# 

# **Title:**

# Architectural Barriers at My Town.

**Overview:**

For the physically disabled, barriers can range from blocked wheelchair ramps, to buildings without lifts, to inaccessible toilets, to shops without step-free access.

Primary school-age children will put themselves in the position of a person in a wheelchair and will encounter many and difficult architectural barriers to access to main buildings in their town.

Student will send a Petition Letter to the Major of their town, requesting the removal of some architectural barriers.

**Topic: Architectural Barriers.**

**Subjects: Language, Social Science.**

**Grade:** Primary 4, 5 & 6.

**Length of time:** 8-10 hours.

**Objectives:**

Students will:

* **Define what an Architectural Barrier is.**
* **Identify some architectural barriers in their town.**
* **Assess the accessibility to public buildings for wheelchair users in their town.**
* **Evaluate what barriers need to be removed first.**
* **Know the format of a Petition Letter.**
* **Send a Petition Letter to the Mayor of their town, requesting the removal of some architectural barriers.**

**Key competences: Competence in Linguistic Communication, Social and Civic competence, Sense of Initiate and Entrepreneurship and Learning to learn competence.**

**Contents:**

**Architectural Barriers.**

**Examples of Architectural Barriers.**

**Petition Letter format.**

**Measurable Learning Standards stated in Decree 103/2014 of June 10th, which established the Curriculum for Primary Education in Extremadura, Spain:**

**Social Science:**

CSOC 1.1.1. Busca, selecciona y organiza información concreta y relevante, la analiza, obtiene conclusiones, reflexiona acerca del proceso seguido y lo comunica oralmente y/o por escrito. (CCL, CPAA)

CSOC 1.5.2. Participa en actividades de grupo adoptando un comportamiento responsable, constructivo y solidario y respeta los principios básicos del funcionamiento democrático. (CPAA, CSCV)

CSOC 1.9.1. Muestra actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés, creatividad en el aprendizaje y espíritu emprendedor que le hacen activo ante las circunstancias que le rodean. (CPAA, SIEE)

**Language:**

LCL 1.10.1 Utiliza de forma efectiva el lenguaje oral para comunicarse y aprender escuchando activamente, recogiendo datos pertinentes a los objetivos de la comunicación. (CCL, CPAA)

LCL 3.1.1. Escribe, en diferentes soportes, textos propios del ámbito de la vida cotidiana: diarios, cartas, correos electrónicos, etc. imitando textos modelo. (CCL, CPAA)

**Teaching approach:**

**Learner-centered Teaching, Action Learning** and **Cooperative Learning.**

**Methodology:**

**Problem**-**based learning** (PBL) and **Learning by Doing**.

**Human Resources:**

***Mirian Alonso Corraliza*, a woman with lower limbs disability.**

***José Carlos Calzada Morano*, Technical Architect of the Town Hall of Logrosán.**

**Local Police.**

**Material Resources:**

**Wheelchairs, a pair of crutches, Internet connection, computers, Digital Board, mobile phones, a printer, sheets of paper and an envelope.**

**Classroom seating arrangement: Separate areas for working in small groups.**

**………………………**

**Procedure:**

**We will have the help of** ***Mirian Alonso Corraliza*, a woman with lower limbs disability, as a coach for promoting and facilitating learning, as well as encouraging the teams to be self-managing.**

**Opening to lesson with what students know (prior knowledge)**

Timing: 1hour

Students will watch ***"Inside the Miriam's box"*** video\_ [**https://youtu.be/TL1MbEYgr-g**](https://youtu.be/TL1MbEYgr-g) (February 1, 2018). It was a **Disability Awareness and Sensitivity Seminar** by **Mirian Alonso Corraliza**, a woman with lower limbs disability, in which, Pupils from CEIP *"Ntra. Sra. del Consuelo"*(Logrosán) wanted to show respect and sensitivity to people with disabilities.

After watching the video, Social Science Teacher will show them this question-poster as a **trigger material**:

Question:

**What would a truly disabled-accessible city look like?**

**Body of lesson**

Step 1: **Understanding the open-ended problem found in the trigger poster.**

(2 hours)

**.** The Natural Science teacher will dividepupils into groups of 4 o 5. Each group will give a proper/satisfactory definition of Architectural Barrier and some examples of Architectural Barriers which disabled people may encounter in a town or city, by searching them on the internet.

