

# One Out of Five - Introduction to Disability

<b>Introduction to Disability</b>	Intersectionality	Disability History in the United States	Disability History in Washington State	Allyship and Solidarity
<b>Overview</b>			<b>Essential Questions</b>	
The purpose of this lesson is to humanize the experience of disability by focusing on student-voice videos, recognize diversity within the disability community, and discuss ways to promote accessibility.			<ul style="list-style-type: none"> <li>- What is disability?</li> <li>- How can schools be accessible? Inaccessible?</li> <li>- Why is it important to have assistive technology available?</li> </ul>	
<b>Objectives</b>			<b>Common Core State Standards</b>	
Students will be able to: <ol style="list-style-type: none"> <li>1. Identify ways ability and disability present differently for many people</li> <li>2. Explain how all people can make spaces and tasks more accessible</li> <li>3. Name different types of assistive devices</li> </ol>			<u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>CCSS.ELA-LITERACY.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>CCSS.ELA-LITERACY.CCRA.R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
<b>Resources/Materials</b>	<b>Vocabulary</b>	<b>Differentiation Techniques/Resources</b>		
<ul style="list-style-type: none"> <li>- Projector</li> <li>- Whiteboard or large paper</li> <li>- PowerPoint - Nothing About Us Without Us</li> <li>- Vocabulary worksheets</li> <li>- Student-voice video worksheets (six scaffolded versions for each student voice video)</li> <li>- Exit tickets (three versions that can be used with any of the student-voice videos)</li> </ul>	<u>Disability:</u> A physical and/or mental difference or perceived difference that changes the way society treats a person, can also be a part of someone's identity  <u>Accessible:</u> When people with and without disabilities can fully participate in tasks, events, and physical spaces  <u>Assistive technology:</u> Any product, device, or service that makes tasks possible or easier for people with and without disabilities	<ol style="list-style-type: none"> <li>1. Intro/Hook               <ol style="list-style-type: none"> <li>a. Look up ASL signs for “<u>disability</u>,” “<u>Deaf</u>,” “<u>accessible</u>.”</li> <li>b. Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out</li> </ol> </li> <li>2. Mini Lesson               <ol style="list-style-type: none"> <li>a. Bring in tactile representations of the vocabulary examples. Lots of assistive technology can be found at home or in the classroom (e.g. glasses, plastic straws, wheelchair from nurse's office)</li> </ol> </li> <li>3. Guided Practice               <ol style="list-style-type: none"> <li>a. Videos have closed captioning and voice descriptions of the visuals on the screen.</li> </ol> </li> <li>4. Ind./Group Work               <ol style="list-style-type: none"> <li>a. Worksheets have numerous ways to answer questions: open-ended analysis, open-ended comprehension, and multiple choice.</li> </ol> </li> <li>5. Conclusion               <ol style="list-style-type: none"> <li>a. Provide multiple ways students can respond to exit ticket: drawing a picture, picking from multiple choice options, expressing thoughts verbally.</li> </ol> </li> </ol>		
<b>Lesson Plan</b>				
<b>Intro/Hook (5 min)</b> <ul style="list-style-type: none"> <li>• Intro to vocab words: disability, accessible, and assistive technology</li> </ul> <b>Mini Lesson (10 min)</b> <ul style="list-style-type: none"> <li>• Examples of vocabulary words</li> </ul> <b>Guided Practice (15 min)</b> <ul style="list-style-type: none"> <li>• Intro and watch student-voice videos</li> </ul> <b>Ind./Group Work (10 min)</b> <ul style="list-style-type: none"> <li>• Worksheet on videos, embedded within guided practice</li> </ul> <b>Conclusion (2 min)</b> <ul style="list-style-type: none"> <li>• Exit ticket on vocabulary words and student-voice videos</li> </ul>				
<b>Possible Extensions</b>				
<b>Discussion after each student-voice video (20 min)</b> <ul style="list-style-type: none"> <li>- Slides after each student video link in the PowerPoint can be used to extend the conversation beyond the worksheet. Depending on your class, you may want to use the discussion questions instead of the worksheets.</li> </ul>				

- Discussion: probing questions about how disability, identity, and assistive technology are featured in each video. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.

## Procedures

### Intro/Hook (5 min)

1. Slide 1: “Powerpoint - Introduction to Disability”
2. Intro: “October is Disability History Month in the state of Washington. Today we are going to learn about the lives of different people with disabilities.”
3. Hook: “This lesson is called ‘Nothing About Us Without Us.’ What do you think this slogan may mean?” Have two or three students share out what they think the slogan means.

*Differentiation:*

- Have students write or draw what they think the slogan means

“Nothing About Us Without Us” is a slogan that has been used throughout history as a part of disability activism. It means that no policy or work about people with disabilities should be made without people with disabilities.”

4. Transition: “Now we are going to learn some vocabulary to talk about disabilities and watch two videos about students experience having disabilities.”

### Mini-Lesson (15 min)

1. Pass out worksheets. Students can follow along with the definitions provided on the worksheets.

*Differentiation:*

- Choose from the four worksheets provided in the resources: one with definitions and visuals, one with definitions and space to illustrate each word, one with fill in the blank notes, and one with lines to take full notes

2. Slide 2: Read definition of disability and have students follow on worksheet. “Disability looks different for everyone. About 20% of people in the United States have a disability. Some disabilities are visible, so you can see them. Who in this picture has a disability you can see? What is it? Some disabilities are invisible, so you can’t see them. Does anyone know a kind of disability that is invisible?”

