

UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Bakalářská práce



**Weekend stay for children and youth with severe visual
impairment on the theme: *The Hobbit***

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Olomouc 2022

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Prohlášení

Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a uvedla v ní všechny použité zdroje a literaturu.

V Olomouci dne

.....

Acknowledgements

I would like to thank my supervisor Mgr. Petr Anténe, M.A., Ph.D. for his advice and valuable comments on my bachelor project. I would also like thank to all my co-leaders from Život trochu jinak, z. s. for helping me with the whole weekend stay. Lastly, I would like to thank to my boss and colleagues in Za Sklem, o. s. for lending me premises of the organization. My last thanks belong to my family, cat, and friends for their support and help during my studies.

Abstract

Multiple areas of an individual's life are influenced by visual impairment. Reading is quite an unusual hobby for a person with visual impairment. The theoretical part of this thesis deals with Tolkien and his literary work, visual impairment, and its influence on an individual's life, the basic characteristic of learning through experience, and the non-profit organization Život trochu jinak, z.s. The practical part offers selected programs for the weekend stay, differences between the planned programs and their realization, and the results of the questionnaire, which collects data to find out if the participants are motivated to read *The Hobbit*.

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Introduction

A typical image of a person with visual impairment is a man or woman with a white cane, black glasses, and sometimes with a guide dog. When we imagine their hobby, the first idea is definitely not reading. The inspiration for choosing the topic about creating a weekend stay was simply to motivate children with visual impairment to read a book. From previous feedback on summer camps and other stays, it was obvious that most of participants were motivated to read a book about the story they lived through.

There are plenty of books but multiple factors (e.g., availability in different formats) must be considered. From the narrowed selection of books, *The Hobbit: Or There and Back Again* (1937) was chosen due to several reasons. One of the reasons is availability in different formats such as physical copies written in black print or Braille, audiobooks, or even a few movie adaptations. Another reason was the popularity of the literary piece in wide age groups. It is important that the theme is attractive to both children and to lecturers. The most personal reason is the fact that I have always wanted to play the role of Gollum, and this was a perfect opportunity.

With a growing number of mainstreaming children, it is important to find ways how to motivate them in areas, in which they do not feel confident due to the nature of their impairment. Building a positive attitude towards literature, in general, can help with access to wider sources of information, entertainment, or relaxation. The thesis brings ideas on how to transfer a story from a book to the real world, which might motivate some of the participants to read it without the rush of time of a weekend stay.

The theoretical part of the thesis focuses on four main topics. The first one briefly describes the life of Tolkien and his literary work with an emphasis on *The Hobbit: Or There and Back Again*. The second topic in the thesis describes visual impairment and how it influences an individual's life. Significant chapters are also focused on compensatory factors as they are important for creating the program of a weekend stay. The next topic is learning through experience, which is the method the organization Život trochu jinak, z.s. [Life a Little Differently] using the most. In chapters about learning through experience, the basic characteristics are described. Lastly, the theoretical part informs about the non-profit organization Život trochu jinak, z. s., which has been creating stays for people with visual impairment for over a decade. The chapter includes the history of the organization and outlook on planned events.

The practical part is divided into two chapters. The first chapter describes the preparation of the weekend stay, such as how the leaders are selected, and obstacles we must face. Preparation is followed by selected programs of the weekend stay. Programs are described with their goals, which part of the book they are inspired by, and by the expected process. After observation on the weekend stay it is also described how in reality programs go. There is an expectation for a few differences between the planned program and its realization. The second half is based on the results from the questionnaires. The questionnaires investigate whether children feel motivated to read *The Hobbit: Or Back and There Again*, which program motivates them to read a book and other related topics.

1. J. R. R. Tolkien and his writing

J. R. R. Tolkien is one of the biggest contributors to the fantasy genre. Even though his first work about the adventure of Bilbo Baggins will be celebrating its centenary in fifteen years, it is still a popular book. The recent series *The Rings of Power*, which will be streamed in September is one of the multiple examples, of how Tolkien's work is still relevant and sought after by modern audiences.

1.1. J. R. R. Tolkien

John Ronald Reuel Tolkien (1892 – 1973) was an English writer, who is probably best-known for his fantasy works: *The Hobbit: Or There and Back Again* (1937) and the trilogy *The Lord of the Rings*, which was published between 1954 and 1955. Tolkien was not only a writer but also a linguist and a professor at Oxford University with enormous interest in Old English and Old Norse. This fact was obvious not only in his works but also in his surroundings, which were described by Carpenter: “*The shelves are crammed with dictionaries, works on etymology and philology, and editions of texts in many languages, predominant among which are Old and Middle English and Old Norse...*”¹

The beginning of Tolkien's life was full of painful moments. Tolkien was born in Bloemfontein in South Africa in 1892. His father died early and soon he was followed by Tolkien's mother that left Tolkien alone with his younger brother. After some hesitation, Tolkien joined British Army in the First World War. During his duty, Tolkien got trench fever and was sent back home. The following years of his life were calmer. Before joining the army Tolkien married Edith Bratt, with whom he had three sons and one daughter. After Tolkien's death, some of his works, e.g. *The Silmarillion* or *The Children of Húrin*, were collected and published by his son Christopher. His days were filled with teaching, academic discussions but also spending time with his family. He was also known for his humour – on New Year's Eve Tolkien dressed up himself as an Anglo-Saxon warrior. Tolkien's death was caused by pneumonia, he died two years after his wife.²

¹ CARPENTER, Humphrey. *J. R. R. Tolkien: A Biography*, p. 10.

² KRAUSE, Arnulf. *Skutečná Středozemě: Tolkienova mytologie a její středověké kořeny*, p. 14–20.

1.2. The Hobbit: or There and Back Again

*“In a hole in the ground there lived a hobbit”*³

One of the works which brought fame to Tolkien is a story about Bilbo Baggins and his adventures. The book was addressed to a children’s audience however the audience was considerably larger. The story was enjoyed even by adults. One of the first readers was the son of a publisher Stanley Unwin, who wanted to know his son’s opinion. Unwin’s son was enthusiastic about the hobbit’s story, and he recommended it to children between ages 5 to 9.⁴

The idea of writing the story about Bilbo Baggins was born in Tolkien’s head in summer, while he was marking School Certificate papers, which was a job that helped him to increase his income. According to Tolkien, it was a boring job and after realizing that one of the candidates left one paper blank, he decided to write down a short sentence. This simple sentence: *“In a hole in the ground there lived a hobbit.”* started the whole journey of Bilbo Baggins.⁵

Helms described *The Hobbit* as a very simple version of its sequel. In his article multiple similarities between those two stories are highlighted e.g., both quests took one year. The tone of the stories is also mentioned. While *The Hobbit* remains light and optimistic throughout the whole story, the series *The Lord of the Rings* is most of the time heavy-toned. Descriptive parts are also more common in *The Lord of the Rings*, which slows the story, and *The Hobbit* appears to be much faster. Another important difference is that in *The Hobbit* there is no real evil character but in the *The Lord of the Rings* there are multiple evil characters. *The Hobbit* is considered to be suitable for children but is also sought by an adult audience, but *The Lord of the Rings* is recommended more for older readers.⁶

The Hobbit: Or There and Back Again follows the story of Bilbo Baggins. Bilbo is visited by Gandalf, an old wizard, who invites thirteen dwarfs to Bilbo’s house. The hobbit is forced to join dwarfs on their journey to Lonely Mountain. Dwarfs believe that Bilbo is a burglar, who will help them reclaim their home and all treasures from their ancestors. During their travel, Bilbo and his company face multiple dangerous situations e.g., goblins, or big spiders. By the end of the story, the group reaches the Lonely Mountain and face a dragon, Smaug. Smaug is

³ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 3.

⁴ KRAUSE, Arnulf. *Skutečná Středozemě: Tolkienova mytologie a její středověké kořeny*, p. 21.

⁵ SHIPPEY, Tom. *JRR Tolkien: Author of the century*, p. 2.

⁶ HELMS, Randel. *Tolkien's World. Contemporary Literary Criticism*, p. 12.

killed by Bard, while he was trying to destroy Lake-town. As people hear that the dragon was killed, they want to get the treasure from the mountain. The forest elves had same idea. All they could find were thirteen dwarves, who refused to share their treasure. In the end, five armies met but men, elves, and dwarves united against the army of goblins and Wargs. Bilbo survives the Battle of Five Armies and returns home, where he writes a book about his adventures.

As it was mentioned in the introduction *The Hobbit: Or There and Back Again* is a story, which is available in different formats. The first Czech translation was made by František Vrba in 1978 and since then it has been the only translation used in all editions.⁷ People with visual impairment can order *The Hobbit* written in braille from Knihovna a tiskárna pro nevidomé K. E. Macana [K. E. Macan Library and Printing Company for the Blind]. The edition in braille consists of seven volumes.⁸ Another possibility for people with visual impairment are audiobooks or radio adaptation from 1996 made by Jiří Horčíčka for Český Rozhlas.⁹ Not only books are available for people with visual impairment but also several film adaptations. Probably the best known is the adaptation by Peter Jackson. Even though, the adaptation contains several differences it is still one of the most popular adaptations of the book.¹⁰ In the Czech language, Jackson's movie does not have an audio description but due to its popularity, it will probably have it in the future. Overall, there is a wide variety of choices of *The Hobbit* for people with visual impairment, which makes it an accessible piece of literature for them.

⁷ Databáze Národní knihovny ČR

⁸ Knihovna a tiskárna pro nevidomé K. E. Macana

⁹ LEDVINKOVÁ, Václava. *Hobit aneb Cesta tam a zase zpátky opět ve vysílání ČRo 2 - Praha!*

¹⁰ OZIEWICZ, Marek. Peter Jackson's *The Hobbit: A Beautiful Disaster*. *Journal of the Fantastic in the Arts*, p. 248-270.

