

### Theme 1: Paralympic values

### Unit 5: The case for accessibility

#### Learning objective:

To gain experience with accessibility



#### Introduction

Students consider whether their school is accessible for visitors with an impairment, including Para athletes, and report their findings to school managers. Why not welcome a Para athlete, visitor or group of visitors with an impairment to school for a specific purpose or function? While strongly encouraging a purpose for completing the unit it can be completed without the need for a visit to take place.

Suggestions for potential visits:

- Invite a Para athlete or Paralympic hopeful to talk about their impairment, their sport, their training and successes.
- Combine Theme 2, Units 2, 3 or 4 with this one and invite a Para athlete or Paralympic hopeful to explain and play games of goalball, sitting volleyball or boccia with your students.
- Combine Theme 2, Unit 1 with this one and invite students with an impairment to join your students to create a new Para sport.
- Combine Theme 1, Unit 1, 2 or 3 with this unit so that students can learn first-hand about competing at the Paralympic Games, living the values and what it takes to be a Paralympian.
- Invite a local person with an impairment to talk about their impairment, what they do and their experiences with accessibility.





### Activity 1

Students need to understand the term 'accessible' in the context of school. Define it as 'being able to move around school freely and easily, and having equal access to class-based and practical learning opportunities'. Discuss this in the context of your own school/college. Is equal access possible to all class-based and practical learning for students with sensory impairments (vision and hearing) and physical impairments, including those who wear prosthetics, use manual and electric wheelchairs or walk with sticks, crutches and walking frames?

In preparation for the visit (or in answer to the scenario) students tour the school and answer a set of questions to check accessibility for the visitor. They should check any barriers presented by the physical environment including the entrance to the school grounds and school,

If the visitor uses a wheelchair find out its measurements or use these:

|                 |                    |
|-----------------|--------------------|
| Width:          | 24 inches or 60 cm |
| Overall height: | 36 inches or 90 cm |
| Seat height:    | 24 inches or 50 cm |
| Depth:          | 36 inches or 90 cm |

the doors, the corridors, the classrooms, the cloakrooms, the sports facilities, the dining/ café areas and the outdoor area. They should also check whether there is sufficient visual information and sensory cues for visitors to get themselves around school easily.

Students share their findings about the barriers they identify and discuss how these might be overcome.



### Activity 2

In groups or as a class, students produce a report, photographic display or short video that summarises their findings and details low-cost or no-cost adaptations that can be made in and around school to make it more accessible. They put forward their findings and suggestions for improving accessibility to the principal/head teacher/school managers.

If a visit takes place, it should be reviewed and consideration should be given to any further suggestions to improve accessibility including those suggested by the visitor(s).



### Equipment

Student worksheet, *Is school accessible?*; ruler or tape measure/string for measuring; pens or pencils; clipboards or similar.



### Extension activity

Explore the accessibility of your local community for wheelchair users and people with different impairments. Report your findings to others.

### Optional independent research

What can you find out about vision impairments and your country's Para athletes who are vision impaired? What sports do they compete in and how are they guided? Is school accessible for visitors with vision impairments?



### Discussion questions

- How does accessibility improve the quality of life for people with an impairment?