**.** Whole class discussion about the best definition of Architectural barrier and most common examples of Architectural barrier in a town or city.

Step 2: **Putting into practice the knowledge acquired in step 1**.

(2 hours)

We will be coached and supported by ***Mirian Alonso Corraliza*,** a woman with lower limbs disability, ***José Carlos Calzada Morano*,** Technical Architect of the Town Hall of Logrosán and the **Local Police.**



. Primary 4, 5 & 6 students will put themselves in the position of a person in a wheelchair and will encounter and describe many and difficult architectural barriers to access to main buildings in their town.









Step 3: **Solving the open-ended problem found in the trigger poster.**

(1 hour)

. Whole class discussion about the possibility of sending a Petition Letter to the Mayor of the town, requesting the removal of some architectural barriers.

. The Social Science teacher will divide children into 4 o 5. Each group will choose three or four architectural barriers which they may consider them a priority to be removed.

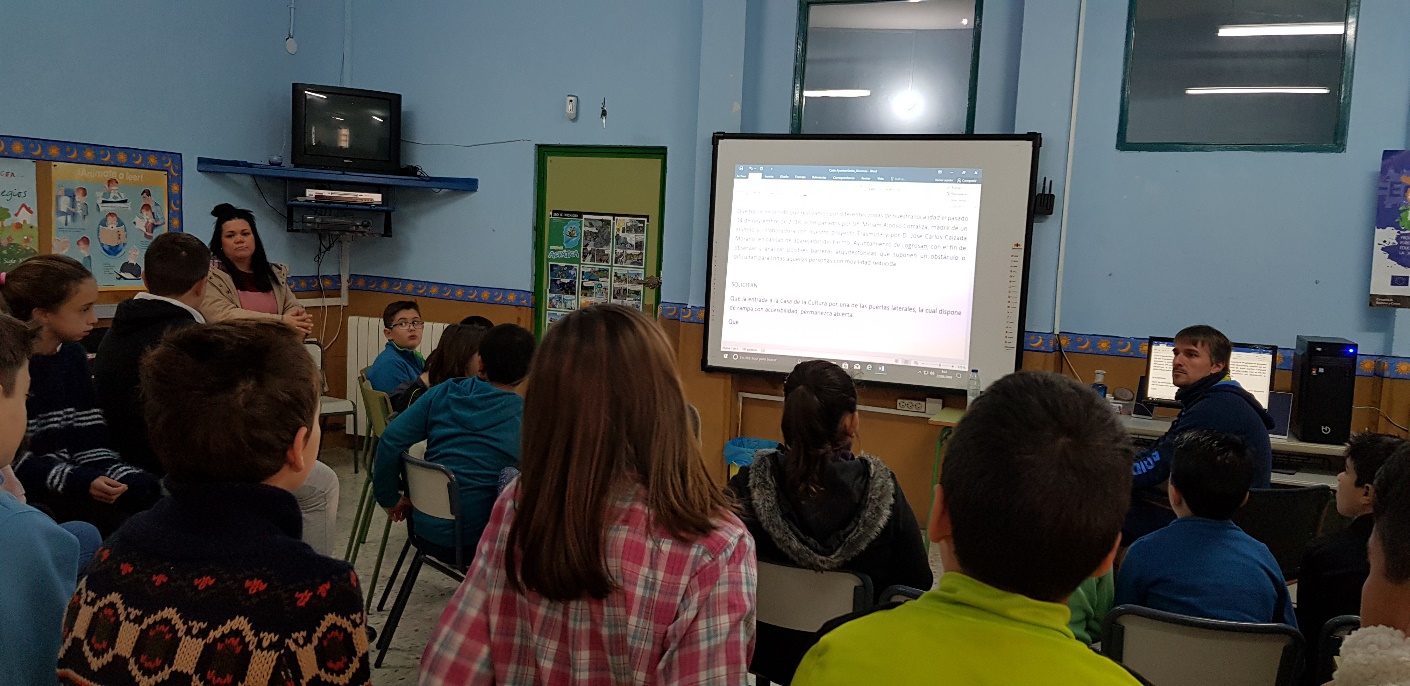
Step 4: **Converting the pupils ‘proposals into action and, ultimately, a solution**.