2. Visual impairment

Different sources state that a person perceives between 70 to 80% of information from their surrounding from visual way. The stimulus perceived from the visual way is processed by 1 million neurons, which is 700 thousand more neurons used than from hearing stimulus. The importance of vision can be found also in language, in words and expressions such as visionary, vision of future.¹¹ The following subchapters focus on different classifications of visual impairment, how is a person with visual impairment influenced by their impairment, and on compensatory factors and aids.

2.1. Who is a person with visual impairment?

Two main approaches are commonly used in defining visual impairment. The first one is a medical view, which mostly comes from the definition of the World Health Organization. The medical definition says that the person with visual impairment is someone, whose visual acuity is worse than 6/18 or if the person has the field of view lower than 10° after optimal correction. By optimal correction is understood medical intervention (surgery, medicament), spectacle correction, or other types of correction. The second view comes from special education. From the view of a special education, a person with visual impairment is someone who experiences difficulties in processing information of daily life. These difficulties still appear even after optimal correction, which is the same as for the medical definition. The degree of visual impairment is measured and considered according to the better eye.¹²

People with visual impairment can be found in both genders, every age, or social group. Visual impairment can be congenital or acquired during a lifetime – it can be caused by eye injury; it can be a symptom of illness (e.g., diabetes), or the sight can be weakened by aging. There are differences in what causes visual impairment in developed countries in Europe and US and in rural areas, Asia, and Africa. In Europe and in the US most of the visual impairment is caused by old age. However, in Africa and Asia, visual impairment is caused mostly by lack of hygiene, medical devices, or unavailability of optimal spectacle correction. According to the WHO, there are 2.2 billion people with visual impairment in the world and 1 billion of these impairments could have been prevented.¹³

¹¹ ŠIKL, Radovan. Zrakové vnímání.

¹² KROUPOVÁ, Kateřina. *Slovník speciálněpedagogické terminologie: vybrané pojmy*, p. 93.

¹³ Blindness and vision impairment. *World Health Organization*

2.1.1. Vision impairment classification

As several areas of life are influenced by visual impairment, there was a need to create different classifications for each area. These classifications are not used on their own as people function in different areas on daily basis. The classifications are usually combined, overlap, and complete each other. There can be multiple different outlooks on how to categorize vision impairment. Some classifications can focus on when the impairment was developed – congenital or acquired during a lifetime. Others can examine, which function is impaired – limitation of the visual field, ocular activity disorder, and so on. They can focus on the etiology of visual impairment – organ or function defect. These classifications can be specified more as medical classifications¹⁴

From the view of special education, there are also several classifications, which differ in usage. For example, there is a special classification with three categories of visual impairment, which is used only for the secondary school leaving exam. According to this classification, the pupil will get proper support measures.¹⁵ Another example of classification, which is more connected to special education is a classification used in sports. In sports, there are only three categories of visual impairment, and the athlete must visit the special doctor with a right to classify. In the Czech Republic, there are only two doctors, who have the right to classify the degree of visual impairment for sports.¹⁶

Most of the classifications are based on the International Classification of Diseases. This classification is continuously updated, and it represents a compromise between the medical view and view of special education. In January 2022 the new version of ICD-11 was introduced but most of the countries are still using ICD-10.

¹⁴ SLOWÍK, Josef. *Speciální pedagogika*, p. 210–212

¹⁵ *Výhláška 177/2009 Sb. o bližších podmínkách ukončování vzdělávání na středních školách maturitní zkouškou, ve znění účinném od 1. 1. 2022*

¹⁶ *Klasifikace zrakového postižení v ČR: Český svaz zrakově postižených sportovců – ČSZPS z. s.*

Category	Worse than:	Equal to or better than:
Mild or no visual impairment 0		6/18 3/10 (0.3) 20/70
Moderate visual impairment 1	6/18 3/10 (0.3) 20/70	6/60 1/10 (0.1) 20/200
Severe visual impairment 2	6/60 1/10 (0.1) 20/200	3/60 1/20 (0.5) 20/400
Blindness 3	3/60 1/20 (0.5) 20/400	1/60* 1/50 (0.02) 5/300 (20/1200)
Blindness 4	1/60* 1/50 (0.02) 5/300 (20/1200)	Light perception
Blindness 5	No light perception	No light perception
9	Undetermined or unspecified	Undetermined or unspecified

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Picture 1. ICD-10 categories of visual impairment

2.1.2. Consequences of visual impairment

It is important to understand that the person with visual impairment is influenced by their impairment in all life areas – social life with all relationships, job, or school. The consequences can differ, and they are influenced by many factors such as type or degree of visual impairment, age, and personality of the visually impaired individual, or for example the place where the person lives.

The first group of consequences of visual impairment is distribution, limitation, or even absence of one or more of the visual functions. Basic vision functions are: visual acuity, the field of view, spatial vision, vision differentiation, contrast sensitivity, colour vision, and adaptation to light and darkness. These functions are examined by ophthalmologists and the results are important for planning the rehabilitation.¹⁸

Another group of consequences are psychological. This can be illustrated from the early development stages of the child. For children it is important to learn patterns of behaviour from observing adults. Observation is limited or unrealistic for children with visual impairment depending on the type of impairment. It leads to the impacts such as slower development of

¹⁷ ICD-10 categories of visual impairment.

¹⁸ RŮŽIČKOVÁ, Kamila. *Rehabilitace zraku slabozrakých a rozvíjení čtenářské výkonnosti*, p. 21.

social skills, nonverbal communication, or abstract thinking. With proper care of parents and teachers, the consequences can be decreased.¹⁹

The social life of a person with visual impairment is also influenced. It can be seen from the beginning of compulsory education – parents must choose between mainstream schools or special education schools. Both opinions have their advantages and disadvantages. The obstacles, which can be faced by children with visual impairment in school can be e.g., faster visual fatigue, difficulties with work materials such as maps. The mainstreamed child with visual impairment can also face bullying.²⁰ In adulthood, a person with visual impairment can be faced with complications of finding a job, partner, or detaching from parents.

2.2. Compensatory factors

As people with visual impairment are unable to receive information by their sight, they developed other ways to do so. These ways are also called compensatory factors and they are divided into two categories: higher and lower. The lower compensatory factors are connected to the sensory perception of a person with visual impairment and the higher compensatory factors include psychological processes such as imagination, or memory. The following chapters are focused on lower compensatory factors as they are used in the program of the weekend stay.

2.2.1. Tactile perception

Tactile perception is the main way how a person with a visual impairment receives information from their surroundings. It is important to train sensitivity of the touch from a young age so the person with visual impairment can read text written in Braille or view embossed pictures.²¹

There are three forms of tactile perception: passive, active, and instrumental. By passive tactile perception, it is understood the situation when a person simply puts their hand or another part of their body on the surface of the object without moving it. From this perception, the person is getting information about the object's physical property (e.g., temperature, weight). The active tactile perception is similar to the passive one, but the person is moving their hand on the subject they examine. This way of perception helps the person get a complex image of

¹⁹ LEWIS, V., S. NORGATE, G. COLLIS a R. REYNOLDS. The consequences of visual impairment for children's symbolic and functional play.

²⁰ JANKOVÁ, Jana. Katalog podpůrných opatření: dílčí část: pro žáky s potřebou podpory ve vzdělávání z důvodu zrakového postižení a oslabení zrakového vnímání, p. 15.

²¹ KEBLOVÁ, Alena. *Hmat u zrakově postižených*, p. 4.

the subject (e.g., size, place in space). The last instrumental tactile perception is the usage of compensatory aid (e.g., white cane) or their own body parts (e.g., leg). It helps a person with visual impairment to expand their space of exploring of surroundings.²² Růžičková uses Finková's categorization of tactile perception according to if one or both hands are used. These two categories are called: monomanual – using only one hand and bimanual – using both hands. It is stated that more accurate is usage of bimanual perception.²³

2.2.2. Hearing perception

The second most important compensatory factor of a person with visual impairment is hearing perception. It could be said that hearing perception is “remote sense”, which helps a person with visual impairment to identify more distant situations around them. Hearing perceptions needs to be trained just like the other sensory perception to be more responsive.²⁴

Kolarik states that an average person with visual impairment can perceive sounds from twice as far away more than a sighted person. The sound perception is also more accurate for more distant sounds. The reason for this is the fact that a person with visual impairment is expected to react almost immediately after hearing sound. More distant sounds give more time for planning their steps. Hearing perception is mostly used for avoiding passer-by on the street, to evaluate traffic and to choose the safest path.²⁵

2.2.3. Olfactory and gustatory perception

Olfactory and gustatory perceptions are the least used sense as compensatory factors of visually impaired people. The main reason for this is that these senses are not as developed as the others. Another reason is the fact that smelling or tasting something unknown can be dangerous. The last reason that can be mentioned is that certain things do not have a distinguished smell or taste at all. People with visual impairment can improve their taste and smell through systematic training.²⁶

Olfactory perception is more sensitive during childhood but can be preserved with training until adulthood. A person with visual impairment can use smell to complete situations around

²² KEBLOVÁ, Alena. *Hmat u zrakově postižených*, p. 5–6.

²³ RŮŽIČKOVÁ, Veronika a Kateřina KROUPOVÁ. *Tyflografika: reliéfní grafika a její role v životě osob se zrakovým postižením*, p. 24.

²⁴ LUDÍKOVÁ, Libuše. *Kombinované vady*, p. 69.

²⁵ KOLARIK, A.J., RAMAN, R., MOORE, B.C.J. *et al.* The accuracy of auditory spatial judgments in the visually impaired is dependent on sound source distance.

