

# Running Hurdles

## Objectives:

- Detect possible obstacles on marked paths
- Learn about disability-related vulnerability
- Create a participatory map

## STEP BY STEP

### BEFORE STARTING

This activity can be conducted as a continuation of the "Map Quest" activity.

To introduce the session, ask the class the following questions:

- *Have you ever struggled to access a location due to an obstacle, or witnessed someone facing difficulty because of an obstruction? For example, not being able to step onto the pavement because cars are parked in front.*
- *How did that experience make you feel? How do you think the other person felt in that situation?*

To stimulate conversation and provide context, consider showing the following video that illustrates accessibility challenges.

### PLANNING THE TRIP

The class decides on a route that starts from the school and leads to various points of interest in the community. The class can opt to build upon a route selected during the "Map Quest" activity, allowing for a seamless integration of the two activities.

The teacher helps the class prepare a form to record essential details during the trip, including:

- **Possible Architectural Barriers:** Note any physical obstacles that could impede access.
- **Condition of the Route:** Assess whether the path is well-maintained or has hazards.
- **Accessibility of Points of Interest:** Are the locations accessible for individuals with mobility impairments?
- **Signage:** Is there a lack of signposting? If signs are present, are they clear and easy to understand?
- **Traffic Management:** Are there sound traffic lights available for those who need auditory cues?

### THE SEARCH FOR OBSTACLES

Before the trip, the class finalizes the route and assign specific roles to each class member to ensure effective organization and management of the visit. Roles may include to appoint a:


- **Photographer:** Responsible for capturing images of obstacles and points of interest.
- **Observer:** Marks identified barriers on the observation grid.
- **Guide:** Leads the class along the planned route.

After the trip, the class share the gathered information. The locations of the obstacles are marked

on Google Maps and photos taken are reviewed, selecting the most relevant ones for printing and inclusion in the final report.

## DESIGN AN ACCESSIBLE ROUTE

The class now creates a final report that includes:


- **Introduction:** A descriptive section introducing the theme of **accessibility**  in public spaces.
- **Main Content:** A detailed account of the identified architectural barriers along the route.
- **Recommendations:** Strategies for eliminating or mitigating these barriers.

The report should also feature a printed map, which will illustrate:

- **Points of Interest:** Locations that are accessible and relevant.
- **Obstacles:** Areas where access is hindered.
- **Photographs:** Images corresponding to each point on the map, showcasing both accessibility issues and highlights.

## CONCLUDING THOUGHTS

*How can we address and remove these obstacles? Who should we contact to advocate for change?*

This work can serve as a foundation for discussing the importance of **accessibility**  in public spaces and conducting a more comprehensive mapping project of your territory. The findings can be shared with peers and potentially reported to local institutions to foster community awareness and improvement.