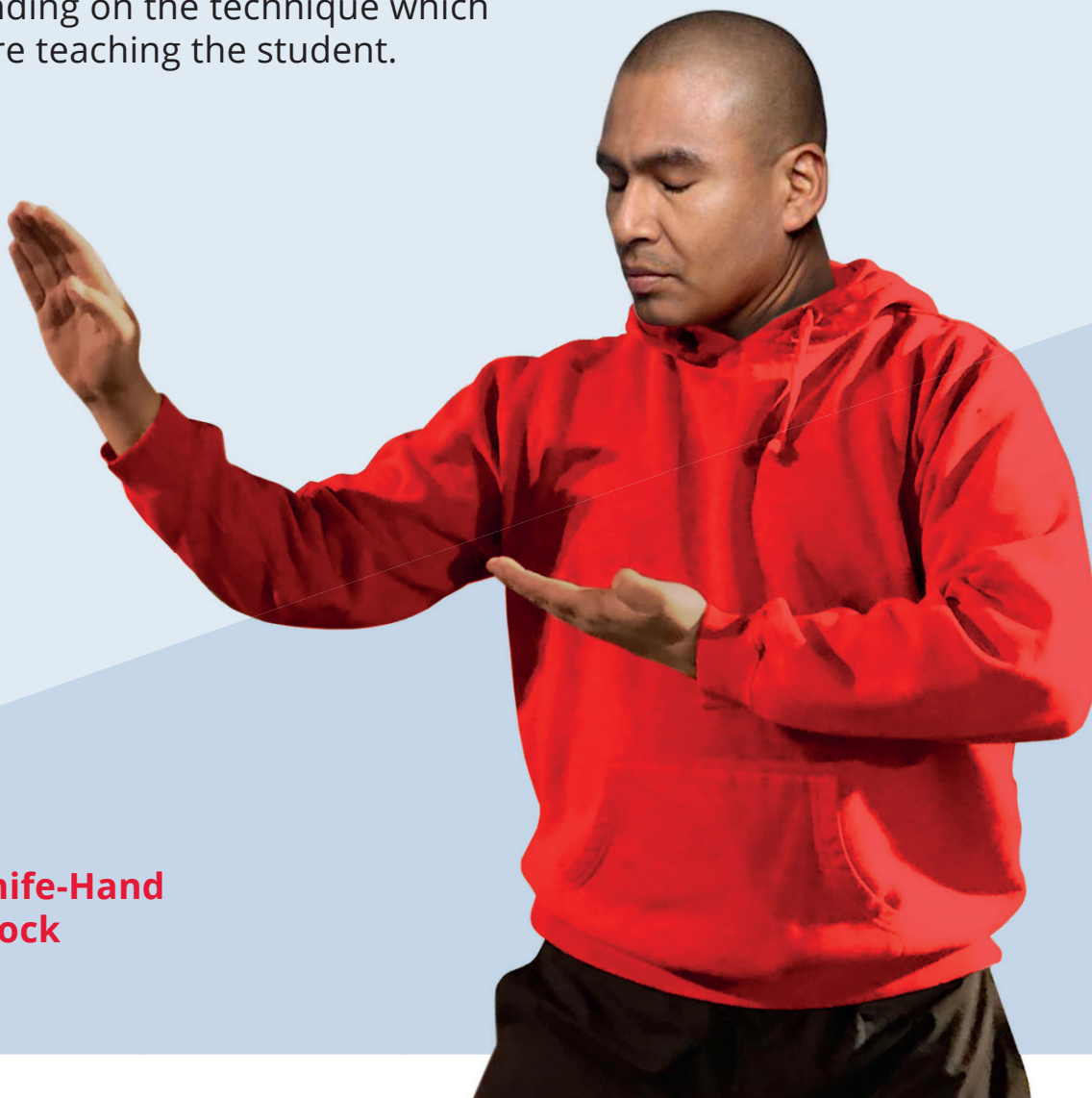
- **Inner Section Block** – Ask the student to put one arm straight out to the side, then bend that arm at the elbow 45 degrees with palm facing forward. Then inform the student to keep position and make a loose fist. For height, inform the student that their elbow needs to be at the same height as their shoulder. Now, instruct the student to move their entire arm without changing the position of their arm toward the centre of their chest and turning their fist so that by the time that arm is in front of their chest, the back of their fist is facing forward and is tight. You may need to allow the student to feel you performing the action and possibly adjust the finishing position of the student.

- **Outer Section Block** – Ask the student to start with a closed fist on the opposite hip to that arm. Explain to the student that the endpoint is the same as the inner section block, and the elbow at the finish should be at a 45-degree angle with the back of the fist facing outward.