²⁶ KEBLOVÁ, Alena. *Čich a chuť u zrakově postižených*, p. 5.

them e.g., the street has a certain smell after rain, and it can make a person with visual impairment think about bringing an umbrella. It can also make a person with visual impairment aware of potentially dangerous situations e.g., they will smell smoke before feeling the heat of a fire. Smell is also connected to emotions. A person with visual impairment can connect a certain smell to a certain person.²⁷

The gustatory perception completes the image of objects mainly from the chemical view. A person can distinguish four main tastes (sweet, salty, sour, and bitter) and their combinations. Also, during childhood, the taste is more sensitive.²⁸

2.2.4. Compensatory aids

Compensatory aids are used by people with visual impairment on daily basis. Usage of these aids differs according to the individual needs, affordability of aid, or degree of visual impairment. There is no general categorization for compensatory aids and different authors divide them differently. For example, Matysková uses four categories – household aids, leisure time aids, aids for working with information, and aids for spatial orientation and independent movement.²⁹ On the other hand, Kroupová, Hanáková, et. al. divide compensatory aids for people with visual impairment into five categories – general aids used for gaining information and communication, school aids, working and household aids and aids for leisure time, aids for spatial orientation and the last group consists of diagnostic and re-education aids.³⁰ Bubeníčková, Karásek and Pavlíček use wider categorization than previous authors. Twelve different categories include toys, measuring aids, or mobile phones.³¹

²⁷ KEBLOVÁ, Alena. *Čich a chuť u zrakově postižených*, p. 7–8.

²⁸ KEBLOVÁ, Alena. *Čich a chuť u zrakově postižených*, p. 8.

²⁹ MATYSKOVÁ, Kateřina. *Kompenzační pomůcky pro osoby se zrakovým postižením*.

³⁰ KROUPOVÁ, Kateřina a Adéla HANÁKOVÁ. *Úprava prostředí pohledem osob se zdravotním postižením*, p. 72–75.

³¹ BUBENÍČKOVÁ, Hana, Petr KARÁSEK a Radek PAVLÍČEK. *Kompenzační pomůcky pro uživatele se zrakovým postižením*.

3. Learning through experience

Learning through experience is a method based on the ability of people's memory to learn from experience which is accompanied by strong emotions. In *Život trochu jinak, z. s.* it is the main method used at events. The method can be used for a wide age range, and it can be targeted at different fields – knowledge, skills, or attitudes. Activities can be created not only for individuals but also for groups. The following chapters focus on the characteristics of learning through experience and its elements. Two chapters are dedicated to the two models of experimental learning – Dewey's and Kolb's. These two cycles are often seen as complementary as Kolb was inspired by Dewey.

3.1. Characteristics of learning through experience

The idea of learning through experience comes from the fact that experience is the foundation of learning and stimulus for learning. In this approach, the knowledge is actively created by the learner. The learner is involved in the activity as a whole person with their intellect, feelings, and senses, which can be illustrated by role-playing. The learner must have certain knowledge about their character (intellect). The senses are used during the role-playing too. Through the play, the learner experiences some emotions. Furthermore, the learner's personal experience is more likely to be integrated into their own values and understanding. Together with continued reflection, a deeper understanding is created by the learner.³²

Learning through experience is a method that can be used for a wide variety of participants. It can be used for children in elementary school but also for adults in the companies for team-building activities. In the Czech Republic, the method is mainly used by non-profit organizations in non-formal education. A growing number of courses and seminars focused on experimental learning is proof of the popularity of this method.³³

3.2. Dewey's experimental learning cycle

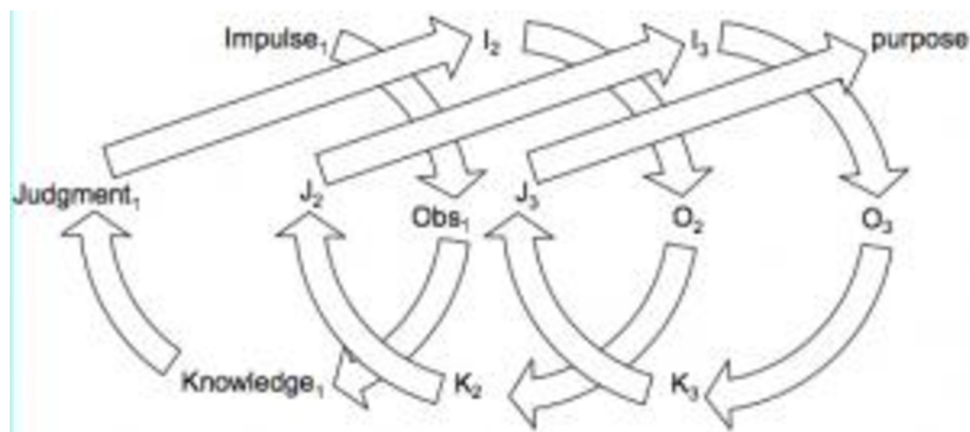
*“Dewey's theory of experimental education is based upon the idea of the continuum of experience; in other words, students learn best when new ideas are connected to prior knowledge.”*³⁴ Dewey's cycle has three stages, which begin with an impulse from the

³² ANDRESEN, Lee; BOUD, David; COHEN, Ruth. *Experience-based learning*. Routledge.

³³ DVOŘÁČKOVÁ, Adéla; ŠULCOVÁ, Martina; JIRÁSEK, Ivo. *Analýza metodologických postupů publikovaných prací v oblasti zážitkové pedagogiky*, p. 407-421.

³⁴ LEVY, Amanda R.; MOORE MENSAH, Felicia. *Learning through the Experience of Water in Elementary School Science*

surroundings. This impulse starts the first stage – the observation, which leads to the second stage – knowledge. The knowledge stage represents currently gained experiences and connects them with previous ones. In the last stage, the judgment a person combines currently gained knowledge and experiences with the past ones and understands what they mean. Impulses, feelings, and desires of the individual are the crucial parts of learning through experience. Previous experiences can determine whether the participant takes part in the learning process, or if they leave the opportunity due to negative experiences from the past.³⁵



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Picture 2. Dewey's learning cycle

3.3. Kolb's experimental learning cycle

There are several models used in learning through experience and one of them is Kolb's cycle. Kolb's cycle is divided into four stages, which repeat themselves in a spiral. The whole process of the activity with its introduction, questions of the participants, and the activity itself is presented by the concrete learning stage. After the concrete, learning stage reflective observation takes place. In reflective observation personal views on the activity are shared by the participants. The views do not have to be always positive and if they are negative there is a need for a supervisor of the activity to explain the situation. In the third stage named abstract conceptualization participants generalize their experiences into outcomes and plans for the next similar situation. In the last stage, active experimentation, participants' plans and outcomes from previous are tested.³⁷ *“Through reflecting on their already acquired experiences and by*

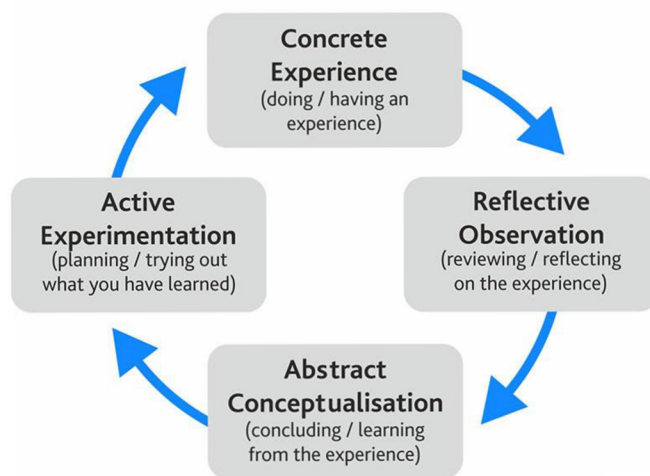
³⁵ HANUŠ, Radek a Lenka CHYTILOVÁ. *Zážitkově pedagogické učení*, p. 38.

³⁶ KOLB, D. A. *Experiential learning: Experience as the source of learning and development*, p. 23.

³⁷ HANUŠ, Radek a Lenka CHYTILOVÁ. *Zážitkově pedagogické učení*, p. 43–45.

evaluating and reconstructing them both individually and collectively, they can make their learning meaningful. ³⁸

The Experiential Learning Cycle



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Picture 3. Kolb's learning cycle

³⁸ NAMAZIANDOST, Ehsan; NASRI, Mehdi; ESFAHANI, Fariba Rahimi. Pedagogical efficacy of experience-based learning (EBL) strategies for improving the speaking fluency of upper-intermediate male and female Iranian EFL students.

³⁹ Skillshub: What are Kolb's learning styles and what do they mean?

4. Život trochu jinak, z.s.

Život trochu jinak, z.s. is a non-profit organization, which was founded in 2009. The main goal is to create events, where people with and without disabilities can meet and spend their time together as equals. For this purpose, mainly the method of learning through experience is used. The events, which are organized by Život trochu jinak, z.s. can be divided into: tourist, cultural and sports. In the past a training course called Kompas about learning through experience was also organized by Život trochu jinak, z.s. The organization is sponsored by the funds of Světluška. The events are sponsored by different sponsors, who decide to support concrete events⁴⁰

4.1. Who contributes in Život trochu jinak, z.s.

The events under the organization are mainly made by volunteers, who are called lecturers. Recently there have been six active lecturers. These lecturers are men and women, who regularly participated in the events and wanted to join the organization. There is a variety of people with visual impairment and without visual impairment. Some of them are special educators and some of them comes from different fields, mainly IT. The organization is also trying to recruit new lecturers from participants of events – recently there have been three young people with visual impairment, who are being prepared to take the role of lecturers in the future.⁴¹

4.2. History of events

In the past, the focus of the organization was on young adults with visual impairment but since 2017 the targeted group has slowly changed to the children with visual impairment. Recently the organization has been doing mostly events for children.

