



Play Map: Designing Inclusive Spaces



Lesson title: Play Map: Designing Inclusive Spaces

Subject and topic:

Physical Accessibility, inclusive design

Grade level:

2 - 3

Duration:

2 class periods

Lesson summary:

Students will map out where they have recess. Students will be asked to reflect on the physical accessibility of their environment (i.e. 3 steps to go from classroom to outside, playground has woodchips and a step up). They will draw out a map for their current environment and then create new map that is a inclusive play area.

Standards:

- CC.1.5.3.A- Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- 11.2.3.E- Analyze the effectiveness of technology used for school and home in accomplishing the work of the family (e.g., security, entertainment, communication, education).
- 10.4.3.D- Identify likes and dislikes related to participation in physical activities

Objectives:

Students will be able to

- to be more mindful of their spatial environment and how their environment can be very different and excludes their peers with disabilities.

Learning Objectives: Students will be able to

- Describe 2 features that can make playground more inclusive by participating in the play map activity.

Essential Questions:

- EQ1: Why do play environments need to be differentiated?



- EQ2: Can you provide at least 2 features that make a play area accessible and inclusive?

Vocabulary:

- Wheelchair user: A person who uses a wheelchair to move around.
- Disability: Different in what you can do! Some disabilities you can see and others you can't! Not all people with disabilities are the same. A normal part of life!
- Inclusive: A place where everyone can go and feel welcome.
- Equality: On the same level.

Lesson procedures

Lesson preparation:

This lesson is written with the assumption that your school does not have a fully accessible playground. Every school is different. Make sure to survey the playground at your school and make note of details such as:

- High noise level (cars zooming by, airplanes)
- Playground details (is there wheelchair access on the playground? Are there woodchips on the ground? Woodchips are impossible for wheelchairs to move around.)
- Is there a step up onto the blacktop?
- Are there steps to access any part of the recess outdoor area?
- If there is a ramp, where is the ramp? It depends entirely on the school. Some ramps are dual purpose (maintenance, deliveries, custodial and for students in wheelchairs).
- Are there separate areas for disabled students to play?
- Consider generally do disabled and non-disabled students play together outside?
- Use this info to help students build their play maps.

Materials:

Large size Construction/butcher paper
 Whiteboard/chalkboard
 Markers and crayons
 Safety Scissors
 Glue sticks
 Inclusive features handout (pg. 6 & 7)

Anonymous Student Evaluation Form (pg. 9)
 Vocab Sheet (pg. 8)
 -this is a step-by-step of what to do during the lesson



Procedure (Day 1)

1. Welcome students to class (5 minutes)!
2. Ask students what is their favorite part of the day?
3. Allow for some responses.
4. Say “Many of you said recess. What do you do in recess?”
5. Write responses on whiteboard/chalkboard
6. Sample responses:
 - a. Play on the playground
 - b. Jump from the monkey bars
 - c. Look for worms
 - d. Chase butterflies or bunnies
 - e. Play make believe on the playground
 - f. Play kickball
 - g. Play tag on the grass
 - h. Talk under the trees
 - i. Make daisy chains
7. Once you have collected between 5-7 answers tell students: “So it looks like many of you said play is what you do during recess. We are going to think about playing today.”
8. “Who can play on the playground?”
9. Receive some answers
10. Explain today they will be making maps together. Split students up into groups of 4.
11. Give each group 2 large pieces of construction paper and enough art supplies and scissors for all students.
12. Ask students to work together to draw and cut out shapes to map the recess/playground area (10 minutes)
13. Encourage them to be creative! Add all of your friends too!
14. As students draw, walk around and remind students to think about how they get outside. Are there stairs? How many? Is there grass outside, is it muddy? Is there a ramp? Ask students to think about how they start playing, do they run to an activity? Do you talk to your friends first?
15. Once students are all done have a short discussion.
16. Ask students, do you think anything is missing from your maps?
17. “You are very lucky to play recess whenever and wherever. Students in wheelchairs or with other kinds of disabilities can’t always play on our school playground. Do you think that is fair?”

Note: If students ask what disabilities are, just say it means different in what you can do. Some students walk, others roll in wheelchairs. Just different.



18. “Right it’s not very fair! Everyone should be able to have just as much fun as you do in the playground! Equality is important!”
 19. “What are some ways the playground can be more inclusive” (explain to students this means every student can play there)?
 20. Receive some answers.
 21. “So next class we will talk some more about how to make playgrounds more inclusive and you will build your own!”
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Procedure (Day 2)

Review last class with students:

1. “So last time we looked at our playground and discovered it’s not very inclusive, meaning not every kid can play on it. So today we are going to work together and make a new play map that it much more inclusive!”
2. Pass out the inclusive feature handout:
3. Ask students to work in their groups again and take their play map and add in at least 3 of the features on the handout. They can cut them out and glue them or find their own pictures online (if time allows).
4. Encourage students to be creative and add in extra features from online resources.
5. Show and Tell: Ask each group to show off their new playground and tell the class why it is so cool and inclusive!
6. “We learned a lot of words these past few days! Hand out Vocab sheet.”
7. Please bring the vocab sheet home and review it.
8. (Optional) quiz students on words in the beginning of your next class
9. Pass out anonymous student evaluation form (page 9) just 2-3 sentences per question.

Related materials:

- Documents below

Evaluation:

Ask your students this question related to this lesson to gauge how much they learned. **Did this lesson help you understand what inclusive means?**

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.

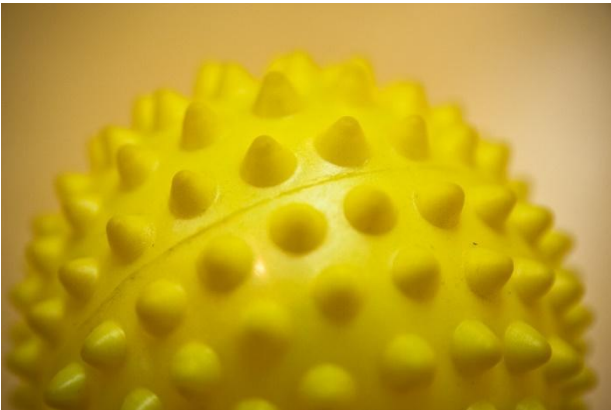


Inclusive Playground List



Maybe parts of your playground play music!

- **Good for calming kids down**
- **Good for kids who may be blind or partially blind with a vision disability.**



Bumpy things to touch with our hands!

- **Good for kids who may be blind or partially blind with a visual disability.**





Whoosh! Wheelchair swings!

- **Good for wheelchair users**



Wide ramps for wheelchair users!

