

A. Lesson Overview

Curriculum Links

Language, Mathematics, Social Studies

Learning Objectives

Students will be able to:

- Explain different disabilities (vision, hearing and physical).
- Identify barriers that may be faced by a person with a disability.
- Develop ideas for removing barriers and improving school accessibility.
- Discuss potential solutions for overcoming unique challenges for people with disabilities.

Opening Motivator

Students look at pictures of people with disabilities to identify three different types of disabilities.

Main Activity

Students learn about three types of physical disabilities and barriers. Students are school inspectors and work in small groups to investigate the accessibility of their school. Students consider ways they might be able to improve their school's accessibility.

Conclusion

Students share their findings and discuss the importance of accessibility, and select one solution for addressing a barrier.

Materials

- Student copies of **School Inspectors** worksheets
- Rulers/tape measures, pencils, detective dress-up gear
- School Inspector Badges (optional)
- Optional to use simulation gear
 - Vision: blindfold, sleeping mask, or goggles smeared with Vaseline
 - Hearing: earplugs
 - Physical: crutches or borrowed wheelchair

Lesson Length

45 minutes

Extension/Project Activities

30 minutes

Students analyze their own daily activities for accessibility. Option to use **Understanding Barriers** worksheet. Students learn about ways to overcome barriers through tools and help from other people.

Assessment

Use **Assessment Tools**, p. 13-16

Self Assessment:

3-2-1 Summary, **Appendix K: Instructional Strategies**



B. Lesson Plan

Preparation

- Tell the students to bring detective gear to school on this day (e.g. hats, magnifying glasses, long coat, tie and clipboards). Students will be acting as school inspectors. Send take-home slips with students to remind them to bring these items.
- Investigate if your schools' fire alarm uses flashing lights for persons with hearing impairments.
- Prepare staff in various areas of the school. Inform them that students will be entering various areas of the school to investigate accessibility.
- You may like to refer to the Accessible Play Spaces resources available at www.rickhansen.com/schools, which include photographs of accessible playgrounds. Print some pictures for school inspectors.
- Read *School Inspector, Teacher Notes*

Opening Motivator

1. Show pictures of people with disabilities (examples provided on p. 5). Review the three types of disabilities in these pictures. (5-10 minutes)

- **Vision disability or being blind** – you have trouble seeing, you might use a sensing cane, a seeing-eye dog, or very strong prescription glasses.
- **Hearing disability or being deaf** – you have trouble hearing, you might use sign language to communicate or a hearing aid device.
- **Physical disability** – you do not have the use of your whole body, such as arms and legs. You might use a wheelchair, leg braces or an artificial limb (prosthetic limb).

2. Start a discussion with the following questions: "Do you know anyone who has a disability like the people in these pictures?", "How are they similar to you?" "What CAN they do?"

3. Discuss disabilities in more detail. Some discussion starters:

- "What does 'blind' mean to you?"
- "What does 'deaf' mean to you?"
- "Is blindness/deafness always a disability?"
- "Can you always tell if a person has a physical disability?"
- "Is it always obvious?"

To have a disability means a person is unable to use certain parts of the body. This does not necessarily mean that they can't do things that everyone else can do. It just means that sometimes they need tools such as a wheelchair to help them accomplish tasks, or change the way they do things.

We are going to look at how we can change our environment to ensure that people with disabilities can be included and do everything that everyone else can do.

Main Activity

1. Explain that sometimes there are obstacles that prevent people from doing something. Give students some examples (e.g. not tall enough to be allowed on a ride at the amusement park).

- If a person has a physical disability then they would not be able to use the stairs. Stairs would be a barrier.
- If a person has a vision disability then they would not be able to see a TV or objects in the classroom. These would be a barrier.
- If a person has a hearing disability then they would not be able to hear you talk with them. This would be a barrier.

2. Tell students they will inspect one part of the school: 1) the classroom/hallway/washroom, 2) the library, 3) the playground and school entry way. They have to inspect that location from the perspective of someone with a disability.

3. Divide the class into nine groups, and assign each group to one of the three areas, and one disability (vision, hearing or physical). Hand out copies of the appropriate *School Inspector* worksheet.

4. Allow students 20 minutes to complete their inspection.

5. Students return and calculate the accessibility grade for their group's disability and area. Discuss their findings in groups or as a whole class activity.

Teaching Tip

Read the *School Inspector* worksheets with the students. Review vocabulary on the worksheets if required.