

WE are one

Create a more inclusive world using technology.

Theme

EQUITY AND HUMAN RIGHTS

SDG Connection

 REDUCED INEQUALITIES

Skills

-  INFORMATION LITERACY: ACTIVE LISTENING
-  CRITICAL THINKING: ANALYZING AND EVALUATING INFORMATION
-  ARGUMENT FORMATION: BRAINSTORMING
-  SOCIAL AND EMOTIONAL LEARNING: COMPASSION

AN INITIATIVE OF



MADE POSSIBLE BY



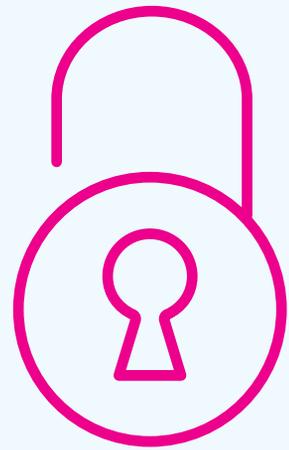
A special thank you to Microsoft for helping WE empower youth to create more inclusive communities. Microsoft believes technology is a powerful force for inclusion and social change. There are no limits to what people can achieve when technology reflects the diversity of everyone who uses it.

Inclusion + Technology = Impact

An inclusive world where everyone can participate is possible when we use technology and design to create accessible tools, services and experiences. Disabilities aren't always visible and inaccessible barriers aren't always noticeable either. Situations like cluttered hallways, stairs-only access and uncaptioned videos make it difficult for people with disabilities to be included. That's why it's important that our environments are accessible so everyone can benefit. By taking part in the WE Are One campaign, you can use your skills and explore ways you can make your school and community more inclusive.

FACT:

Accessibility is when the needs of people with disabilities are specifically considered, and products, services and facilities are built or modified so that they can be used by people of all abilities.



Campaign in Action

Growing up with a visual impairment was no obstacle to seeing a more inclusive approach to Physical Education classes and other school activities for this inspiring student! Meet Catie, a student at Davenport Senior High School. Catie noticed that there was a significant gap in inclusion of students with impaired vision in different physical activities and decided to zoom in on the issue. Leaning on her network and resources as an ambassador for The School of the Blind, Catie brought in Goalball equipment (if you're not familiar with the sport, check it out!) and demonstrated different ways that students with visual impairments can participate in sports. With Catie's help, we can all look toward a more inclusive future!

Photo by Helene Stjernlöf - <http://www.handikappidrott.se/t2.aspx?p=140926>,
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Ways to Take Action

Create a solution using technology that makes your school or community more inclusive.

Blended Education Idea: Making communities more inclusive has never been more important than ever as people continue to see the impact on the way people learn, move around and work. Start a classroom chat whether online or in-person about ways we can alleviate the stresses of education on fellow school community members and families.



GRADES 4–6

- ▶ Have a discussion with your class about what inclusion means and discuss whether your school is an inclusive environment. Choose a space in your school—classroom, washroom, gymnasium, library, etc.—and create an illustration of what the space might look like in an ideal inclusive world!
- ▶ Create a classroom code for inclusivity and have all your classmates sign it. Post it up in the classroom, in a space where everyone can see and be reminded of their commitment to creating an inclusive space for all!

GRADES 7–8

- ▶ Create a dynamic online space or presentation to educate your classmates about how inclusive design results in services, experiences and spaces that benefit everyone. Share technological solutions you brainstormed at a school assembly and invite fellow classmates to get involved!
- ▶ Connect with an individual, fellow classmate, teacher, etc. who experiences barriers on a daily basis as a result of a disability. Interview them and share what you learned with your peers, in an effort to build knowledge and share understanding to improve the spaces we occupy for all.

GRADES 9–12

- ▶ Explore an area nearby your school and identify any barriers to accessibility that you encounter. Take a camera along to photograph these spaces. Investigate ways in which technology can provide solutions and mitigate these barriers.
- ▶ Brainstorm a potential product or service that may be of benefit to someone with a disability. Investigate ways in which you may access this product or service and hold a fundraiser to make it a reality!

CLASSROOM RESOURCE



Creating an Inclusive World

With our Classroom Resources, educators can integrate service-based learning into their curriculum to broaden students' understanding of issues they are passionate about. Download the pdf at [WE.org/weareone](https://www.weareone.org) for lesson plans and ideas to explore how communities can become places where everyone feels welcome.

Grade Levels	Subject Connections	Learning Goals	Skills Developed
6 to 8	<ul style="list-style-type: none"> • Language • Science and Technology • Social Studies 	<ul style="list-style-type: none"> • Understand how the use of language affects the creation of an inclusive society. • Explore the role technology plays in making community experiences, services and spaces more inclusive. 	<ul style="list-style-type: none"> • Action planning • Research and writing • Argument formation • Organization • Reflection • Information literacy
9 to 12	<ul style="list-style-type: none"> • English • Science • Social Sciences and the Humanities • Technology 	<ul style="list-style-type: none"> • Learn about existing technologies and solutions that can increase accessibility. 	<ul style="list-style-type: none"> • Critical thinking • Leadership skills • Relationship skills

Tech for Good Badge

Become future ready by learning and using digital skills.

Explore and choose a maker space such as Minecraft to create a model environment—a school, community center, hospital, apartment building, etc.—where services and accessibility are at the forefront of design. Share your designs with everyone who will listen, maybe even your Congressperson! Share your ideas with us using [#WEareOne](https://www.weareone.org).

Go further: Found a space that is in need of some updates? Write a letter to someone in your local government, your school administration or a local businesses to make change come to life!



