

Indoor Sign #1 – Accessible

Instruction Method



Objective: To learn to read and/or recognize and understand this survival sign.

Materials: Sign #1 from PCI's Survival Signs Indoor Posters.

Instruction Method: Hold Sign #1 in front of the group and ask questions:

Is the person a man or a woman?, What does a picture of a person in a wheelchair mean?,

What is the word on the sign?, What does the sign's word "ACCESSIBLE" mean?,

What does the arrow symbol mean? and Where might you see this sign?

Ask group members for questions or comments about the sign.

Explain all areas of the sign one step at a time, ending with the functional definition:

1. Point to the symbol of a person on the sign and say, "This symbol is a person sitting in a wheelchair. The person is neither male or female but stands for all people, both men and women. All around the world, people who see this symbol know it means, people who have a physical disability. People with physical disabilities need help to walk or get to places in other ways, such as with a cane or a wheelchair."

Note: Point out that the symbol is inside a blue square. Note that on some signs the square may be another color or the symbol may not be inside a square but that the meaning of the symbol is the same.

2. Point to the symbol of a half-circle under the person and say, "This symbol is a wheelchair that stands for all types of transportation used by people with physical disabilities. Other devices that can help make travel easier for people with physical challenges are walkers, crutches, canes, leg braces."

3. Point to the sign's word "ACCESSIBLE" and say the word aloud. Explain that it is a form of the word "access," which means the ability to enter. State that the word "accessible" means that a place is easy for persons with physical disabilities to use (e.g., to enter, to travel about while inside and to exit).

4. Point to the green arrow and ask, "What does the arrow symbol mean?" Explain that the arrow under the word "accessible" indicates that a person should go to the right to find the way into a building or place. State that an arrow on a sign may be to the right, to the left or up (straight ahead).

Functional Definition: The building or place near this sign has entrance ramps or automatic doors for persons with physical disabilities or other special needs to use.

Indoor Sign #1 – Accessible Activities

1. Name two places in the community that have this sign. Examples may be entrances to schools, courthouses, malls, doctors’ clinics, libraries, office buildings, museums, post offices, movie theaters, and airports. Ask students if they know of other places in their community where this sign is located. Ask for volunteers to describe the type of accessible entrances (e.g., at a museum, one might push a doorbell-like button and the door automatically opens).

2. Explain that people who use wheelchairs are not the only ones who use “accessible” entrances. Ask participants to name other people who might need to use a different means than the steps to enter a building. They might include people with leg braces, those using a cane or crutches, those with arthritis or a sprained ankle, the elderly, those pushing a baby stroller, and others with health problems (e.g., lung disease). Ask if anyone wants to share a personal experience of using an “accessible” entrance.

3. Hold the sign up and ask for volunteers to explain what it means if an “ACCESSIBLE” sign is beside a tall and short water fountain, on a restroom wall or at the main entrance to an auditorium.

Community Trip Record Chart

1. Take group to a place where this sign is located on or near a building.
2. Have students locate and follow the sign(s) to find an "accessible" entrance.
3. Ask students to describe any architectural modifications that help people enter this building (e.g., ramps, automatic door openers).
4. If time allows, take students on a short tour of the building. If other “ACCESSIBLE” signs are found, such as those near a restroom, ask for volunteers from the group to explain the purpose of the signs in those locations. Then have them look for an “accessible” exit.
5. Teacher records sign sightings on the chart below.



Place	Location of Sign(s)	Successful Activity (✓)	Date	Notes