(2 hours)

. Language teacher will divide students into 4 o 5. Each group will search samples of Petition Letters on the internet.

**.** Each group will analyse the format of a Petition Letter.

**.** Whole class will write the Petition Letter to the Mayor following a model with the help of the Language Teacher and *Mirian Alonso Corraliza*.



**Assessment & Evaluation:**

. Teacher's observations of student written work samples, student oral presentations and participation in group activities.

. Interviews with students.

. The teacher/s will register on the personal evaluation sheet whether students fulfil the tasks or not.

**Outcomes:**

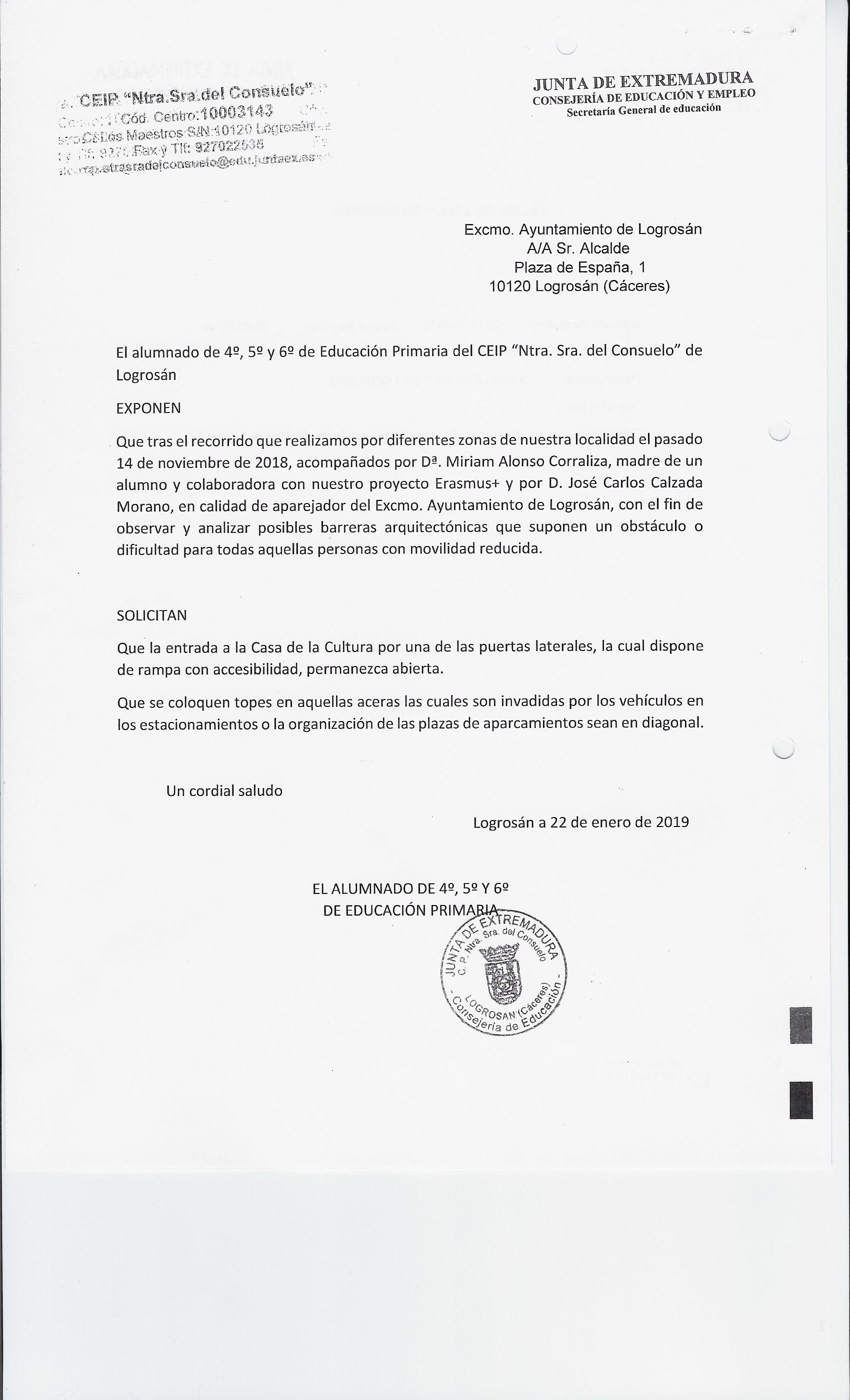
* **Pupils’ Petition Letter to the Mayor of Logrosán, Spain** **(Appendix I).**
* **Mayor’s letter in response to pupils’ petition letter (Appendix II).**