Get Doing

STEP 1: Investigate and Learn

Look around your environment for barriers and inclusive designs. (E.g., tactile blocks on public transportation platforms, stairs-only entrances.)

CHECKLIST

- | | |
|--|--|
| <input type="checkbox"/> Check out the Accessibility Issue Card | <input type="checkbox"/> Print out and distribute the resources |
| <input type="checkbox"/> Create an Action Plan | <input type="checkbox"/> Share on social media with #WEareOne |
| <input type="checkbox"/> Visit WE.org/WEareOne for more resources | <input type="checkbox"/> Plan your WE DayX |
| <input type="checkbox"/> Put up posters or share a digital version | <input type="checkbox"/> Complete your Campaign Impact Survey |
| <input type="checkbox"/> Watch and share the campaign video | <input type="checkbox"/> Complete your Tech for Good badge survey |



What did you learn?

What does an accessible world look like to you? _____

For the barriers and designs you've found, what could you do to improve accessibility for all? _____

Ways to Learn More

Use the Accessibility Issue Card to learn more about the importance of inclusivity and ways technology can help create more welcoming and safe learning spaces for all.

- Start discussions at school about the importance of accessibility and inclusivity.
- Ask how you can help organizations that serve people with disabilities.
- Connect with people with different abilities to learn about their experiences.

STEP 2: Action Plan

Use the resource Accessibility Mapping Chart on page 100 to help you explore your school or community and take note of things that might pose a barrier. With your findings, discuss and decide which accessibility issues your group will propose a solution to.

SET YOUR GOAL

What barrier will your group propose a design solution to? _____

How will you use technology to design a solution that promotes inclusivity? _____

What forms of technology are available to you that could help with this campaign? _____

How many people would you like to get involved in creating accessible solutions for your school? _____

Who do you plan to present your solution to? _____

When and how will you present your solution? _____

Assign Roles

You've set your goal, now you need to make it happen. Use this chart to organize tasks among group members.

Task	Group Member(s) Responsible
Making school announcements	
Posting on social media	
Putting up posters or creating a digital version around the school	
Researching facts	

STEP 3: Take Action

Use a digital presentation tool, such as Microsoft Sway, to create a presentation that clearly explains the benefits of your inclusivity solution. Organize your notes from the previous sections and use them to help address the questions below during your presentation.

- Who is currently using this space or resource? Who is unable to use this space or resource?
- What is the issue? Why is it important to remove or resolve this issue?
- What is the technological solution? What benefits does it offer?
- What will the solution require (e.g., installation time and costs, training for equipment, etc.)?
- How will your group offer assistance (e.g., volunteering, fundraising for costs, etc.)?

Tip: Track and share your progress from start to finish while you and your team help to create a more inclusive space. Share with your peers and greater community to show others how doable it is to make positive impact and inspire them to do the same!



Share your pictures, progress and design solutions on social media with [#WEareOne](#).

Reflect

Did you run into any problems when implementing your solution? How did you overcome them? _____

How can we ensure inclusivity when thinking about the impact of COVID-10 on communities? What might people need? _____

Why do you think accessibility and inclusivity often go unnoticed? _____

How can we help others learn to recognize our shared responsibility for making spaces accessible? _____

Were you able to put your inclusive design solution into place? _____

Where else could you put your design solution? _____

STEP 4: Report and Celebrate

Report

How many people helped in implementing the solution? _____

How many people did you reach with your presentation? _____

How did you use technology to envision a solution and take action for inclusivity? _____

What were the results of your design solution? _____

Did you collaborate in-person, digitally or a mixture of both to plan? How was that experience? _____

Has your educator filled out an Impact Survey from the WE Schools Teachers Hub? _____

Celebrate

Make sure you celebrate and share the success of your campaign, and reward yourselves for all your hard work.

- Share photos of your actions with your school, community and on social media.
- Record the highlights of your event day and create a video.
- Celebrate impacts through a class party, online assembly or WE DayX.

THANK EVERYONE WHO SUPPORTED YOUR CAMPAIGN!

Use this space to brainstorm fun ways to thank those who participated. (Eg., host an assembly or virtual party.)



Accessibility Mapping Chart

What do you see that might be a sign of an accessibility issue? Take a walk and note down problems and solutions to what you see. Photocopy and use this chart or download it from WE.org/WEareOne.



Issue	Location of Issue	Details of Issue	Possible Solutions
<p>Visual Accessibility E.g., crowded hallways, uneven walking areas, lack of tactile blocks or texture tape and other physical markers in dangerous areas such as stairs, lack of accessible colors on school website</p>			
<p>Hearing Accessibility E.g., lack of volume control, improper lighting, inconsistent visual signals, option for visual feedback, live captioning</p>			
<p>Mobility Accessibility E.g., lack of designated accessible areas such as lunch tables, lack of accessible computer keyboard and other controls, accessible handles and switches, heavy doors without an automated option</p>			
<p>Other Accessibility E.g., lack of benches or railings, unclear signs, lack of available help or aids, unclear instructions, inaccessible colors, inaccessible communal areas such as the cafeteria, lack of assistive technology</p>			

Social Media Graphics

61 million adults in the United States live with a disability



WE are one 

20% of Americans are deaf or hard of hearing and 10% of adults have some degree of vision loss



WE are one 

71% of people with disabilities leave a website immediately if it is not accessible



WE are one 

16% of people with disabilities have acquired a bachelor's degree, versus 35% of people without disabilities



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Find More Online

Visit [WE.org/WEareOne](https://www.weareone.org) for more stats, information and downloadable posters and infographics to help you create a more inclusive world. Plus, don't forget to share these on social media with [#WEareOne](https://twitter.com/WEareOne).