- **Higher Section Block** – Start by asking the student to make a fist and place it on the opposite hip. Then instruct them to place that fist on top of their head in the centre with the knuckle of their thumb touching the head. Then adjust the student's arm for height and position. As this will not be a natural movement, it would be advisable to ask the student to perform this action several times. This will allow the student to adapt to the movement.

- **Palm Hand Blocks** – Describe this action in the same way as inner section blocks and outer section blocks stating that the hand starts in a fist but opens into a flat hand with the palm facing forward and fingers tightly pressed together.
- **X Block** – Ask the student to make each hand into a fist and place each fist on their hips. Then instruct the student to lunge each fist forwards but crossing their forearms over just before their arms are fully extended with the back of both fists facing each other. Adjust the height of the block depending on the technique which you are teaching the student.

- **Pressing Blocks** – I would describe this as being the same as the inner section block but, with the hand open, fingers tightly pressed together ending with the little finger facing forward.
- **Knife-Hand Block** – Described the same as an outer section block but with an open hand and the endpoint being an extended arm. This technique may be a little confusing to describe to a student with a visual impairment so you may need to move the student's arm into position and then allow the student to perform the move several times.



**Knife-Hand
Block**

v. Kicking

Whilst teaching any kick, you will need to reassure the participant that there is enough space so they will not be kicking anything.

At an early stage of training, it would be recommended that only very basic kicks are taught to the participant to help them understand where the kicks are coming from (generation of power) and when and where certain movements take place. It may be useful to ask the participant to use the wall to assist with balance. The following kicks will assist with strength and conditioning.

- **Front Kick** – Place the participant at arm's distance sideways toward the wall standing straight up with their hand against the wall. Then instruct the participant to lift one knee up straight in front of them as high as possible (without holding their leg). You can then ask them to kick without dropping their knee. From here, you will be able to see if the participant can perform the kick with their toes pointing back or if they need more work on their flexibility.
 - **Pushing Kick** – As written above but bringing the knee close to their chest and then pushing their leg out forward hitting with the ball or heel of the foot.
 - **Axe Kick** – Place the participant in the exact same position as above. Ask the participant to enter a walking stance but keep their hand against the wall. You can then instruct the participant to swing their back leg forward keeping the leg straight as high as they possibly can quickly and, on the descent, tightening the muscles in the leg.
 - **Chopping Kick** – Place the participant in the same position with their hand on the wall in a walking stance. Instruct the participant to quickly bring their knee up to their chest, bring the rest of their leg up as high as possible and extend the leg outward. On coming down, tighten the leg muscles so that the leg is brought down with force.
 - **Side Kick** – As above, place the participant next to the wall at arm's length with the palm against the wall. Instruct the participant to bring their knee toward their chest and turn the standing foot toward the wall so that the toes are pointing toward the wall.
- Once in position, instruct the participant to point their raised knee toward the wall so that the sole of the raised foot is pointing outwards. Once in position, you can then ask them to fully extend the raised leg outwards and as high as possible. Once the participant understands the movements, ask them to repeat the technique several times.

vi. Pad Training

When training with pads, consider asking if there is a colour the participant can see better. Expect kicks to begin rather slow to start with as the participant will need to get used to the distance for different types of kicks. As a coach, you may at times need to adjust your distance to match the participant's leg length depending on their vision.

Where you can, consider the lighting of your training facility. The lighting should be bright to allow the participant to use what sight they have.

When working with a severely sight impaired participant, they might not be able to see the pad at all so you will always need to adjust to the leg length of the participant and will also need to let them know what height to kick, for example front kick to the head, side kick to the chest.



vii. Self-Defence

When teaching self-defence, try and be tactile with your instructions and talk through the moves as you physically demonstrate them.

The participant should have built up enough trust and confidence in your teaching technique to allow you to be in closer proximity if you have asked their permission to do so. As you move to perform a self-defence technique, talk the participant through what you are doing including where both your arms and feet are located, and what is going to happen to the participant as you are performing it.

If you are going to use a technique that takes the participant to the ground, **“warn them before doing so”**, as any

resistance during a technique could potentially injure the participant.

As a coach, you should also allow the participant to be tactile, as this can improve their level of understanding.

If the participant is severely sight impaired, start by teaching escape techniques, locks, and takedowns.

It is recommended that both participant and coach wear a head guard with a face shield to prevent potential risk of injury/accidents.

viii. Sparring

Sparring is one of the best ways to analyse a student’s progression over periods of time as it fully exploits the many areas of Taekwondo including self-defence.

It would not be suggestable for those with no sight to partake in the sparring element of Taekwondo. This is due to the safety of the student and others. For those with a degree of vision who may be capable of sparring, please assess if it would be safe enough for the student and explain the risks.