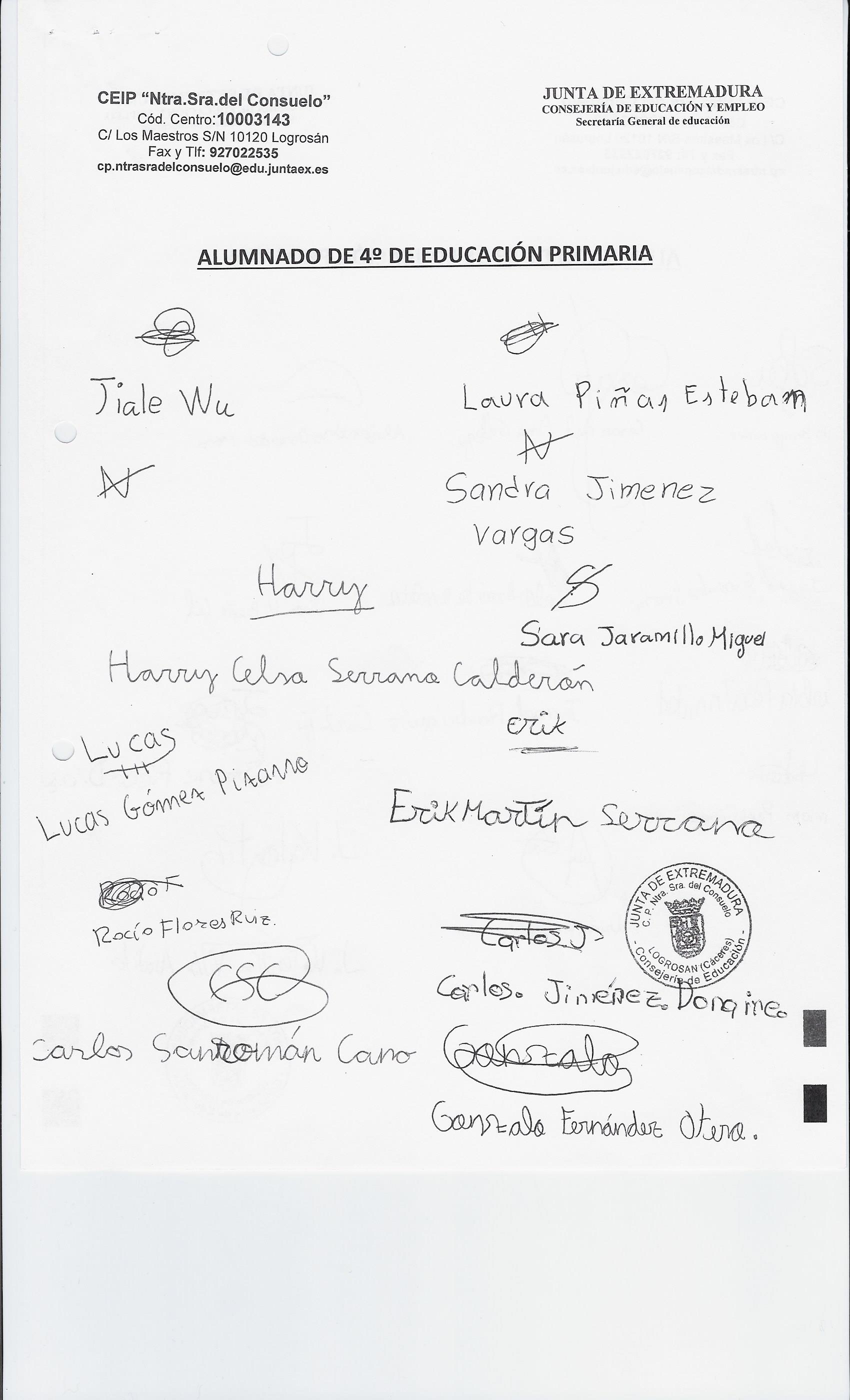
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