Purple Orange | Together We Learn

Together We Learn is funded by the Department for Health, Disability and Ageing

Together We Learn

Class Project 3: Accessible Events



Together We Learn

Together We Learn is a two-year project by JFA Purple Orange designed to promote positive and inclusive attitudes towards people with disability among primary school children, their teachers, and the wider school community.

Through co-design with educators, families, and people with disability, we have created a unit of work on disability for teachers to deliver in upper primary classrooms across Australia. The project aims to spark meaningful conversations, highlight the benefits of diversity, and support young people to see inclusion as everyone's responsibility.

The unit plan also includes videos of young people with disability to show in the classroom, and resources to assist teachers to present the content.

This content is aimed at Year Level 5 but can be modified for other years. The curriculum links are taken from the Year 5 sections of the Australian Curriculum, V9.

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Class Projects

Our Class Projects are designed to be run in your classrooms after doing the Introduction to Disability lessons.

These projects might take place over several lessons, depending on the resources available. We have given a rough outline of each with suggested curriculum links and resources.

While the layout of the lessons and projects is written this way, it is up to teachers to decide how this works for their classrooms. We want to provide the materials for teachers to teach confidently about disability.

Resources for this class project can be found on our website.



The Introduction to Disability lessons can be found here:

Lesson 1: Disability Is ...

Lesson 2: Models of Disability

Lesson 3: Accessibility Is ...

Lesson 4: Including Everybody

Class Project 3

Accessible Events

Students either plan a brand new accessible event, or modify an existing event to make it more accessible.

Suggestions include:

- Making Book Week more accessible
- Making Sports Day more accessible
- Creating a set of more accessible Science Week activities
- Creating a celebration for World Braille Day (January 4th)
- Creating a celebration for Auslan Day (April 13th)
- Creating a celebration for International Day of People with Disability (December 3rd)
- Creating a celebration for the next Paralympics (2028), Deaflympics (2029), or Winter Paralympics (2030)

Whether they modify an existing event or create a new event, the aim is to create more accessibility, not just learn more about disability.

Learning intentions

Students learn about making events more accessible and actively work towards making a more accessible event.

Students become aware of important days to celebrate disability culture.



Curriculum links

Australian Curriculum V9: ACARA - Curriculum

General capabilities:

Social awareness – Empathy, Level 4 (Years 5-6): explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness.

Social awareness - Community awareness, Level 4 (Years 5-6): explain the way their actions and the actions of others influence communities.

Understanding ethical concepts and perspectives - Examine values, rights and responsibilities and ethical norms, Level 4 (Years 5-6): describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues.

Year 5 HASS

Questioning and researching

AC9HS5S02

Locate, collect and organise information and data from primary and secondary sources in a range of formats punctuation.

Concluding and decision making

AC9HS5S06

Propose actions or responses to issues or challenges and use criteria to assess the possible effects

Communicating

AC9HS5S07

Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Year 5 Health and Physical Education

Interacting with others

AC9HP6P05

Describe and implement strategies to value diversity in their communities

Year 5 English

Creating texts

AC9E5LY06

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

AC9E5LY07

Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

Project steps

These may be broken up into several lessons.



Preparation

Have students review the access check resource (from Class Project 1) and the accessible events resource. Do they think there is anything that they should add?

There are a lot of accessibility provisions out in the world. For example, a shop might have a ramp entrance. A lift might have Braille on the buttons. There are also provisions for one-off events, such as providing access information that people with disability might need to plan their attendance.

Options to support learning include:

- Watch a BTN High video: https://www.youtube.com/watch?v=-kHi5diQ1eE
- Explore pages 12-26 of the Design for Dignity guidelines: https://australiandisabilitynetwork.org.au/wp-content/uploads/2021/10/Design_for_Dignity_Guidelines_Aug_2016.pdf
- Use the Together We Learn PowerPoint to teach about Access Checks.
- Use the Together We Learn PowerPoint to teach about Accessible Events.

Plan the events

Students can divide into groups, each group with their own event to plan for; alternatively, the class could tackle one large event, and each group could work on aspects of that event.

Each group decides what they are doing and when.

Promoting the event

The class will need to provide access information about the event to anyone attending and promote the event through a flyer or listing on the school's events page.

Running the event

Make sure all students are aware of what tasks they have on the day, as these might vary from student to student.

Reflective lesson

Reflect on the event individually and as a class. There is a reflection resource at the end of this document.

Example events

Option 1: Accessible Book Week

The class could aim to make Book Week more accessible, with different groups working on different aspects.

Group 1: Compile access information and promote the event, including a visual story for the event.

Group 2: Make the Book Week parade more accessible with a step-free path, and audio description or Auslan interpreting.

Group 3: Create more accessible costume options for people.

Group 4: Run a live reading, made more accessible by providing access supports like different kinds of chairs, tactile fidgets, audio description, or Auslan interpreting.

Option 2: Celebrating World Braille Day

The class could run a new event for themselves or other classes.

Group 1: Compiling access information and promoting the event, including creating a visual story for the event.

Group 2: Giving a presentation on Braille.

Group 3: Creating a fun activity that helps people learn Braille or provides Braille resources for other people to use.

In either case, students would be involved in planning, executing, and reflecting on the event.

Resources to support teaching and learning

Accessibility Is ... video

Accessible and inclusive community events toolkit

Toolkit for accessible and inclusive events

How do you ensure accessibility at your events?



Key resource:

Accessible Events checklist

Before the event

- How does someone sign up to the event, or book a ticket?
- How does someone get to the event?
- What is the entrance like? Are there any steps? Are the doors easy to open?
- What is the sound like?
- What are the lights like?
- Is there a quiet space? What happens if someone needs a place to retreat to?
- What are the rules for food and drink? Is any provided?
- How long does the event run for?

During the event

Physical accessibility – getting around, getting involved

Can someone get around

- Signage
- Registration
- Seating
- Ramp
- Audio
- Lighting
- Animal

Informational accessibility – multiple ways to engage

- Presentations available
- Online attendance
- Schedule
- Maps
- Lighting
- Menus

Attitudinal accessibility – welcoming, knowledgeable, role modelling

- Welcoming
- Knowledgeable
- Available
- Role model interactions
- Feedback

After the event

- Seek feedback
- Document learnings
- Hire and co-design
- Share resource

Key resource:

Accessible Events reflection

How accessible was the event you ran?

What could be done to improve it and make it more accessible for more people?

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