



# Wheelchair, Adaptive Equipment and Invention Station Volunteer Instructions

- There should be three Adult Volunteers for the Wheelchair/Adaptive/Invention Station.
- Commander: Stand at the start of the wheelchair obstacle course and direct traffic.
- Door Monitor: Stand at the door to prevent injuries.
- Adaptive/Invention Guide: Guide students at the Adaptive/Invention table.
  
- One class will be in this room for one hour and there are 3 stations in this room 1) Wheelchairs 2) Walkers and 3) Fine Motor.
- The class will be divided into 3 groups with 3 different color name tags.
- Each group will spend 20 minutes at each station.
- The teacher will keep track of the time and instruct the students when it is time to rotate.
- When a color coded name tag group arrives at the Wheelchair/Adaptive/Invention Station the Commander should direct 4 students to sit in the wheelchairs and send the rest of the students to the Adaptive table.

## Wheelchairs

- Set the brake on the wheelchair before the student gets on or off the chair. Remember to release the brake before the student begins to move the chair. The student should assume that their legs are immobile.
- The Commander is responsible for making sure that all the students rotate through this station and all get to use the wheelchairs. When a student is finished with the course, send them to the Adaptive/Invention table and get a fresh student from the Adaptive/Invention table into a wheelchair.
- The Door Monitor is responsible for injury prevention at the doors, monitoring the students getting a drink and making sure they keep on the course and return to the beginning of the course in 2 to 3 minutes.

## Adaptive/Invention

- The Adaptive/Invention Guide should instruct the group about all the items on the Adaptive table before the students use the items individually.
- After the students have had time to examine all the items on the Adaptive table the Adaptive/Invention Guide should direct the students to the Invention Station.
- The Invention Station is to get the students thinking about the challenges people with disabilities face and how inventions can help them. To be environmentally and fiscally responsible we would like the inventions and craft items to be reused and ask that the students not take them back to their classrooms.