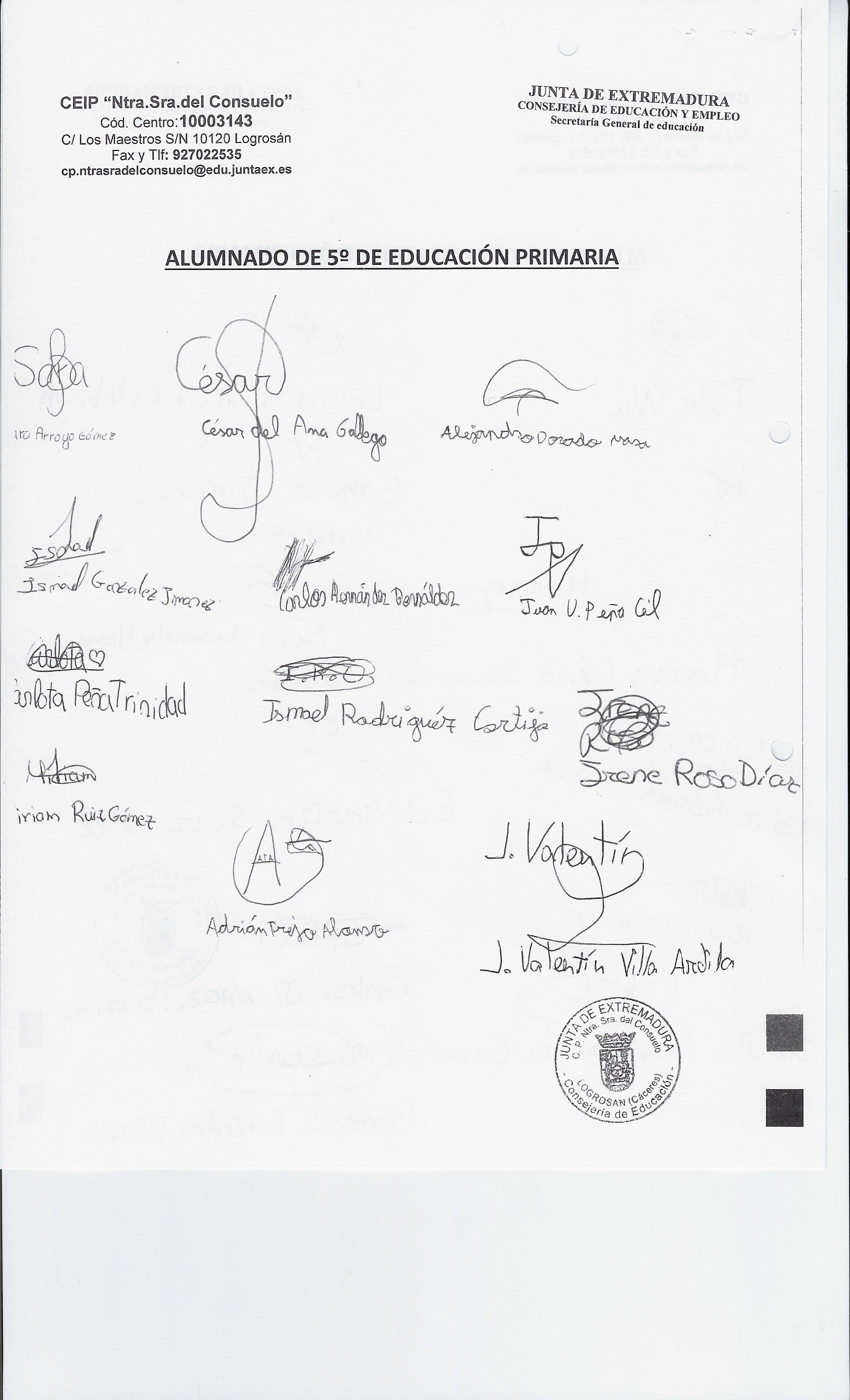
Teachers from **CEIP *“Ntra. Sra. Del Consuelo”***, Logrosán, Spain.