Organization in the past four years focused mainly on creating camps for children with visual impairment. These camps were inspired by literature works (e.g., *Harry Potter and the Philosopher's stone* (1997) or *Around the World in 80 Days* (1872)) or the storyline of the camp was the authors' work of the lecturers – the camps Mission: Mars and Up to the Middle Ages in 2020. Camps were organized for children between the ages of 7 to 17. In each event, there were about 16 to 18 children with different severe visual impairments.⁴² Unfortunately, due to the

⁴⁰ Život trochu jinak, z.s.

⁴¹ Život trochu jinak, z.s.: Lektori.

⁴² Život trochu jinak, z.s.: Proběhlé akce

pandemic situation some planned events such as a weekend stay inspired by Dahl's *Charlie and the Chocolate Factory* (1964) were cancelled.

4.3. Future goals

Recently the main event planned by the organization has been a summer stay for children with visual impairment. The stay has different goals than the camp and the targeted group also changed. The main goal of the summer stay is to make children active and more participative in their daily lives (e.g., being more independent in their mobility, improving self-service...). The age limit was raised to 12 and the capacity was lowered to 12 children maximum. The summer stay also has a connecting theme – Survivor.⁴³ Another goal of the organization is to have two weekend stays for children at least twice a year.

⁴³ Život trochu jinak, z.s.: Pobyť: Kdo přežije – Praktické informace

5. Weekend stay

Weekend stay is a short period event, which can take place anytime throughout the year. It is suitable for participants, who do not have the courage for longer stays such as camps. It can be created with a certain topic such as a piece of literature, festival, or other but it can also function as a simple meeting of a certain group without any topic. Mostly weekend stays start on Friday after work hours and end on Sunday around lunch. In the following chapters, the preparation process with all its parts is described. The second chapter is focused on created program and in the last part, the differences between the planned program and how the program was realized are described.

5.1. Preparation of the weekend stay

For leaders, the main part of the weekend stay is represented by the preparation stage. Most of the work is done in this part and more than half of the time is consumed by the preparation process. The preparation process includes multiple aspects such as choosing a place, where the stay is organized, choosing parts of the story for the program, or creating handouts for school and other places, where is targeted group concentrated.

5.1.1. Theme, participants, and leaders

The theme of weekend stay was determined by this bachelor thesis. It was decided that the age group for children will be between seven to eighteen years old and that the minimum number of participants is ten and the maximum eighteen. From the maximum number of participants, it was decided that there is a need for nine leaders including those, who are not contributing to the program by creating it but are taking care of children's needs during the weekend stay or taking smaller roles during the programs. Six of nine leaders are creators of the program. In the program team are four leaders with visual impairment, which provides immediate feedback. There was no need for team building program as the leaders know each other from previous events organized by Život trochu jinak, z. s. and it was proved by them that they are able to work as a team.

5.1.2. Place and date

At first, it was decided that the weekend stay will take place in the community center in Bezměrov as it has a pond in the middle of the village, which is perfect for the program Meeting the Gollum. Unfortunately, the first planned term (15. – 17. 10. 2021) had to be cancelled due to the pandemic situation. The term was moved to February, but it was not realized because of the annual stay for children with visual impairment of Tyfloturistický oddíl. The last planned

term switched the place to the branch office of non-profit organization Za Sklem, o.s. in Olomouc and it took place on 8. – 10. 4. 2022. Due to these changes, the program also underwent small changes.

5.1.3. Propagation of the weekend stay

An integral part of the preparation process is propagation. The propagation of the weekend stay took place mainly on social media, concretely Instagram and the Facebook page of Život trochu jinak, z. s.. The posts were posted once a week and shared by younger leaders with visual impairment as they have more possible participants in their social group. Another way of propagation, which was used, was sending an informative email with handouts to special education centers for children and youth with visual impairment and to schools, whose main focus is on pupils with visual impairment.

5.1.4. Creative process

Due to the pandemic situation, the meetings of the program team were held online through Google Meets. At the first meeting framework of the program was discussed. It was decided to omit some events from the book such as Rivendell or The Battle of the Five Armies. The main reason for these omissions was the short period of time for the stay. Then the program was divided into days when they should take place. After creating the framework for the whole weekend, important characters were selected and the leaders decided, who is going to take which role. By the end of the first meeting, every leader chose at least one program, which they wanted to create.

Between the first and the second meeting, each leader worked on their own part of the program, which were shared with others two days before the second meeting. In the second meeting, the mistakes in the program were discussed and leaders shared their opinions. The leaders with visual impairment shared advice from their point of view. After the second meeting, most of the communication between leaders happened via Messenger or e-mail.

The last meeting took place on the first day of the weekend stay. Leaders mainly prepared the place to be more suitable for children with visual impairment. For example, the mats were leant against the wall so the children would not stumble over them, or sharp corners were covered.

5.1.5. Application

The application form was created in Google Forms and it collected only basic information about participants and their parents. It was divided into two parts. The first part was dedicated to the children, and it collected information about: their permanent address, year of birth, degree of visual impairment, and other health problems such as food allergies, mental impairment, or autism spectrum disorder. It also collected information on whether the child is an owner of special benefits certificate and which one.

The part dedicated to the parents of participants collected information about their name, permanent address, and contact information – preferably both mobile and e-mail. The data were processed under General Data Protection Regulation.

5.2. Program of the weekend stay

In the following subchapters, selected programs from the weekend stay are discussed. The programs were chosen as the author of this bachelor thesis created them. Each program is described with its main goals and process. It is also noted which part of the story inspired the program. Some necessary changes were made as the weekend is a short period of time for creating a program based on a such complex story like *The Hobbit: Or Back and There Again* is. The most obvious difference between the book and the program of the weekend stay is the omission of the Battle of the five armies. The storyline in the weekend stay finishes with a celebration of getting the treasure. Other parts of the story are covered by programs of other lecturers.

5.2.1. Journey to the Misty Mountains

“Far over the misty mountains cold. To dungeons deep and cravens old.”⁴⁴

“Journey to the Misty Mountains” is a program, which is divided into two parts. In the first part, children go on a short walk around the building and then back and the second part is a foreshadowing for the night program. The main goal of the program is focused on children’s ability to track their paths. It can be modified to the usage of a map, especially the one provided by their mobile phones.

The beginning of the walk is set in front of the Za Sklem and the end is in the same place. It should not be longer than 20 minutes and leaders should point out important landmarks, which

⁴⁴ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 18.

help children on the way back. There should be enough time for children to remember these landmarks. On the way back children should navigate. They can communicate with each other, use GPS maps on their mobile devices, or ask passers-by.

The second part of the program begins when children get into the welcome room. The leaders in the role of goblins use drums, chains, and other sounds they feel that are suitable for their role. Then the leader in the role of Bilbo instructs children to hide in a gym and to stay as quiet as possible. Goblin leaders will walk around them pretending they are trying to find them. Children get the instructions to quietly do their night-time routine and go to sleep. If some children are too noisy, the leader should make some of the sounds of goblins to startle them.

5.2.2. Meeting with Gollum

“Deep down here by the dark water lived old Gollum, a small slimy creature. I don’t know where he came from, nor who or what he was. He was Gollum.”⁴⁵

The program “Meeting with Gollum” is divided into three parts. The main part of the program was based on a riddle game between Bilbo and Gollum, the other two parts are fillers for putting children into play. The program has two main goals. The first one is to build courage and the second one is to stimulate children’s hearing and olfactory perception.

In the first part, the children are awakened around 2 a.m. by the sound of drums, chains, and other sounds, which were made by goblins in the previous program. The leader in a role of Bilbo instructs children to stay together and as quiet as possible and then they are led by him to the top floor of the building. Along their way upstairs the leader in the role of Bilbo finds One Ring, which he shows to everyone in the group. As they reach the door to the music therapy room, the leader in the role of Gollum starts crying and talking to himself.

The second part of the program begins when the children and the leader in the role of Bilbo enter the room. For creating a more authentic atmosphere the sound of dripping water and some musical instruments (e.g., snorting wooden frog) are used. For children with preserved light perception, strong torchlight is used also, which imitates Gollum’s eyes. The smell sense is stimulated by an open tuna can. At first, the leader in the role of Gollum ignores the children and Bilbo and continues talking to himself. Then the leader notices the children and inspects them by sniffing, pulling them and still he talks to himself, sometimes he talks to Smeagol too. The leader in the role of Bilbo should let the children speak to Gollum first, if none does, he

⁴⁵ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 84–85.

starts. There should be a short dialogue between the children and Gollum and an agreement that they will give each other riddles. If the children win, they will be free. If Gollum wins, they all will be eaten. The riddles Gollum uses are the riddles used by Gollum in the book.

The last part of the program begins when Gollum does not solve the riddle, which will be given by the leader in the role of Bilbo. The leader in the role of Gollum will lose his temper and will accuse the children of cheating, and threatens eat them anyway. The leader in the role of Bilbo should escort the children quickly back to the place, where they used to sleep. For around ten minutes the leader in the role of Gollum walks around the children and pretends to search for them.

5.2.3. The attack of goblins and Wargs

“Now goblins are cruel, wicked, and bad-hearted. They make no beautiful things, but they make many clever ones.”⁴⁶

The main goal of the program is to extend the safety zone of children by climbing up and down into the unknown area. Another goal, which is significant is the stimulation of the vestibular system. The program is slightly inspired by the events in the book but there were necessary changes to due shorter time.

