

Value: Respect and acceptance of individual differences
Activity: Discovering the school's accessibility



GENERAL GOAL

Students become aware of accessibility in their own environment.

SPECIFIC GOALS

- To experience being different and being able/unable to travel from place to place.
- To become aware of and experience accessibility and inaccessibility.
- To become aware of individual differences.
- To learn appropriate ways to assist persons with a disability.

ENVIRONMENT

The school (inside and outside). Other environments (e.g., sports club, house) may also be utilized.

SUGGESTED EQUIPMENT

- Task cards (available on the PSD DVD).
- Blindfolds/eyeshades, wheelchair(s).
- Evaluation forms (available on the PSD DVD).
- Blueprints (see example).
- Pens, coloured pencils (green, red and blue).

PEOPLE INVOLVED IN THE ACTIVITY

Session leader and assistants.

STARTING THE ACTIVITY

Students are split into small groups of approximately three. One student is limited in his/her movement (wheelchair, crutches, blindfolds and arm strapped). The other two students have the task to accompany and to provide assistance as the task is performed, but only on request. (Note this is not a simulation, just experiencing different situation in relationship to their own ability/range of movement).



RUNNING THE ACTIVITY

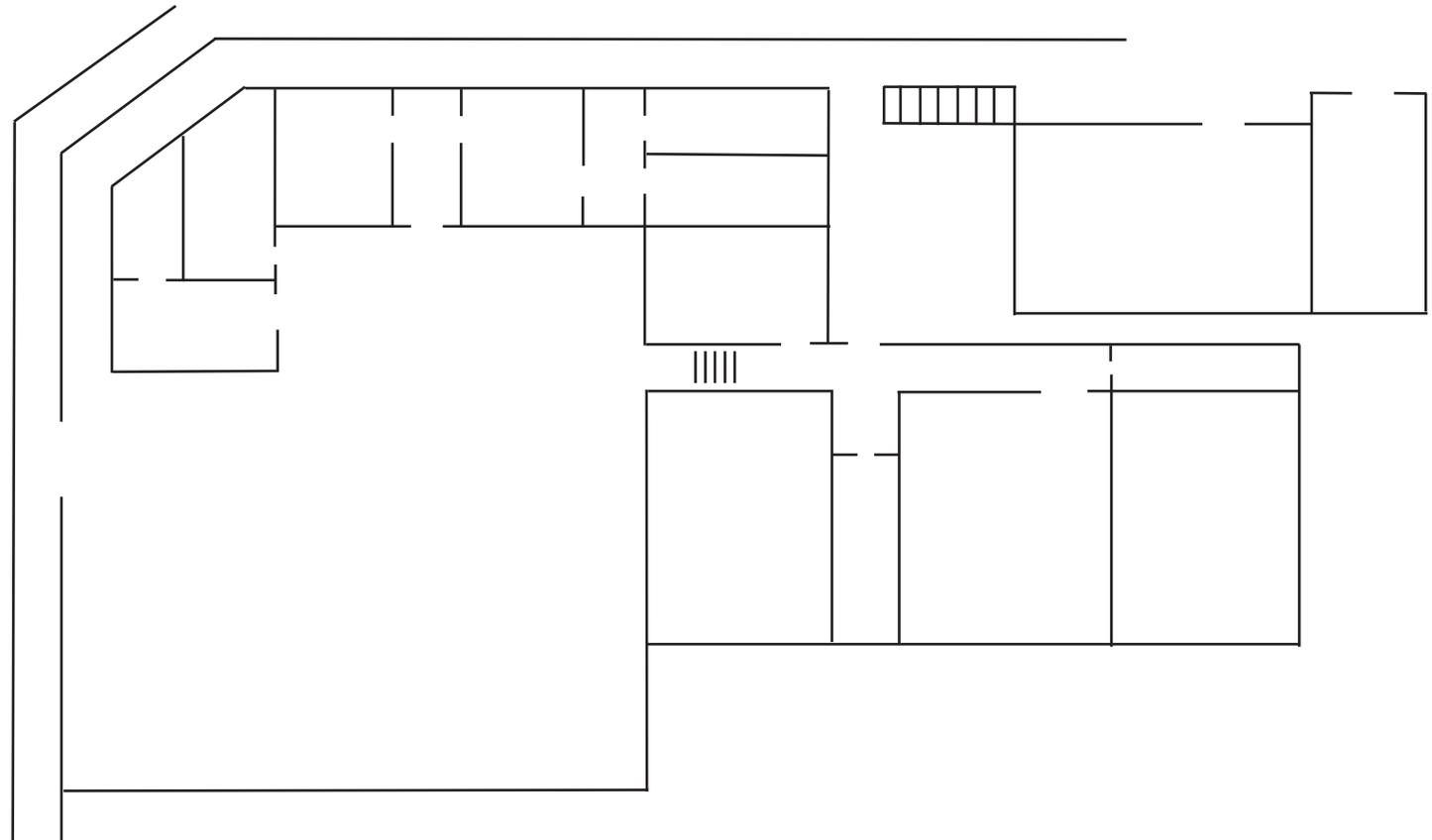
Each group receives a task card (provided on PSD DVD) with various instructions written on them such as go to the toilet or write your name on the blackboard. The group members read, discuss and perform the given tasks together. After each task, they meet with the session leader to reflect on the task and to choose a new task card. Roles are switched regularly.

It is very important that the session leader and/or assistants circulate throughout the school to ensure that the students are performing their tasks seriously. Furthermore, it is important to encourage the students to search for creative ways to perform the tasks independently and only ask for help when needed.

After each task, the group returns to the session leader; on the worksheet they document whether it was possible for the wheelchair user, blind person or amputee to perform the given task on his own, with help of one person, with help of two persons, or not possible to perform at all.

Together with the session leader, the students discuss their experiences and using a blueprint of the school, students colour each place they visited using the colour code below:

- Green: accessible.
- Blue: accessible with help.
- Red: inaccessible.



GUIDELINES FOR ADAPTATION TO YOUNGER PARTICIPANTS

- For safety reasons young students should be provided with continuous assistance and therefore they should not be asked to perform the tasks independently.

GUIDELINES FOR ADAPTATION TO OLDER PARTICIPANTS

- Create an "action plan" on how to make the school more accessible.
- Students can (as follow up of this activity) explore larger surrounding of the school (e.g., one group covers west side, one east side, etc.) or particular route (e.g., from school to the centre of town, etc.)

REFLECTION

Sample questions

- Is the school accessible for wheelchair users, persons with blindness/visual impairment or an amputation?
- Which parts of the school are accessible and which are not?
- What possible adaptations can be made in the school and the school's environment to make it more accessible?
- If someone with a disability asks you for help, do you now feel you will be able to do so?

braille

have the students try to write their name in braille using the alphabet below:

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

accessibility signs

Do you know what each of these signs means?



answers:

a) wheelchair users b) hearing services c) braille available

Did you know...?

Accessibility helps not only persons with a disability, but also the elderly, parents with young children or strollers and even you, if you break your leg!



LINKS

Website: www.paralympic.org
PSD Manual: Section Two, Chapter 4