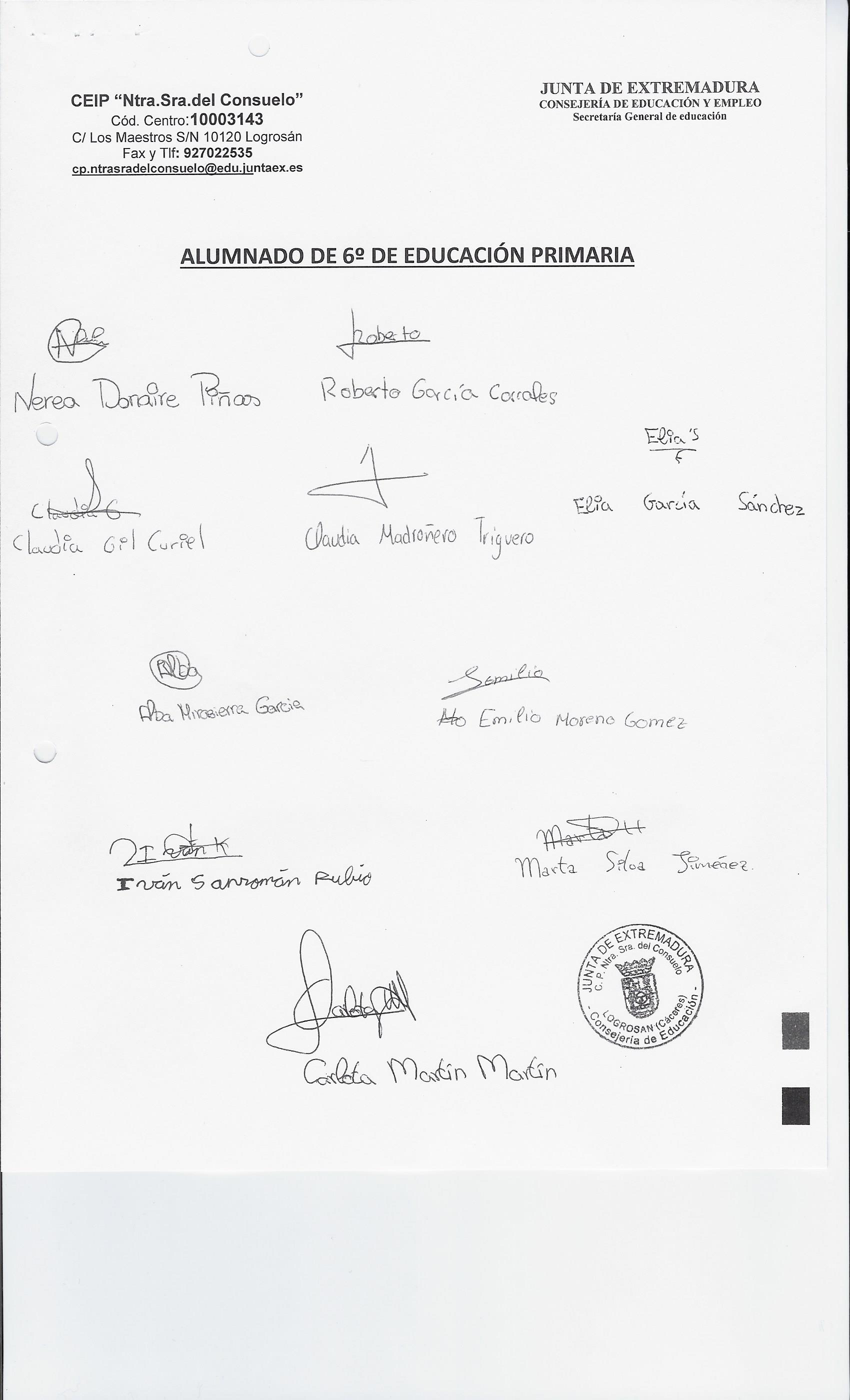
**December, 2018 – January, 2019**