During breakfast, the group meets Gandalf again. They talk the about events (meeting Gollum and the chase with him) that happened in the night. The leader in the role of Gandalf orders them to continue their journey as the place is not safe for them. Unluckily they hear the drums and other sounds made by goblins again. The sounds are completed by sounds of howling wolves, which represents Wargs. Children are led to the ladders. They are paired, and each pair has to climb up and down the ladder. After climbing the ladder, they move to the climbing wall, which they must climb up and then move from the right to the left and then get down by stairs made of foam cubes. Each pair gets sleeping masks on their eyes. They move to a different room, where a balance swing is placed. Pairs have to stand on the swing and maintain the balance sitting, kneeling, and then standing while slowly swinging by the leaders.

⁴⁶ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 73–74.

5.2.4. Carrying sleeping Bombur

“Bombur has fallen in! Bombur is drowning!”⁴⁷

The main goal of the program “Carrying sleeping Bombur” is teamwork among children. The program is based on a moment in the book, where the rest of the dwarf group must carry Bombur who drank water from the Enchanted River.

After crossing the river represented by a stone path, the leader in the role of Bombur falls to the ground and pretends to be asleep. An explanation of the situation is provided by the leader in the role of Bilbo. The children must carry sleeping Bombur from point A to point B. There are some materials (e.g., rope, blanket, sail...) that can be used in the activity. They must divide the roles (e.g., navigator, carriers...) between each other. The leader in the role of Bilbo should encourage everyone to join the task.

5.2.5. Elven captivity

“All of us must escape or none, and this is our chance.”⁴⁸

The goal of the program is to make children more comfortable with stressful situations when they are left alone. The program is based on the movie adaptation rather than on the book.

In the previous program, children are faced with big spiders, which try to catch them. They are rescued by a group of leaders, who are in the role of elves. As the children are in the role of dwarves, the elves decide to take them into captivity. The leader in the role of Gloin explains to the children that elves and dwarves hate each other but due to the exhaustion from the previous program, they are unable to fight back. Each child is shackled by rope, given blindfolds and their mouth is covered. Children are separated, preferably every child in a different room. Before placing them in the room the leaders walk them around the building so they lose the track of where they are. When each child has their own spot, they are left alone for a few minutes. It builds tension. Each child is visited by the leader in the role of Bilbo, who takes them to the gym. In the gym, the child is put in the bag and must roll from one side of the room to another. At the end of the program children, should form their group again and share their feelings about what was it like to be left alone.

⁴⁷ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 169.

⁴⁸ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 207.

5.2.6. Celebration

“Farewell, Balin!” he said; and farewell to Dwalin; and farewell Dori, Nori, Ori, Oin, Gloin, Bifur, Bonfur and Bombur! May your breads never grow thin!”⁴⁹

The last program of the weekend stay is a celebration of treasure. The goal of the program is to close the weekend and let children evaluate the experiences they have undergone. Inspiration for the program comes from the book but the book ends differently than the program. In the book there is The Battle of the Five Armies and Bilbo returns home. Due to the short period of the weekend stay the battle was omitted.

Children are planning what they should do with Smaug from the previous program when the leader in the role of Gandalf appears. They are informed that Smaug was fatally shot by Lake Town resident Bard. Children are encouraged by the leaders to go to the room, where the puppet of Smaug was placed before, and to find the treasure. After they find the treasure, they can open it. Their task is to distribute fairly the treasure. In the treasure are small packets for each child filled with fruit, candies, and a small toy.

5.3. Realization of weekend stay

The peak of the preparation process is the realization of the weekend stay. There were few differences between the planned program and its realization. Most of them were connected to the time spent on the activity. The changes were necessary for several reasons such as weather conditions, or delayed arrival of the participants. The changes were recorded after observation of each program. In the following chapters, the biggest differences between the plan of the program and its realization at the weekend stay are described. Each chapter contains the photographs, which illustrate the realization of the program.

5.3.1. Realization of Journey to the Misty Mountains

The program Journey to the Misty Mountains had to be changed due to two main reasons. The first one was the fact, that three of the participants arrived late to the weekend stay, which led to the delay of the program so the program was realized between 20:30 to 21:30. The children would not be able to track their path in the dark. The second reason was bad weather.

The program was moved into the internal space of the organization. The children made a line, and they were led by the leaders in the role of Gandalf and Thorin around the building.

⁴⁹ TOLKIEN, J. R. R. *The Hobbit: Or There and Back Again*, p. 337.

The other leaders created obstacles in their path such as balls, or blocks. When the group reached the top floor of the building, the leaders in the role of goblins started making noises. This caused that the youngest participants began to be scared so later in the programs the goblins were not mentioned.



Picture 4. Journey to the Misty Mountains, the photo belongs to Život trochu jinak, z.s.

5.3.2. Realization of Meeting with Gollum

The first difference between the planned program and its realization is that the children were awakened around 1 a.m. instead of 2 a.m. and they were awakened by the leader in the role of Bilbo, not by the drums and other goblins' sounds. These changes were made because of the reaction to the goblins from the previous program. Three of the children also did not take part in the program and they remained in the room, where they were sleeping with a paramedic, who calmed them down. Another change that was made was moving the place, where the children

met the Gollum. Instead of the musicotherapy room, the participants went to the cellar. In the cellar, the children were led by the leader in the role of Bilbo, who talked to them constantly. The rest of the program remained unchanged.



Picture 5. Meeting the Gollum, the photo belongs to Život trochu jinak, z.s.

5.3.3. Realization of The attack of goblins and Wargs

Most of the program remained unchanged but there was a need for changing the name of it. This change was necessary due to the fear, which was caused in the previous program with goblins. The leader in the role of Gandalf explained the program as climbing down from the Misty Mountains. There was also a need for motivating the children, who were afraid of climbing up and down the ladders. The motivational feature was participation in the activity of the leader in the role of Bilbo. In the second part of the program, only one of the participants was swung on the swing.



Picture 6. The attack of goblins and Wargs, the photo belongs to Život trochu jinak, z.s.



Picture 7. The attack of goblins and Wargs, the photo belongs to Život trochu jinak, z.s.

5.3.4. Realization of Carrying sleeping Bombur

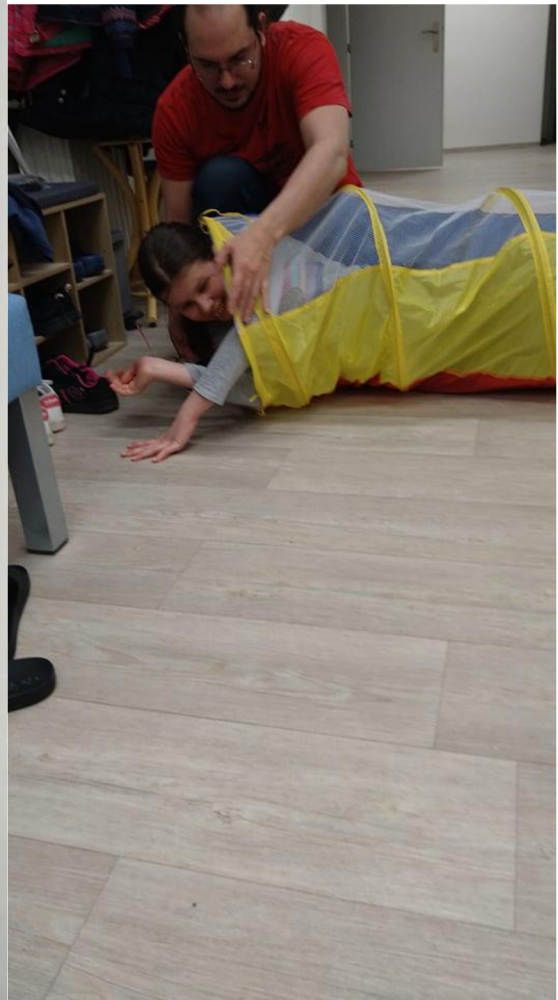
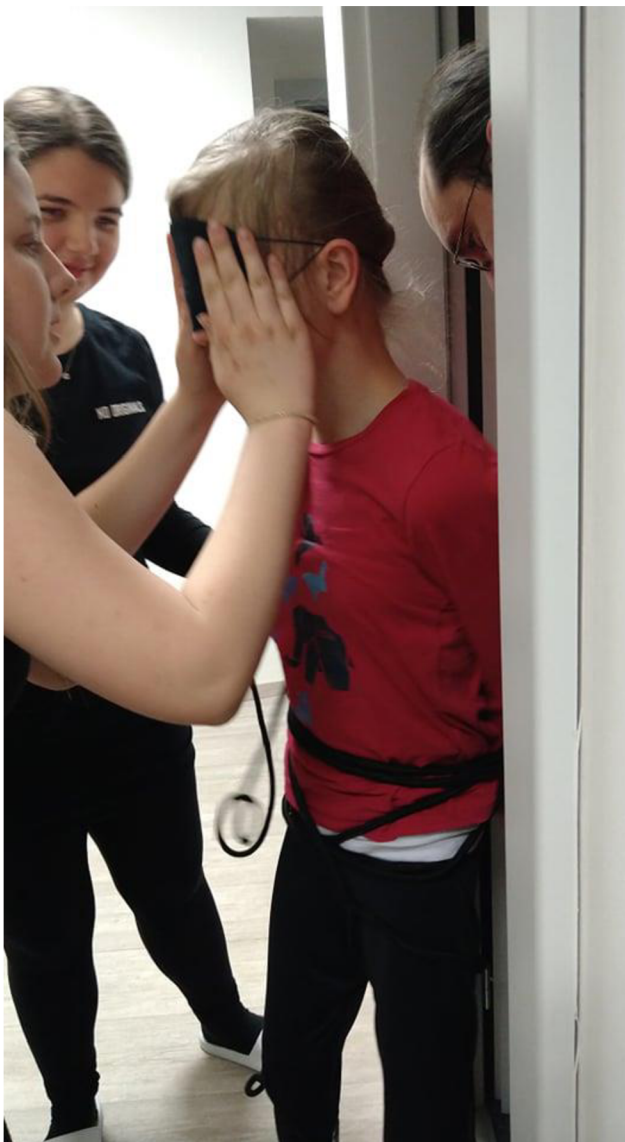
The program was realized without any changes expect, some details such as adding water to the mouth of the leader who had the role of Bombur to spit it out. The children on their own also decided to give the first aid to the leader and they also did not want to use any of the offered tools.