It would be suggested that until the student reaches blue belt, no kicks to the head are used. Once the students obtain their blue belt, face shields should be worn to prevent kicks to the eyes.



ix. Poomsae

Poomsae is perfect for those with a visual impairment of any type as it is non-contact and with enough training, those with a visual impairment can be just as good if not better than those without any visual impairment.

Blind and partially sighted people will often use routines as part of their everyday life.

During this document, it has been observed that asking the student to repeat the movement several times is what is required. This not only gets the student used to the moves but also, allows the movement to be transferred into aspects of their movements outside of Taekwondo.

Here is an example which we can take from Pattern 1:

Turning left in a walking stance with a left-hand lower section block – turn left with a guide cane.

A student who uses a guide cane will tell you that when using a guide cane, they will first turn left and doing so,

will bring their cane around before moving forward in that direction.

From the example (left), we can now identify a routine that is a natural movement, so it would be suggested that all moves in Poomsae are made in the same way.

For movements that are not natural, exaggerate movements that they already know. For example: a left-leg long stance with a lower section block would be a left-leg walking stance with a lower section block but lunging forward with the left leg (not moving the back foot) with the front knee bent.

You will see from the above example that we have exaggerated a basic movement which is already known to the student, which in turn makes teaching that student more effective.

3 Adaption considerations for clubs



- **It might be necessary to provide a meet and greet service for a visually impaired participant, especially on their first visit to a club, venue, or session. This can be discussed and arranged during any prior communication with a blind or partially sighted participant.**
- Ensure that staff at the venue have been briefed that a blind or partially sighted person will be attending the session.
- It is important to consider how sunlight and the time of the session may affect a blind or partially sighted participant. Poorly lit indoor spaces may be particularly difficult. Floodlights also may cause difficulty – where possible and if practical, organise sessions in good light or evenly lit indoor spaces.
- It is advisable to guide a blind or partially sighted person around the venue or facility to help with orientation.
- Tactile markings – using raised tape, or taping string to the boundaries of a playing area will help a person who is blind or partially sighted understand where a court, pitch or playing area is.
- Consider the acoustics in the facility, is it easy for instructions/ explanations to be heard?

4 New starter with visual impairment

Advertising

The promotion and marketing of your sports session, club or activity is important to ensure people are aware of what your club offers, where you are located and what activities and programmes are accessible.

The way in which people who are blind or partially sighted people communicate and source information may be different to sighted people, so it is important to consider the following when advertising sessions:

- Provide information in an accessible format if required (e.g., braille, clear print, or suitable electronic version for a screen reader).
- Advertise your sessions with local and national organisations for blind and partially sighted people such as British Blind Sport, RNIB or your local Blind Society.
- Many County Councils or Local Authorities provide a Sight Support Service for people living with sight loss.

This could be an excellent method to promote your club or sessions to your target audience and engage with people who are blind or partially sighted. British Blind Sport can advise on your local contacts. Contact BBS for further information.

- Use social media to promote your services. Evolving technology makes social media a very accessible and popular medium for people who are blind or partially sighted.
- Use appropriate images of blind and partially sighted athletes in your marketing material. This will directly speak to your target market and help to inspire other people who are blind or partially sighted to take part. With any images please make sure you include alt text.

Travel

As many people who are blind or partially sighted rely heavily on public transport, it is advisable to check public transport options and promote the nearest train station or bus route in any promotional or marketing material.

Additionally, there may be community transport options available. Local Sight Support Services will be able to provide information as to what services may be available.

Some participants may rely on a sighted guide or support worker who may assist the participant in getting to and from your club or session.

5 Blind and partially sighted terminology

It is important to always use the correct terminology when referring to blind or partially sighted people and discussing sight loss in general.

Using the wrong type of language can create a barrier.

By using appropriate terminology, it will help you build lasting relationships with your participants and grow your participation programmes.



Words to use

Person with a condition
or visual impairment

People with a visual impairment

Person with sight loss

People with VI

People who are blind
or partially sighted

VI-inclusive



Words to avoid

The Blind

Blind people

Blind and visually
impaired people

Avoid negative language
e.g., 'suffers from'.....



While it is important to use correct terminology, do not overthink every sentence you say.

For example, saying the term 'See you later' will not be offensive.

6 Helpful sources



- **Media Guide to reporting on persons with an impairment; International Paralympic Committee:**
www.paralympic.org/sites/default/files/2021-01/IPC%20Guide%20to%20Reporting%20on%20Para%20Athletes.pdf
- **Activity Alliance Inclusive Communications Factsheets**
www.activityalliance.org.uk/how-we-help/resources/7067-inclusive-communications-factsheets
- **Activity Alliance Talk To Me Research**
www.activityalliance.org.uk/how-we-help/research/1910-talk-to-me-principles-in-action-november-2014
- **RNIB eye conditions**
www.rnib.org.uk/your-eyes/eye-conditions-az/

7 Courses

To continue your learning and personal development, please consider undertaking one of the below courses*.