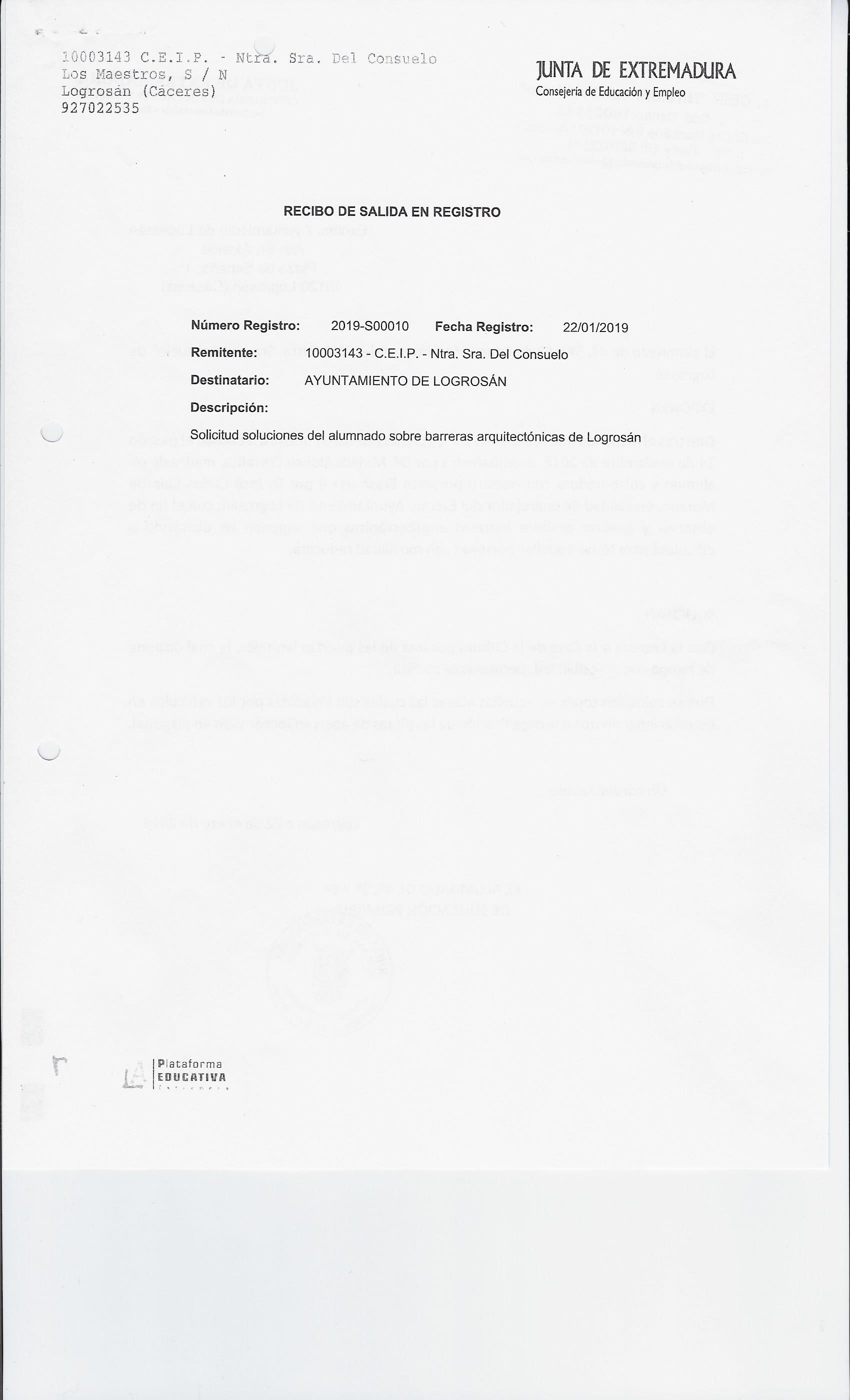
**Appendix I**











**Appendix II**