

ReelEducation

LESSON: Anything You Can Do

Film Length: 7 minutes

Lesson Length: 30-40 minutes

Grades K-3

ReelAbilities
FILM FESTIVAL

TORONTO



An EnAbling Change Project
with the Government of Ontario

Rick Hansen
Foundation



School Program



Winston
Preparatory
School

ReelAbilities
FILM FESTIVAL

Miles Nadal **JCC**

Lesson Title: Anything You Can Do

Synopsis:

Two boys face off. But when the stakes are at their highest, will victory be sweet?

Film Length: 7 minutes

Learning Objectives:

- Understand the built environment from an accessibility perspective
- Identify how the physical environment can be barrier for people with disabilities
- Use various forms of communication to express themselves
- Develop empathy for others

Curriculum Connections:

- Physical disability, inclusion

Resources:

FILM LINK: <https://vimeo.com/261208016>

Student handout (Barrier Inspector)

Activity Time: 30-40 Minutes

Before Viewing (Discussion questions)

Have you ever experienced a time when you wanted to go someplace or do something with a friend, but your friend couldn't go or they were not able to do that activity with you? How did you feel? What stood in the way?

After Viewing (Discussion questions)

1. Do you think the boys in the video were friends? Why do you think that?
2. Describe the problem the boys had. How did they solve the problem?
The boy in the wheelchair could not get outside, the boy built a ramp.
3. How do you think the boy in the wheelchair felt when he could not play outside with his friend? Why do you think this?
4. How do you think the boy that went outside felt when he was sitting outside on the steps? Why do you think this?
5. Why did the boy without a disability build the ramp?
He realized he wasn't having any fun alone.
6. What can we learn from this?
When we include people with disabilities everyone has fun.
7. What could the boy with the wheelchair do if his friend didn't build the ramp for him?
8. How could these boys play together if they went to the playground or to an amusement park?

Teacher Tip: If students have difficulty with the last question you may need to prompt students to think about the built environment. What does the ground look like getting to the playground equipment? Is it bumpy and rough or smooth so that a wheelchair could go on the surface? What does a sandbox usually look like? (low to the ground with a barrier/wood box around it). Someone who uses a wheelchair may not be able to access. For more information and ideas download for free Rick Hansen Foundation School Program, Abilities in Motion Grade 3: Accessible Playground lesson.

Learning Activities

1. Write “accessibility” on the board.

2. **Ask students**

What do you think accessibility means?

What words can you find inside accessibility

Access, ability.

What does it mean if you have access to a place?

You can enter or exit and use it.

Accessibility also means being able to play together in different places and locations.

Definition of Accessibility:

The degree to which a place can be used by or is available for everyone. An accessible place is one that doesn't have any barriers.

Definition of Barrier:

An obstacle that prevents someone from doing something. Barriers may be physical (e.g. building with stairs) or social (e.g. people's attitudes).

3. Ask students: Could these boys play together if they came to our school?
Our playground? Why or why not?

Explain

In the video we just saw there was a set of stairs that was a physical barrier for the boy who used the wheelchair. For people who use wheelchairs or walkers a set of stairs might mean they cannot go in or exit a place or be able to play their friends. There are actually a lot of barriers around us. There are lots of different types of people that might find stairs a barrier. For example, a parent pushing a stroller, someone who broke their leg and is using crutches, or a child pulling a wagon full of toys.

Ask:

What are some things that we can do/build instead of stairs to make things accessible for everyone?

Ramp, lift, elevator.

4. Hand out copies of Barrier Inspector checklist. Complete as a class or divide students up into small groups and have them investigate different areas of the school looking for physical barriers like stairs. Also tell students be on the look-out for places where there are ramps instead of stairs. Come back together and discuss.

Wrap Up

Come back together and discuss student findings.

Ask students: Are there any areas of our school that might be a barrier for a person who uses a wheelchair? Are there any areas of our school where you noticed there is a ramp, elevator or lift instead of stairs?

Enrichment:

1. As a class or individually, write a letter to your principal, school board trustee or superintendent explaining the need for creating ramps instead of stairs.
2. Discuss what physical barriers there might be for a person with other disabilities (people who are deaf or blind).
3. Explore other types of barriers that can socially exclude people with disabilities. What can we do to make sure our friends with disabilities are included?

Barrier Inspector Worksheet

Your school needs to be inspected for accessibility. Think about or/and visit different areas of your school and identify some of the physical barriers that exist using this checklist.

Put a ✓ if you see stairs or a ramp.

	LOCATION	STAIRS	RAMP/LIFT OR ELEVATOR
1.	Inside my classroom		
2.	Outside my classroom		
3.	Going into or inside the library		
4.	Going into or inside the gymnasium		
5.	Going up on the school stage		
6.	Coming in the front entrance of my school		
7.	Going into or inside the cafeteria		
8.	Getting to the playground		
9.	Other doors to outside		
10.	Getting to the washrooms		