Purple Orange | Together We Learn

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

Together We Learn

Class Project 1: Access Check



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.

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

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 1

Access Check

In this Class Project, students take what they have learned about accessibility and learn how to check for accessibility in their school.

Alternatively, if there is the opportunity to go on an excursion, students could assess a library, shop, community centre, music or sports venue, museum, or gallery. We have referred to the place as "the site" throughout this plan.

This is not a comprehensive legal check like someone would do if they were building a new shopping centre or stadium, just a start to get students noticing what is and is not accessible in the world around them.

Learning intentions

Students use the Access Checklist to observe accessibility, and record what is and is not accessible about the site.

They discuss what measures could be put in place now, and what they would change if they had to design something from scratch.



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. 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.

Decide how the checklist will be divided. Each group can take a section of the access checklist, which will help avoid repetition in the oral presentations.

Access checking

Go to the site, and break up into smaller groups, each with their access checklist.

Have students explore the site and fill out the checklist.

Note for teachers: This checklist is divided into groups so that each group can take a different section of the site. Please modify as needed for the size of your classroom and the site. Another option is that each group completes the whole checklist, but for different areas of the site.

'The site' means the place where you do the Access Check.

Reflective lesson

How accessible was the part of the site you assessed?

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

Make sure everyone in the group has the opportunity to add their ideas.

Presentations

Each group presents their findings to the class in an oral presentation.

Resources to support teaching and learning

Accessibility Is ... video

Accessibility Facts for Kids

Why Venues Need to Be Accessible – BTN High: https://youtu.be/-kHi5diQ1eE?si=cDqZJoB9esZ3UdFh

Radical Accessibility: Including Everyone, No Exceptions | Molly O'Connor | TEDxSioux Falls

Design for Dignity Guidelines, August 2016

Key resource:

Accessible checklist

Group 1: Step-free access

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

Can someone using a wheelchair get:

- ❑ in and out of the site
- ❑ around the site easily?

Are the pathways in the site:

- ❑ wide enough for a wheelchair (at least 1m, 1.2 best practice, 1.8 so that people can enter side by side?)
- ❑ smooth (not a bumpy surface)
- ❑ level (they don't go up and down)

Outside the building are there lifts, stairs, ramps, or a combination?

.....

.....

.....

.....

Inside the building are there lifts, stairs, ramps, or a combination?

.....

.....

.....

.....

Can anyone use the lift at any time, or do you need to ask for a swipe card or FOB key?

.....

.....

.....

Group 2: Sensory access

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

Is the site:

- ❑ high sensory (bright lights and lots of sound)
- ❑ mid sensory (natural lights and some noise)
- ❑ low sensory (adjustable lights, adjustable or low sound)

- ❑ Is there a quiet space that people can retreat to?

If yes, what is the lighting like?.....

Is there a lot of sound? .....

Are there any stickers or signs around which note how accessible things are? What signs do you see? (Draw them or describe them)

.....

.....

.....

.....

.....

Did you notice anything else about the accessibility of the space?

.....

.....

.....

What changes would you make if you had all the money in the world to upgrade the site?

.....

.....

.....

What changes could you suggest now that cost no money?

.....

.....

.....

Group 3: Information access and wayfinding

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

How does someone get more information about this site? Is there:

- ❑ a phone number they can call?
- ❑ an email?
- ❑ information on a website?
- ❑ a map or information board at the site?

Are there any options for d/Deaf people to use the site?.....

Are there options for blind people to use the site? .....

- ❑ Is there any Braille on site? Where is it? .....
- ❑ Are there any TGSIs (tactile ground surface indicators)?

Are there any stickers or signs around which note how accessible things are? What signs do you see? (Draw them or describe them)

.....

.....

.....

.....

Did you notice anything else about the accessibility of the space?

.....

.....

.....

What changes would you make if you had all the money in the world to upgrade the site?

.....

.....

.....

What changes could you suggest now that cost no money?

.....

.....

.....

Group 4: Bathroom access

This is not a complete legal checklist, just something to get you started thinking about accessibility in public places.

IMPORTANT: *When you are in a space, be mindful of other people. When you learn how inaccessible the world is, sometimes it can be fun to start pointing out all the ways people are doing things wrong! But most people are trying to do the best they can. Keep in mind that we are just writing things down and talking about them with our class, NOT yelling about them in public.*

Date:..... The site: .....

Our names:.....

❑ Is there an accessible bathroom?

Does the accessible bathroom:

❑ have a big space for a wide turning circle?
❑ have a handrail next to the toilet?
❑ have a sink with a gap underneath where you could roll your wheelchair under?
❑ have a lower or tilted mirror?
❑ have both paper towels and a hand dryer?
❑ have a bin that you can operate with your hands instead of just a foot pedal?

What signs are on the accessible toilet?

.....

❑ Is there a sign saying if the handrail is left or right (circle one: LH/RH)?

❑ Are there ambulant stalls in the bathrooms (slightly larger, with handrails, and labelled with a sign for ambulant toilets)?

What are the bathroom signs like? Do you think people could understand them using:

❑ only their ears (aural)
❑ only their eyes (visual)
❑ only their hands (tactile)

Are there any stickers or signs around which note how accessible things are? What signs do you see? (Draw them or describe them)

.....

.....

.....

.....

.....

.....

.....

.....

Did you notice anything else about the accessibility of the space?

What changes would you make if you had all the money in the world to upgrade the site?

What changes could you suggest now that cost no money?

JFA Purple Orange
104 Greenhill Road
Unley SA 5061

Telephone: + 61 (8) 8373 8333
Email: admin@purpleorange.org.au
Facebook: www.facebook.com/jfapurpleorange