

Educator Checklist: Preparing a Ceramics Workshop for People with Visual Impairment

1. Prepare the Space

- ☐ Make sure the workspace is safe and easy to navigate.
- ☐ Keep tools and materials in the same place throughout the workshop.
- ☐ Remove obstacles from walking areas.
- ☐ Introduce the room and explain where materials are located.

Tip: A predictable environment helps participants feel comfortable and independent.

2. Prepare Materials

- ☐ Choose clay that is easy to manipulate.
- ☐ Provide different tools and textures for exploration.
- ☐ Allow participants time to touch and discover materials before creating.
- ☐ Use materials that create different sensations (smooth, rough, soft, hard).

Tip: Touch is the main way participants explore and understand their artwork.

3. Introduce the Activity Clearly

- ☐ Explain the activity step by step.
- ☐ Describe shapes, textures, and forms using clear words.
- ☐ Allow participants to explore examples through touch.
- ☐ Break complex objects into smaller parts.

Example:

Instead of saying:

“Create a face.”

Say:

“Create a round shape for the head, add two small areas for the eyes, a central shape for the nose, and a curved line for the mouth.”

4. Support Tactile Exploration

- ☐ Encourage participants to use both hands:
 - One hand can keep contact with the object as a reference.
 - The other hand can explore details.
- ☐ Encourage participants to discover the form at their own pace.
- ☐ Ask questions instead of giving constant instructions.

Examples:

- “What shape do you feel?”
 - “How does this part connect to the rest?”
 - “What texture would you like to add?”
-

5. Respect Different Ways of Imagining

Participants may create mental images in different ways:

- ☐ People with low vision may combine visual and tactile information.
- ☐ People who lost their sight may use memories of previously seen objects.
- ☐ People blind from birth may understand forms through touch and movement.

Remember: There is no single “correct” way to imagine or create an artwork.

6. Use Helpful Language

Use words related to:

Shape: round, curved, flat, pointed

Texture: smooth, rough, soft, hard

Position: above, below, inside, outside, centre

Avoid only using visual descriptions such as:

✗ “Make it look brighter.”

✓ “Create a stronger difference by adding a smoother or rougher surface.”

7. Encourage Independence

- ☐ Let participants make their own creative choices.
 - ☐ Ask before helping physically.
 - ☐ Avoid correcting their artwork based on visual expectations.
 - ☐ Focus on the process, exploration, and expression.
-

8. Reflection Questions

At the end of the workshop, ask:

- ☐ What did you discover through touch?
 - ☐ What part of the process was most interesting?
 - ☐ Did your idea change while creating?
 - ☐ What would you like to explore next?
-

Key Message for Educators

A ceramics workshop for people with visual impairment is not about reproducing what is seen.

It is about helping participants explore, imagine, create, and express themselves through touch.