

LESSON 1.5e - Accessibility Scavenger Hunt

Learning Objectives:

Unit 1: Awareness / Orientation to the Curriculum

- A. Identifying and understanding various types of disabilities
- D. Identifying what inclusion means in a family, school, and community

Materials:

- Accessibility Scavenger Hunt Worksheet
- Prizes (optional)

Time:

One or two class sessions

Setting:

Large and small groups

Directions:

Lesson Preparation

Prepare copies of the Scavenger Hunt Worksheet. For guidance on implementing this lesson, review information on disability simulations located in the Instructor Guide.

Lesson Implementation

Divide the class into teams of 3-6 students each. Distribute the Accessibility Scavenger Hunt Worksheet to each team. Review the worksheet instructions and give students a set amount of time to complete their worksheet (recommended 25 minutes). When describing this activity, review the various types of disability access issues covered on the worksheet and talk with students about the types of disabilities they may not understand.

When teams have completed their worksheets, return to the large group. Award prizes for teams who completed all parts of their scavenger hunt. Review what the teams discovered on their scavenger hunt. As teams report on their findings, use the prompts below to facilitate a discussion. How is the school already accessible to people with various types of disabilities? Why is it important to think about accessibility for people of all ages (students, teachers and parents)? What could be done to make the school more accessible? How do the locations/issues included in the scavenger hunt impact whether people with disabilities can truly be fully included in all aspects of school life?

Vending Machines:

- Person with hand mobility impairment – Is it easy or hard to operate the machine’s buttons, knobs and coin / dollar slots?
- Person with a vision impairment or learning disability – Is it easy or hard to understand what items are for sale, and how much money each item costs?

Library:

- Person with a hand mobility impairment – Is it easy or hard to operate the card catalog or computer catalog system?
- Person with a mobility impairment – Is it easy or hard to get a book off the shelf? Are the shelves too high or too low to reach?
- Person with a vision impairment – Is it easy or hard to use the card catalog or computer catalog system? Are there any large print or audio books available?
- Person with a learning disability – Is it easy or hard to use the card catalog or computer catalog system? Are there any audio books available?

Playground:

- Person who is Deaf or hard of hearing – If there is a bell or whistle to let students know recess is finished? How would a Deaf or hard of hearing student know when recess is finished?
- Person with a mobility impairment – Is it easy or hard to move around the playground? What ground surfaces are the best and worst for movement?

School Office:

- Person who is Deaf or hard of hearing, or has a speech impairment – Does the school have a TTY so parents or community members can call the school? If so, who knows how to use the TTY? Other questions to ask may include: Is the TTY available to students with disabilities to make outgoing calls? If no TTY is available, do school staff members know how to use video or audio relay services?

Emergency Exit Planning:

- Person with a mobility impairment – Is it easy or hard to exit the building on your own and move to the designated safety zone for your class? Are the doors easy or hard to open? Is the path to the safety zone easy to move over (smooth surface, no steps, etc.)?
- Person who is Deaf or hard of hearing – Is there a visual alarm? Is the visual alarm in all areas of the school (restrooms, cafeteria, etc.)?

Working with Younger Students –

Instead of working as small teams, the instructor may choose to have the class complete the scavenger hunt as a large group or divided into two groups if there is a classroom volunteer to help facilitate the second group's work.

Working with Older Students –

The mapping exercise on the Scavenger Hunt Worksheet may be used as an expanded map skills lesson. Students may be given more detailed requirements including the use of scale, labels, legend, and a compass rose. As an alternative to creating the map, students may use an existing school floor plan and create the labels and legend items necessary to indicate accessible routes. When using these mapping lesson options, refer to the optional mapping rubrics for this lesson.

Lesson Wrap-up / Follow-up

Review what students have learned about making their school more accessible to people with various types of disabilities. Outline the future units/lessons the class will work on next. Assign homework as needed depending on the lesson implementation schedule.

Supplementary Activities:

Refer to lesson plans in Units 3 and 4 for more opportunities to evaluate physical and attitudinal barriers.

Notes: