



A DAY IN THE LIFE

What's the Big Idea?

There are things we can do to make our spaces and activities more accessible for people with disabilities.



Curriculum Links

Personal and Social Development, Language Arts Writing, Language Arts Media, Art

Learning Objectives

Students will be able to:

- Understand the meaning of “accessibility”.
- Be aware that people with disabilities have some challenges that can be overcome with awareness, creative thinking, and help from others.
- Use graphic media to communicate a message about accessibility.
- Use oral communication and writing skills to communicate a message about accessibility.

Main Activity

After viewing the video *Changing the Conversation About Disability*, students journal their day-to-day activities over the course of a week. They consider which activities would be challenging for a person with a disability. Students create a "Day in the Life of" project about a person with a disability.

Conclusion

Students display their work and explain their images and choices.

Opening Motivator

Rick Hansen is an athlete who uses a wheelchair and who decided to wheel around the world in 1985 to show what people with disabilities can do. His trip around the world was called the Man In Motion World Tour, and it took him two years, two months, and two days to finish. When he came home, Rick worked hard to help people understand that there are things we can all do to include people with disabilities in the activities we do every day.

Rick Hansen had to overcome some challenges to fulfill his dreams. Because he uses a wheelchair, Rick was told he could not pursue a physical education degree at university. He was also told he was crazy for wanting to wheel around the world. He did both and continues to contribute to society's awareness of the potential of people with disabilities through his work at the Rick Hansen Foundation.

Lesson

1. View: *Changing the Conversation About Disability* (<https://www.youtube.com/watch?v=Hha9XkXa0qM>)

2. Ask students to journal their day-to-day activities over the course of a week. Option to use **Activity Recording Sheet** (p. 5). If Jessica Kruger or Rick Hansen came to visit and follow you for a day, which of your activities would be challenging or impossible? Ask students to imagine performing these activities if they could not hear or see. Encourage students to think about navigating stairs, reaching items from a seated position, communicating with others, and participating in outdoor activities.

3. Students create an art project by submitting their own “Day in the Life” of a person with a disability in the form of photographs, drawings, collages, or other representations through art. Option to use the **Assignment Sheet** (p. 6).

Students may wish to:

- Create a collage of original works (painting, collage, sculpture, etc.) or use existing pieces of art/photographs.
- Create a photo journal.
- Create an electronic collage using digital images.

Students write a one paragraph explanation of the symbolism and rationale for choosing their images.

Encourage students to consider barriers that someone might face, but also what activities people with disabilities can do and ways that barriers can be removed.

Conclusion

Create a student ‘fair’, where students display their work and explain their images and choices as a carousel activity.



Teaching Tip

Explain that symbols are images, ideas, sounds, or words that represent something else and help to understand an idea or a thing. For example, a barricade could represent a barrier and a light bulb can symbolize an idea or solution. Students may wish to incorporate symbols into their work.

Students may use a Google search to look for symbols and pictures. Use the following tips for a Google search to maximize positive search results.

- Put text in quotation marks to search for an exact phrase, not individual words;
- Use “-” to indicate words that should NOT be included in the search (e.g. mustang-cars indicates that you are looking for horses, not cars);
- Don’t use questions;





Teaching Tip

- Narrow down the search to “images” tab;
- Use the “advanced search” option; and
- Keep it simple. Using more words will expand the search to many topics that are often irrelevant. If simple words don’t give you the best results, add words in increments.

Activity Recording Sheet

Think about all your activities in the last week. Record your activities at each location. Try to think of active actions (e.g. skateboarding) vs. passive actions (e.g. watching TV).

Location	Activity: What you were doing
Home	
Home	
School	
School	
Public Place (e.g. park, store)	
Public Place (e.g. park, store)	
With a friend(s)	
With a friend(s)	



Assignment: A Day in the Life Of

1) Create your own “Day in the Life Of” a person with a disability project in the form of photographs, drawings, collages or other representations through art.

You may wish to:

- Create a collage of original works (painting, collage, sculpture, etc.) or use existing pieces of art/photographs.
- Create a photo journal.
- Create an electronic collage using digital images.

Requirements:

- Your work should include at least 8 images.
- Images should include some that symbolize barriers and some that symbolize solutions that help people with disabilities participate in activities.
- Link your ideas about accessibility barriers and solutions to the images. You will be required to explain your choices.

2) Write a one paragraph summary that explains your choices.

Paragraph Organizer

Introductory Sentence: Explain the activity or activities you selected.

Body: Three sentences that explain what the images you selected symbolize.

Concluding Sentence(s): Your idea about how the activity or activities can include people with disabilities and your feelings/thoughts about accessibility/inclusion.

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