

Check a Walking Route

Scouts choose a route in their neighbourhood, such as their walk to school or to a shop. Their aim is to spot impediments to other people getting around.

Section: All
Time: 1 hour
Where: Home, Den

10 REDUCED INEQUALITIES



PLAN

If someone was born with limited or no eyesight, or lost the use of their legs in an accident, are they less entitled to be able to make their own way to school or the shop? Obviously not. So, wouldn't it be unfair on them if there were impediments to making their way along the path in their own neighbourhood? Discuss the plan with the scouts, getting their thoughts on how something as simple as a trip to the local shop, or school, or library, is an issue of equality. Help them to figure the types of problems to watch for, such as:

- Footpath missing or uneven
- Narrow gaps caused by bad design like the placement of poles or street furniture, or by temporary obstructions, like parked cars
- Branches, bushes or other obstructions hanging out over the path

After scouts have walked the route and tried to spot obstacles, they could wear a blindfold and try to make the journey. Be sure that they have someone along who will keep them safe. Scouts could borrow a wheelchair and try the same route again, or try pushing along a child's buggy to get a similar experience.

DO

Once the scouts have given full consideration to their route, what they are going to watch out for and how they will check it out, they just have to get on and do it. In addition to the obstacles along the way, they scouts might like to see how they would get on at their destination? For example, are there steps up to the building and is there an effective ramp for them instead? Scouts could record their route, and what better way than drawing a map. Mark in the points where there were problems.

REVIEW

To review this activity, you could just get the scouts to share their experiences and explain the difficulties which they faced. However, is this enough? Is it likely to be enough for the scouts? When scouts see unfairness it will be more empowering for them if you can help them to find ways to deal with it. For each impediment to peoples mobility in their own community, ask the scouts three questions:

1. What is the problem?
2. Who could fix it?
3. What are we going to do about it?

Of these, the last question is the most challenging, but this is the difference between wishing things were better and making them better. Help the scouts to prepare respectful, well considered approaches to those who can make the necessary changes, explaining the issues as the scouts see them.

A letter to a local authority, local politicians, community organisations or businesses could bring about the necessary changes.



In a nutshell...

- Scouts plan a walking route in their own locality with the aim of checking how people with limited eyesight or wheelchair users could get around.
- They walk the route to spot obstacles, then experience it while blindfolded or in a wheelchair.
- After identifying the challenges faced by people in their community, they figure who can make the changes required, and then get on an ask them to do so.



Follow-on

To understand this issue further, the scouts might like to meet up with some people who are facing these challenges each day, to get first-hand information on the practical issues and how this makes people feel.



SDG 10 Reduced Inequalities

Global Goal 10 aims to empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Scouts can be vigilant for situations where this inclusion is missing.



Find out more!

Visit - www.betterworld.ie

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Produced by the Scouting Ireland Sustainable Scouting Team