Picture 8. Carrying sleeping Bombur, the photo belongs to Život trochu jinak, z.s.

5.3.5. Realization of the program Elven captivity

The process of the first half of the program was realized with a change in motivation. The previous program, where the children are faced with spiders, was not realized due to the time pressure, so the children were not exhausted. To motivate the children to surround themselves by the leaders in the roles of elves, the leader in the role of Thorin advised them to renounce. Then the children were blindfolded, tied, and separated into different rooms. Then the list of the children was made according to their reaction to the activity. First, the children, who were scared, were rescued by the leader in the role of Bilbo. Another change was the usage of a play tunnel instead of the bag and the children had to roll over at smaller distance too.



*Pictures 9. and 10.
Elven captivity, the photos belong to Život trochu jinak, z.s.*

5.3.6. Realization of the program Celebration

The last program of the weekend stay was realized without any changes, but it was necessary for leaders to control, whether the children divide the treasure fairly. In the beginning, it was mandatory for leaders to monitor and advise children on how they can divide it.



Picture 11.
Celebration, the photo belongs to Život trochu jinak z.s.

6. Results of the weekend stay

The last aim of the bachelor thesis was to motivate children and youth with visual impairment to read *The Hobbit*. To determine whether this aim was fulfilled a questionnaire was created. In the following chapters, the structure of the questionnaire and how it was filled in are discussed. One of the chapters is focused on the description of the responds according to the answers in the questionnaire, and the last chapter brings the answer to the questions connected to the weekend stay.

6.1. Structure of questionnaire

The questionnaire is divided into two main parts. In the first part of the questionnaire data about the year of birth, degree of visual impairment and other health restrictions such as autism spectrum disorder or mental impairment are collected. Two of the questions are open-ended – about the year of birth and other health restrictions. In the question about the degree of visual impairment, a simplified classification inspired by ICD-10 is used as the participants are mostly not aware of their concrete diagnosis.

The second part is dedicated to the questions about the weekend stay. Four of the questions are mandatory and one of them is optional. The optional question is the only open-ended question. In the first question, participants answer the question about their relationship to reading. They choose between four answers from the fact that reading is their favourite hobby to the fact that they do not enjoy reading. In the second question, participants choose between yes or no to say of whether they have read *The Hobbit*. The next question determines if participants want to read *The Hobbit*. Information, if their will to read the book is connected to the weekend stay, is also collected. In the last open-ended question, participants choose between the programs of the weekend stay, which motivated them for reading the most. In the last question, participants are given space for their own comments on the weekend stay.

6.2. Research procedure

The questionnaire was given to the participants of the weekend stay one and a half-hour after the last program so they could absorb their feelings. Before starting participants were informed about the purpose of the questionnaire and questions, they had, were answered. The questionnaire was printed in ordinary size and participants were filling them in with help of the lecturers. It took between ten to fifteen minutes to complete the questionnaires. Participants shared their opinions with each other and with lecturers. In the question about the programs, some

of them asked for reminders of the program. After collecting the questionnaires participants went to collect their things and left with their parents or lectors.

6.3. Respondents

As it was mentioned the first part of the questionnaire is focused on some characteristics of the participants. The first question is focused on the age of the participants. As figure no. 1 shows the youngest participant was 8 years old and the oldest was 17 years old. Most of the participants were between the ages of 12 to 13.

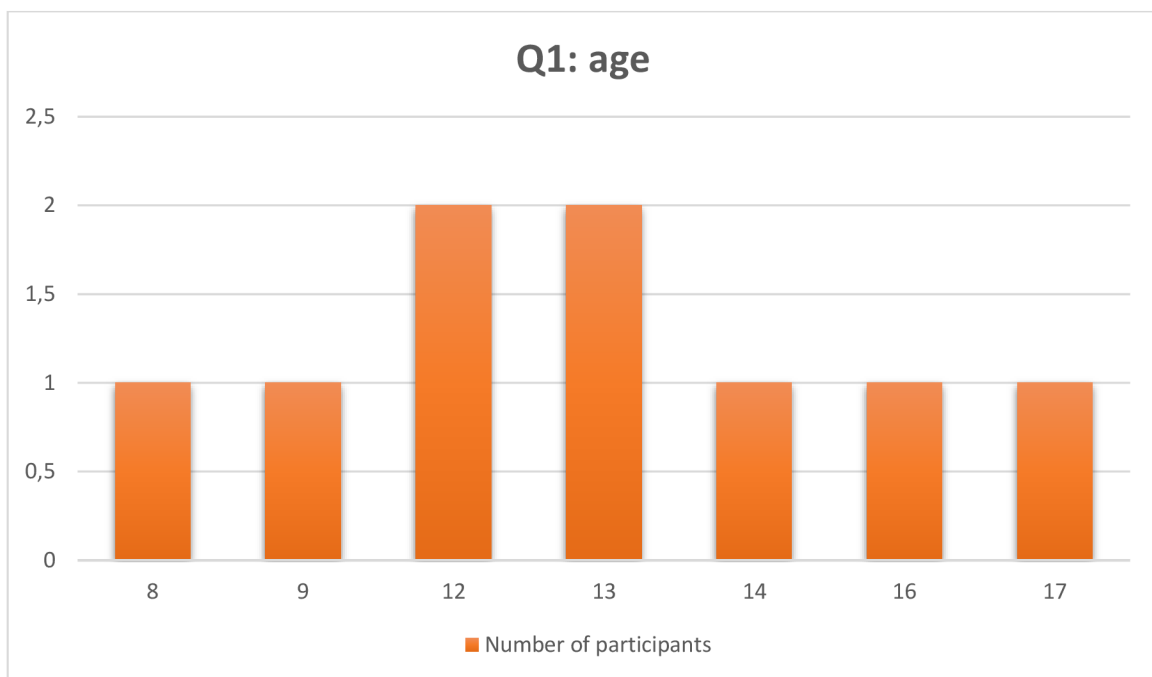


Figure no. 1: Age

The second question in the questionnaire collected information about the participants' degree of visual impairment. The answers were based on ICD-10 but instead of three degrees of blindness, only two categories were put into the questionnaire. The first categories from ICD-10 were not used in the questionnaire as the weekend stay was for children with severe visual impairment and worse. These two categories are distinguished according to whether the participants have or have not preserved light perception. As figure no. 2 shows more than half of the participants have a severe visual impairment. The rest of the participants belong to the group of people with blindness – two of the participants have preserved light perception and the other two have no preserved light perception.

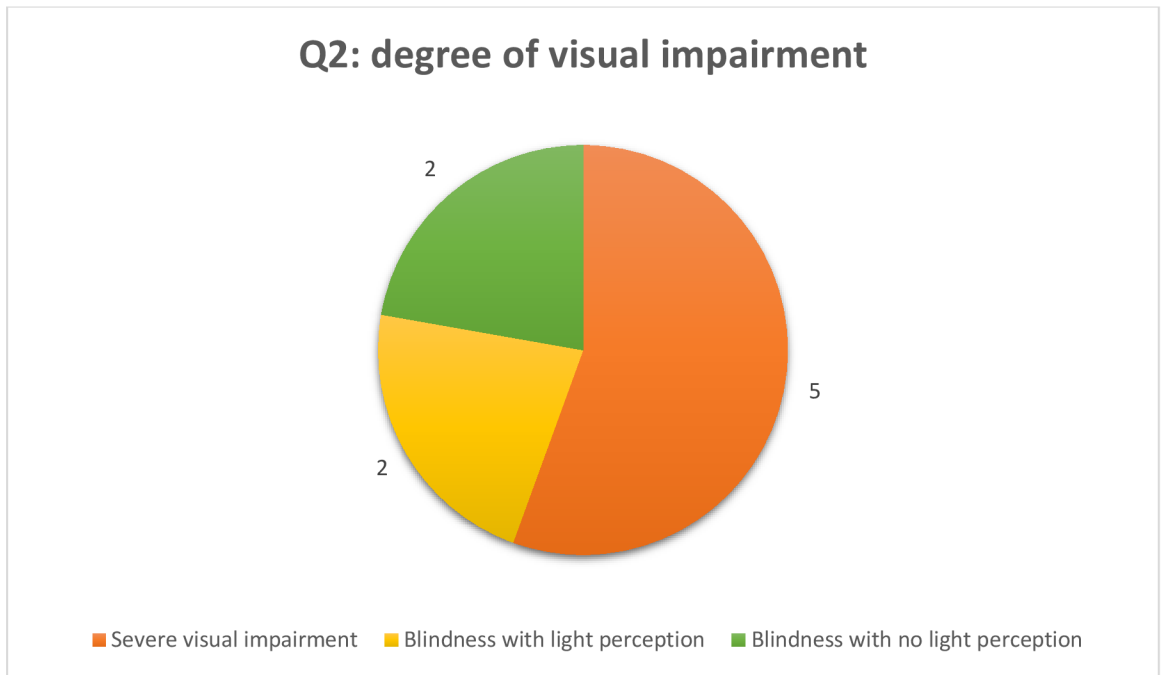


Figure no. 2: Degree of visual impairment

In the third question, participants answered whether they have other health restrictions than visual impairment. Only two participants answered that they have another health restriction, specifically Turner’s syndrome. The rest of the participants have only visual impairment of different degrees as can be seen in figure no. 2.

