

INTERPRETIVE SKILLS III-A

LESSON PLAN: 4

SESSION TITLE: PROGRAM ACCESSIBILITY FOR DIVERSE POPULATIONS

SESSION LENGTH: 2 Hours

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OBJECTIVES: At the end of this session, participants will be able to:

1. Describe the reasons why National Parks must be program accessible to diverse populations;
2. List and Describe what groups make up diverse populations;
3. List 5 solutions to potential barriers in interpretive programs.

TRAINING AIDS: Flip charts, props for activities

HANDOUTS: Language and Terminology. Accessibility Legislation. Contact Kay Ellis, Special Programs and Populations Branch for updated information, handouts, videos. FTS 343-3677 or 202-343-3677).

Content	Method	Time
<p>I. Introduction - Activity: Divide class into teams of four. Using the training room as an example, imagine that the Accessibility Coordinator has asked each team to examine the training room for accessibility problems that affect the diverse population of visitors who visit the park. After ten minutes bring group back together. List all findings on flip charts.</p> <p>Students will typically miss the non-traditional groups in our population. Bring to their attention the diverse ethnic groups, language differences, economic class, cultural differences, along with the "traditional" handicapped accessibility problems.</p>	<p>Team Activity Discussion</p>	30 Min.
<p>II. What groups make up diverse populations? Using the above activity develop a master list with as many different populations as possible. It is important to discuss that terminology is constantly changing. What was "politically correct" several years ago might not be today. An example is Indians, Native Americans, or Indigenous People - which is the right term? Desired responses include:</p>	<p>Brainstorming Discussion</p>	30 Min.

Content	Method	Time
<p>Mobility Impaired Visitors Sensory Impaired Visitors Mentally Impaired Visitors Elderly Visitors Ethnic Groups Culturally Different Groups Economic Classes Language Differences</p>		
<p>Briefly discuss the characteristics of each group. Explain to class that they will get more detail in later sessions. **Include a discussion of currently used terminology when discussing impaired, disabled, and other populations.</p>		
<p>III. Through history how have these groups been treated? Why? How does their history affect these groups today?</p>	Discussion	10 Min.
<p>IV. How would you feel?</p>	Activity	25 Min.
<p>Single out one person from the class that is different. **The instructor should discuss this activity with the person they choose or at least let the students know they will be used as an example in advance to prevent any embarrassment on student's part.</p>		
<p>NOTE--Examples of "different" students includes: wears glasses, blond hair, skin color, accent, nationality, any physical difference (use care with this one), clothes, age, etc . Draw attention to the student by pointing out their differences. Have them move to the front of the room where everyone can see them better. Treat them special because they are different. Do this to several students with different traits. When you think you have "mother-henned" them enough, ask the individuals how they feel. Open up to the class for discussion.</p>		
<p>Optional Activity: Show film "Brown Eye, Blue Eye" and follow with discussion.</p>		
<p>Point out that people have different ability levels due to a disability. The objective of the exercise is to demonstrate that many people have differences, and that they don't want attention drawn to them.</p>		

Content	Method	Time
<p>V. Why should we make park interpretive programs accessible to a diverse population? (Open up a short discussion).</p> <p>Desired responses:</p> <p>Laws: The Architectural Barriers Act of 1968. PL 90-480, Section 504 of the Rehabilitation Act of 1973, as amended 1978, NPS Policy, Special Directive 83-3: Accessibility for Disabled Persons, NPS Mission, NPS-6 (minimal interpretive services), change in demographics.</p> <p>Not only is program accessibility a good thing, it's the right thing to do. It promotes better use of staff, time, money, and you don't end up duplicating programs.</p> <p>Diverse populations need positive park experiences for same reason everyone else does--for relaxation, renewal, and balance.</p> <p>They have same pressures as everyone else, often more. Recreation is not just a pleasant indulgence but a crucial element in a complete and fulfilling life.</p>	<p>Participatory Lecture</p> <p>Participatory Lecture</p>	<p>20 Min.</p> <p>20 25 Min.</p>
<p>VI. Conclusion - Program accessibility is not paving a road to the top of Mt. McKinley or turning the visitor center into a series of Braille trails. It is cutting down a section of the visitor center desk to talk to short people, kids, wheelchair users. It is getting out from behind the desk to talk to any visitors without physical barriers in the way.</p> <p>Accessibility means opportunity. All persons, no matter what diverse population they are from, should have the opportunity to participate in as many of the parks' interpretive programs as possible. Program accessibility should be an integral part of all interpretive programs, not a special occurrence. These people are visitors, no matter what their differences. It is our job as interpreters to make sure that they are able to do so.</p> <p>In the upcoming sessions, we will look at diverse populations individually and discuss what skills, techniques, and methods can be used to make interpretive programs accessible.</p>	<p>Lecture</p>	<p>10 Min.</p>

References:

1. Interpretation for Disabled Visitor in the National Park System. Special Programs and Populations Branch, WASO, 1984.
2. Full Spectrum Visitor Services. Division of Interpretation, Western Regional Office, NPS.
3. Jacque Beechel. 1975. Interpretation for Handicapped Persons. NPS, Pacific Northwest Region, Cooperative Park Studies Unit, College of Forest Resources, Seattle, WA 98195
4. Majewski, Janice. 1987. Part of Your General Public is Disabled, Smithsonian Institution, Office of Elementary and Secondary Education.