

## Introduction

This set comprises 48 large format photographs each showing a person performing a well known activity concerned with work, leisure or daily living.

Each photo contains an error either in the way the action is approached, or in one or more of the items used, or in an associated happening. The task is to discover and explain 'What's wrong' in each case.

The range of situations shown together with the mix of ages of the models provide a stimulating set of circumstances with which everyone can identify. The portrayal of the incidents is entertaining and often humorous. This allows for a flexible approach and for a variety of responses to be encouraged according to the abilities and needs of the individual user or group. The open-ended nature of the problems posed enables differing levels of application, from single identification of the incorrect element, to understanding and explaining the remedies, to discussion of the consequences of the activities as they are shown.

The cards are divided into six groups, according to the type of error shown.

Differing levels of knowledge and experience are needed to recognise and appreciate the mistakes depicted.

Some pictures are immediately visually absurd, and others require an understanding of a practical or social concept to appreciate the difficulty.

## Group A

### Mistakes with Clothes

In this group, the clothes of the person are inappropriate in some way:

- Card 1:** The nurse has the wrong hat for her uniform
- Card 2:** The ballet dancer is wearing walking boots
- Card 3:** The golfer has put on her riding outfit
- Card 4:** The typist is wearing mittens
- Card 5:** The boy has selected a second sock of the wrong colour
- Card 6:** The swimmer is wearing woollen accessories
- Card 7:** The small boy is putting his dressing gown on back to front
- Card 8:** The boy is wearing clothes in the bath
- Card 9:** The man is not completely dressed for work

## Group B

### The Wrong Place or Size of Object

In this group, the person makes a mistake either in placement, or in the size of an object used in the activity:

- Card 10:** The woman is putting the tarts to cook in the drier
- Card 11:** The girl has put her wrist watch on her leg
- Card 12:** The baby is in the dog's bed
- Card 13:** The girl is wearing her muddy boots indoors
- Card 14:** The chair is too small for the boy
- Card 15:** The boy's sweater is too large
- Card 16:** The girl's key is too big for the lock on the box
- Card 17:** The girl needs a smaller spoon for her egg

## Group C

### The Wrong Approach

In this group, the person has selected the correct object to work with, but is making an error in application:

- Card 18:** The woman is ironing without plugging in the iron
- Card 19:** The girl is putting the wrong end of the recorder to her mouth
- Card 20:** The woman is hanging the picture upside down
- Card 21:** The boy is speaking into the wrong end of the telephone receiver
- Card 22:** The cyclist is facing the back of the bicycle
- Card 23:** The boy is using the binoculars to read a book
- Card 24:** The boy's hose pipe has a knot in it
- Card 25:** The woman's selection of shoe creams does not include the correct colour

## Group D

### A Problem with the Object Being Used

In this group, the choice of object makes the activity difficult to perform:

- Card 26:** The boy is using a frying pan to hit the tennis ball
- Card 27:** The girl is brushing her hair with the wrong kind of brush
- Card 28:** The snooker player has replaced one of the balls with an apple
- Card 29:** The football player is kicking a cauliflower
- Card 30:** The flower arranger has included a paintbrush in her display
- Card 31:** The girl is using a comb to stir her drink
- Card 32:** The knitter is using wooden spoons to knit her scarf
- Card 33:** The man's umbrella has a tear in it

## Group E

### Using an Impossible Object

In this group, the choice of object makes the activity impossible to perform:

**Card 34:** The boy is trying to put a record into a cassette player

**Card 35:** The man is using scissors to cut a loaf of bread

**Card 36:** The carpenter has selected a nail to use with a screwdriver

**Card 37:** The girl is trying to open a can with a corkscrew

**Card 38:** The violinist is attempting to play the violin with a coat-hanger

**Card 39:** The girl's sandwich has been filled with flowers

**Card 40:** The boy is attempting to drink soup with a fork

**Card 41:** The girl is trying to write with a ruler

## Group F

### A Potential Problem

In this group, the difficulty will be experienced shortly. The scene shown suggests that a problem is about to occur. Discussion can also be based on the cause/effect of the individual situation.

**Card 42:** The woman has been distracted and has overfilled the glass. She will have to clear up the spilled drink

**Card 43:** The cat is too near the jar of water being used by the painter, and may well knock it over

**Card 44:** The man has fallen asleep in the armchair, and has left a cup and saucer in a precarious position

**Card 45:** The waiter's balance has been affected by an over-laden tray. He may drop it

**Card 46:** The gymnast has carelessly left a shoelace untied, and could be in danger of tripping over it

**Card 47:** The woman has selected too many clothes to pack in the suitcase. She will have to remove some items or find a larger case

**Card 48:** The schoolgirl has not taken care of her appearance. This could cause critical comment either at home or at school



# Suggested Approaches

These ideas should be applied at the level of difficulty appropriate to the experiences, needs and interests of the particular client or group with whom the cards are being used.

## Observation and Deduction

Studying individual cards and identifying the mistake in that particular situation. This will vary from incorrect tools or other objects to difficulties with planning or application.

## Story Construction

Consideration of how the problem in any situation may have come about. Conjecture on the chain of events and the people involved. Discussion on the feelings of characters affected.

## Problem Solving

Discussion of how the fault in each case may be remedied, with reference to who may be involved or how it may be tackled. Expansion of the situation to include other agencies where this is recognised.

## Anticipation

Understanding cause and effect. Development of those situations where problems are about to occur unless avoiding action is taken. The use of warning language and notions of urgency or danger, with some regard to the degree of seriousness and possible harm. Consideration of the possible consequences and who may be affected. Both practical and social implications may be involved.