6.4. Results

In the first question of the part focused on the weekend stay participants answered about their relationship to reading. They could choose from four different opinions. As the figure no. 3 shows, four of the participants marked reading as their favourite hobby. One of the participants likes to read but prefers other hobbies. Two of the participants read only when it is mandatory such as required reading for school and two of them do not like reading.

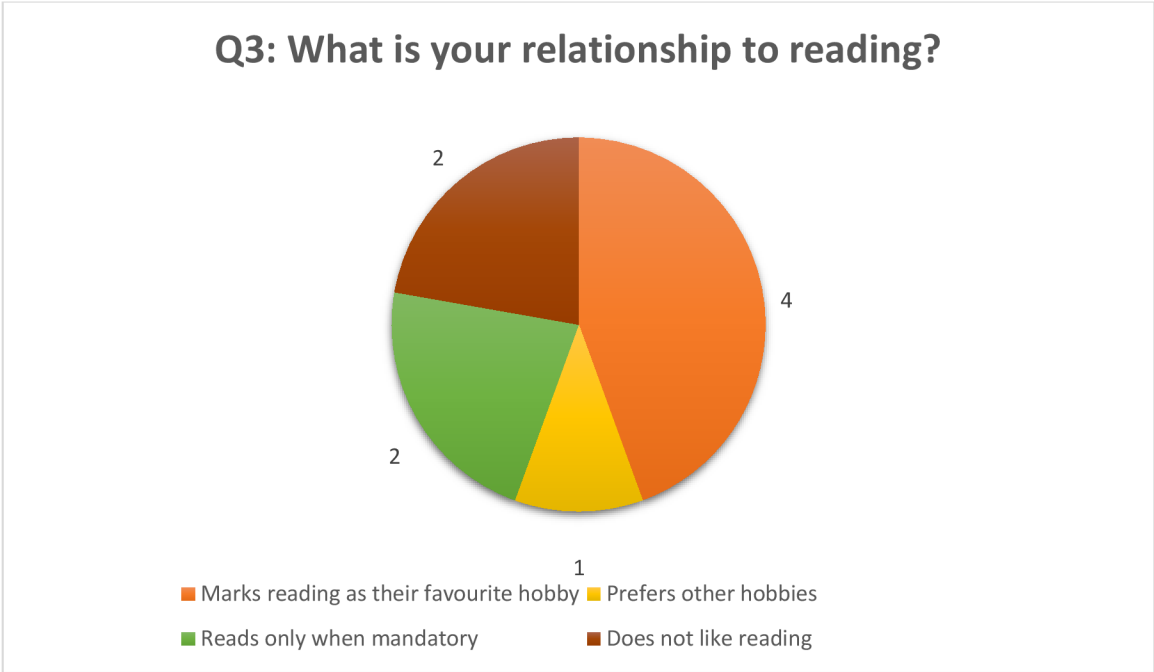


Figure no. 3: What is your relationship to reading?

The second question detected whether the participants of the weekend stay read *The Hobbit*. As figure no. 4, shows only one of the participants read *The Hobbit* before the weekend stay.

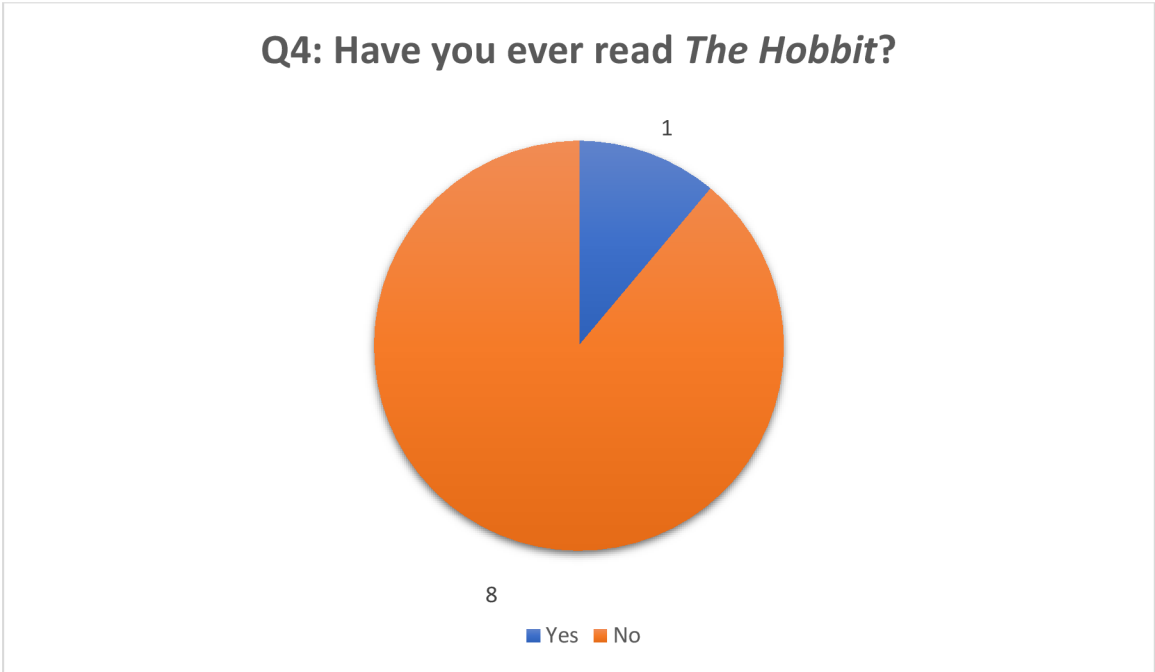


Figure no. 4: Have you ever read the Hobbit??

The third question in the second part of the questionnaire investigated when the participants read *The Hobbit* or if they will read the book after the weekend stay. The only participant, who read the book before the weekend stay, did it without any connection to it. Six

of the participants are motivated by the weekend stay to read *The Hobbit*. The rest of the participants do not want to read the story.

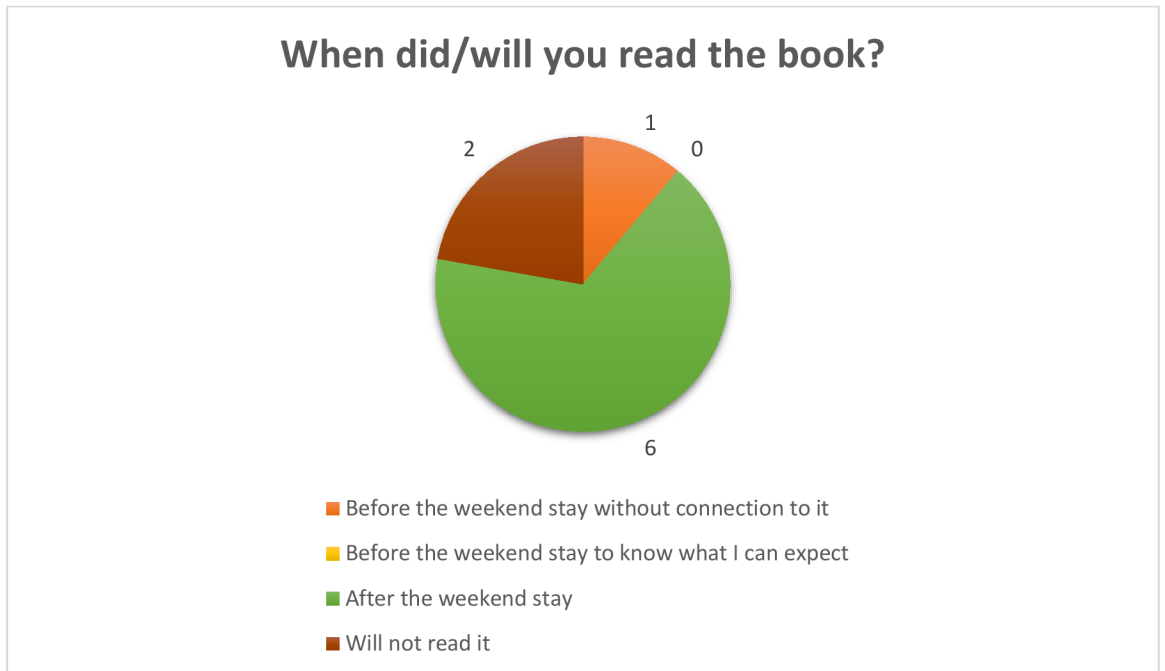


Figure no. 4: When did/will you read the book?

The next question was a multiple-choice question and each participant answered whether the program motivated them to read the book. In total there were fourteen programs realized during the weekend stay. As figure no. 5 shows, in the last program Celebration, all the participants felt motivated. The least motivational program was the first one Gandalf's motivation for visiting Bilbo. The figure also shows that most of the programs motivated around eight participants.