British Blind Sport – Coaching Blind and Partially Sighted People

www.ukcoaching.org/courses/learn-at-home/coaching-blind-and-partially-sighted-people

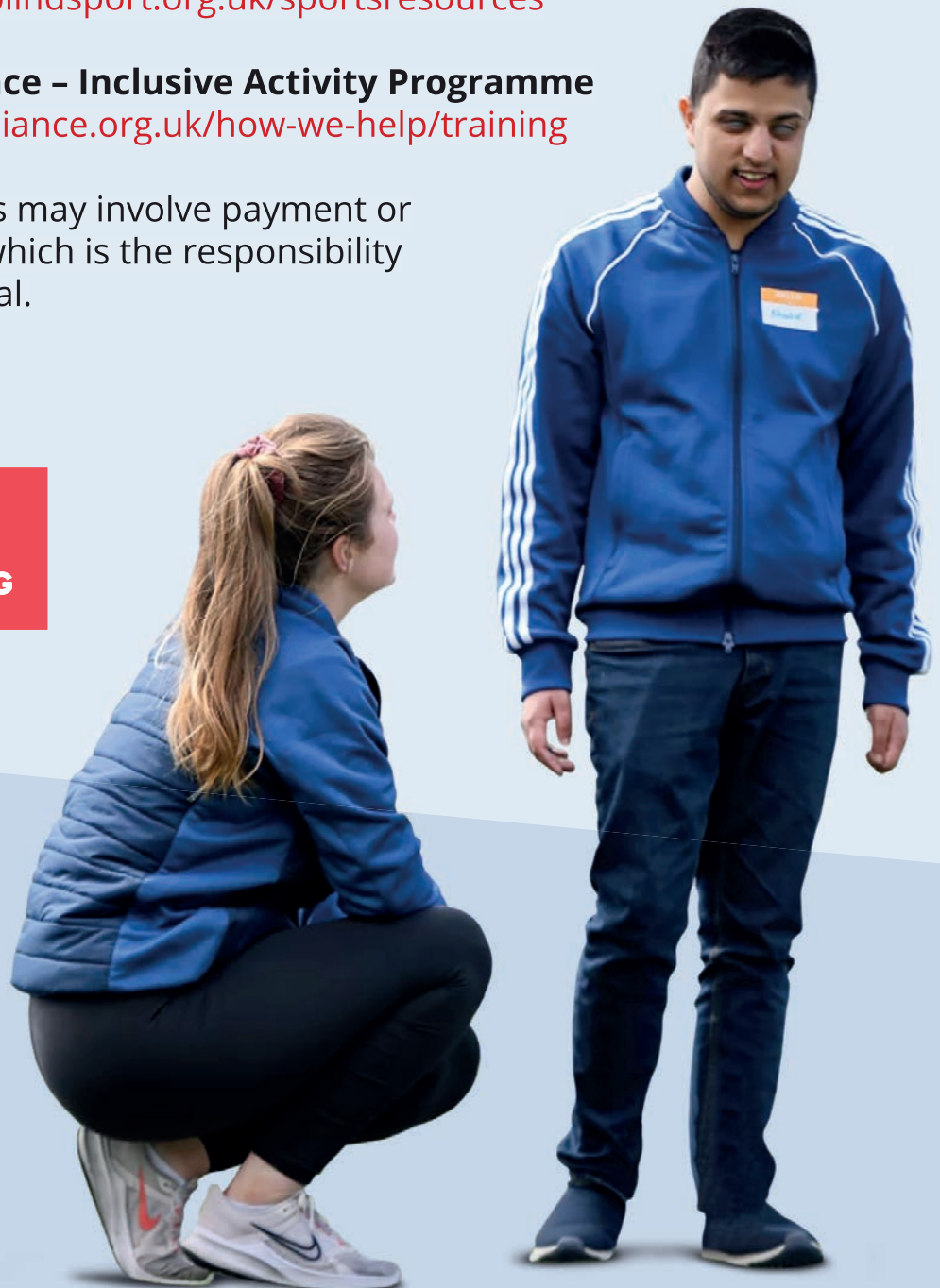
British Blind Sport – links to various resources and guides

<https://britishblindsport.org.uk/sportsresources>

Activity Alliance – Inclusive Activity Programme

www.activityalliance.org.uk/how-we-help/training

*Some courses may involve payment or subscription, which is the responsibility of the individual.

 UK
COACHING

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**If you wish to discuss this document further
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Activity Alliance
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**If you are a blind or partially sighted athlete or
know someone who would like the opportunity to
train with the Para Poomsae Performance Pathway,
please contact**
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