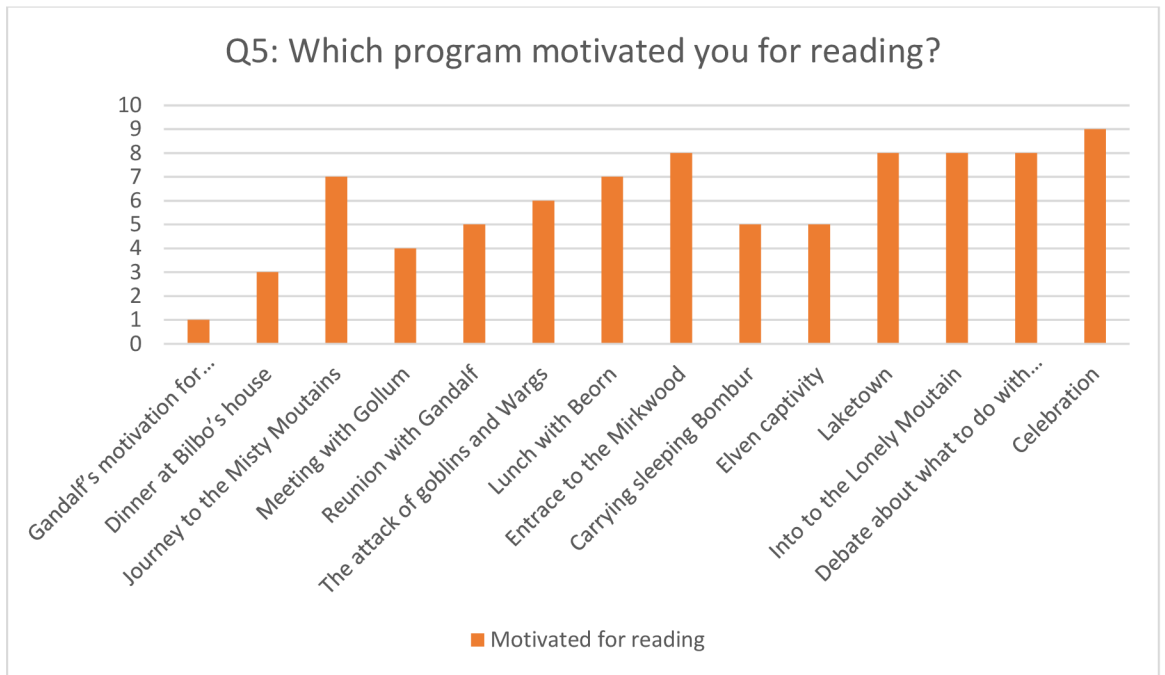


Figure no. 5: Which program motivated you for reading?

In the last part of the questionnaire, participants could share their opinion about anything they faced during the weekend stay. The participants mostly answered that they enjoyed the program but some of them added more information. One of the participants answered: *“I liked the frightening motivation of the programs. Sometimes I felt scared, but I knew I was safe with all of you.”* Another participant answered: *“This was my first time spending a weekend without my parents. I enjoyed the program and I found new friends, who I can trust.”* The last participant, who added something different, answered: *“I really hope that the next weekend stay will be LOTR. I would prefer Gollum as a guide rather than Bilbo.”*

Conclusion

The bachelor thesis was divided into two main parts – theoretical and practical. The theoretical part described in short, the life and work of Tolkien. The focus was mainly on *The Hobbit* and how it is accessible to people with visual impairment. Another significant chapter represented visual impairment and how it influences an individual's life. This chapter helped with creating goals for each program of the weekend stay. The last chapters of the theoretical part dealt with basic characteristics of learning through the experience and non-profit organization Život trochu jinak, z.s. The practical part covered the program of the weekend stay and the results from the questionnaire.

In the introductory chapter three main aims were stated. The first one was to create a program, which follows the story of Bilbo Baggins, Gandalf, and their companions. This aim was fulfilled but there were some necessary changes made due to the short time of the weekend stay. Some events of the book had to be omitted. This omission did not have a significant influence on the storyline. The second aim of this bachelor thesis was to put the planned program into reality. This aim was fulfilled too. During the weekend stay, we had to face multiple obstacles such as the late arrival of some participants, or bad weather conditions. These obstacles were overcome with operative changes made on the spot. One of the programs was omitted. It was surprising that the children found goblins so scary that we could not mention them in other programs.

The last aim of the bachelor thesis was to motivate the children to read *The Hobbit*. This aim was detected by the questionnaire given to the participants of the weekend stay after the last program. The results of the questionnaire found that only one of the participants read *The Hobbit* before the weekend stay but six of the participants feel motivated to read *The Hobbit* after “living through the story”. The children enjoyed the atmosphere of the story and found the most motivating program Celebration, where they got the reward for their hard work. More than half of the programs were targeted as motivational for half of the participants. As from previous feedback on similar stays even the children, who do not enjoy reading, are willing to read a book.

To conclude, it is possible to motivate children with visual impairment to read a book by “living through the story” and to develop multiple areas of their lives with the help of learning through the experience. What is the benefit of these results? Different books can be chosen and a tailored program for it can be created based on them. This can help improve

children's relationship to reading, or it can help the children, who do not enjoy reading, to get to know the story without reading it. This method of motivation can be also used with children without any impairment, or with different impairments such as hearing impairment, or dyslexia. Some changes in the program are necessary to fit it to the chosen group. Overall, from the reaction of the participants of the weekend stay it could be said that the stay was successful.

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Appendices

The questionnaire

1. Věk dítěte:
2. Stupeň zrakového postižení dítěte podle MKN-10 (upraveno pro potřeby víkendového pobytu)
 - a) Těžká slabozrakost
 - b) Praktická slepota – zachovaný světlocit
 - c) Úplná slepota – ztráta světlocitu
3. Další zdravotní omezení dítěte (např. PAS, mentální retardace...)

Část o víkendovém pobytu

4. Jaký je tvůj vztah ke čtení?
 - a) Je to moje oblíbené vyplnění volného času
 - b) Čtu rád/a, ale mám oblíbenější činnosti
 - c) Čtu jen když musím – např. povinná četba do školy
 - d) Nerad/a čtu
5. Četl/a jsi knihu *Hobit aneb Cesta tam a zase zpátky*?
 - a) Ano
 - b) Ne
6. Kdy jsi knihu četl/a?
 - a) Před víkendovým pobytem, bez návaznosti na pobyt
 - b) Před víkendovým pobytem, abych věděl/a, co mě čeká
 - c) Nečetl/a jsem, ale přečtu si ji
 - d) Nečetl/a jsem a číst nebudu
7. Který z programů tě namotivoval ke čtení? Programy jsou uvedeny v pořadí, jak šly na víkendovém pobytu za sebou

- a) Gandalfova motivace k návštěvě Bilba
- b) Večeře u Bilba
- c) Cesta Mlžnými horami
- d) Setkání s Glumem
- e) Shledání se s Gandalfem
- f) Útok goblinů a vrků
- g) Oběd s Meddědem
- h) Vstup do Temného hvozdu
- i) Nesení spícího Bombura
- j) Útok pavouků
- k) V zajetí elfů
- l) Jezerní město
- m) Vstup do Osamělé hory
- n) Rozprava, co se Šmakem
- o) Oslava poklad

8. Prostor pro vlastní vyjádření k víkendovému pobytu (téma, náročnost programu...)

Resumé

Bakalářská práce se zabývá tvorbou víkendového pobytu pro děti a mládež s těžkým zrakovým postižením. Je rozdělena na dvě části: teoretickou a praktickou. Teoretická část se věnuje J.R.R. Tolkienovi a jeho tvorbě s přihlédnutím na dostupnost lidem se zrakovým postižením. Dále se teoretická část skládá z popisu zrakového postižení a jeho dopadů na život jedince, základních charakteristik zážitkové pedagogiky a popisu neziskové organizace Život trochu jinak, z.s.

Praktická část je rozdělena do dvou kapitol. První kapitola obsahuje vybrané programy víkendového pobytu a jejich předpokládaný průběh. Následně je popsán jejich opravdový průběh během víkendového pobytu. Poslední část praktické části shrnuje výsledky dotazníkového šetření o motivaci účastníků.

ANOTACE

Jméno a příjmení:	Tereza Salvadori
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Petr Anténe, M.A., Ph.D.
Rok obhajoby:	2022

Název práce:	Víkendový pobyt pro děti a mládež s těžkým zrakovým postižením na téma: <i>Hobit</i>
Název v angličtině:	Weekend stay for children and youth with severe visual impairment on theme: <i>The Hobbit</i>
Anotace práce:	<p>Bakalářská práce se zabývá tvorbou víkendového pobytu pro děti a mládež s těžkým zrakovým postižením. Je rozdělena na dvě části: teoretickou a praktickou. Teoretická část se věnuje J.R.R. Tolkienovi a jeho tvorbě s přihlédnutím na dostupnost lidem se zrakovým postižením. Dále se teoretická část skládá z popisu zrakového postižení a jeho dopadů na život jedince, základních charakteristik zážitkové pedagogiky a popisu neziskové organizace Život trochu jinak, z.s.</p> <p>Praktická část je rozdělena do dvou kapitol. První kapitola obsahuje vybrané programy víkendového pobytu a jejich předpokládaný průběh. Následně je popsán jejich opravdový průběh během víkendového pobytu. Poslední část praktické části shrnuje výsledky dotazníkového šetření o motivaci účastníků.</p>
Klíčová slova:	Tolkien, Hobit, zrakové postižení, kompenzační činitelé, zážitková pedagogika, Život trochu jinak z.s., víkendový pobyt, mládež, děti
Anotace v angličtině:	Multiple areas of an individual's life are influenced by visual impairment. Reading is quite an unusual hobby for a person with visual impairment. The theoretical part of this thesis deals with Tolkien and his literary work, visual impairment, and its influence on an individual's life, the basic characteristic of

	learning through experience, and the non-profit organization Život trochu jinak, z.s. The practical part offers selected programs for the weekend stay, differences between the planned programs and their realization, and the results of the questionnaire, which collects data to find out if the participants are motivated to read <i>The Hobbit</i> .
Klíčová slova v angličtině:	Tolkien, The Hobbit, visual impairment, compensatory factors, learning through experience, Život trochu jinak z.s., weekend stay, youth, children
Přílohy vázané v práci:	Vzor dotazníku – celkem 2 strany
Rozsah práce:	50 s.
Jazyk práce:	Angličtina