Visible disability examples: Physical disabilities (using a wheelchair, walker, crutches; walking differently), visual impairment (using a white cane, guide dog), distinct facial features (Down Syndrome), hard of hearing or Deaf (when one can see cochlear implants, hearing aids, or someone is signing in public)

Invisible disability examples: Autism, intellectual disability, learning disability, post-traumatic stress disorder, traumatic brain injury, depression, anxiety, chronic illness, fatigue, autoimmune disorders, hard of hearing or Deaf (when one can’t see cochlear implants or hearing aids, or the individual isn’t wearing any)

3. Slide 3: “People have a lot of questions about what language to use when talking about disability. Here are some terms that might come up in conversation about disability.” Read clarifications about language.
4. Slide 4: Read definition of accessible and have students follow on worksheet. “These show some ways to make things more accessible.” Choose three to share:
  - The person in a wheelchair symbol indicates spaces that are accessible by wheelchair or spaces reserved for people with physical disabilities
  - The teletype symbol indicates phone services that are more accessible for people who are Deaf or hard of hearing
  - The assistive listening symbol indicates a sound amplifying that makes audio more accessible for people who are hard of hearing
  - The telephone symbol indicates telephones that are more accessible for people who are hard of hearing
  - The sign language symbol indicates accessibility by using sign language to communicate with people who are deaf
  - The person with a cane symbol indicates that a space is accessible for people who may be blind and using a white cane
  - The Braille symbol indicates increased accessibility through the incorporation of Braille for people who are blind
  - CC indicates accessibility with closed captions when watching an internet video, TV show, or movie
5. Slide 5: Read definition of assistive technology and have students follow on worksheet. “These are just three examples of assistive technology. What do each of these things do? How can they help people? What are some other examples of assistive technology that you’ve seen or used?”

ZoomText: Enlarges text and changes contrast for people with visual impairments on computer screens

GoTalk: Recordable communication device. An individual presses an icon and the icon is spoken either as a single word or as a sentence (e.g. “Bathroom” or “May I go to the bathroom please.”)

Plastic straws: Help people drink when they have less control of their bodies. A plastic straw is flexible enough to mold to someone’s lips and move in the direction they need it to.

6. Transition: “We’re now going to see what these vocabulary words look like in students’ lives. The videos I will show are made by Disability Rights Washington, and are filmed and edited by people with disabilities. The students in each video have disabilities. We just learned the definitions of disability, accessible, and assistive technology. Now we are going to see some examples of what these words look like.”

*Differentiation: Bring in tactile representations of the vocabulary examples. Lots of assistive technology can be found at home or in the classroom (e.g. Velcro, glasses, plastic straws, wheelchair from nurse’s office)*

### **Guided Practice (15 min)**

1. Choose which student voice videos to share with classroom. Each student has a Washington map slide, video slide, and discussion slide. Slides 7-9 are Charlotte, 4th grader. Slides 10-12 are Angelina, 6th grader. Slides 13-15 are Julian, 7th grader. Slides 16-18 are Warren, 8th grader. Slides 19-21 are Anna, 12th grader. Slides 22-24 are Kenassa, 12th grader.

2. Hand out worksheets based on the student voice videos you are showing.

*Differentiation: There are four versions of the worksheet provided (multiple choice with visuals, multiple choice, open-ended recall, open-ended analysis)*

3. Show the slides and videos that you chose for your lesson. Example script for Angelina and Warren below. Follow same script for all students.

*Note that on Julian’s discussion page there is an explanation of the spelling of d/Deaf, “Notice that the word deaf is spelled with a lowercase d and uppercase D. This is because the word deaf is both refers to a medical condition and a cultural identity. Deaf with an uppercase D refers to the Deaf community and people who identify culturally with that community. Lowercase d refers to the medical condition of having hearing loss.”*

4. **Example script for Angelina’s (AJ) video.** Slide 9: “Now we are going to watch videos about middle schoolers with disabilities who live in Washington. Our first video is about AJ, a sixth grader who lives in Ferndale, Washington.” Point to Ferndale on map. Point to where your classroom is located on map. “Please follow along on your worksheet as you watch the video. We will preview the questions together now.” Read questions from worksheet.

5. Slide 10: Play video (4:39 with closed captions)

*Differentiation: Videos have closed captioning and voice descriptions of the visuals on the screen.*

6. **Extension option (10 min):** Discussion questions on the slide following each student voice video. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and draw or write responses.

7. **Example script for Warren’s video.** Slide 15: “Our next video is about Warren, an eighth grader who lives in Quincy, Washington.” Point to Quincy on map. Point to where your classroom is located on map. “Please follow along on your worksheet as you watch the video. We will preview the questions together now.” Read questions from worksheet.

8. Slide 16: Play video (4:13 with closed captions)

*Differentiation: Videos have closed captioning and voice descriptions of the visuals on the screen.*

9. **Extension option (10 min):** Discussion questions on the slide following each student voice video. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and draw or write responses.

### **Independent/Group Work (10 min within guided practice)**

1. After each video, give students time to work with their group to answer the questions on the worksheet.
2. After both videos and worksheets are completed, students take turns sharing their answers. After every group goes ask, “What is something new you learned from the videos?”

### **Conclusion (2 min)**

1. Exit ticket: “On this paper respond to the prompt about our lesson today.” Option to introduce next lesson.

*Differentiation: Provide multiple ways students can respond to exit ticket: drawing a picture, selecting from multiple choice options, expressing thoughts verbally.*

### **Additional Lesson Ideas and Resources:**

**Resource:** [One Out of Five Book Resource Guide](#)

**Type:** Book list

**Summary:** List of books that may be used in the classroom or recommended to students, organized by grade level and topic.

**Use:** Extensions on specific content, guided reading and instruction, and/or recommendations for independent reading.

**Resource:** [National Disability Policy: A Progress Report](#)

**Type:** Report

**Summary:** Yearly report from the National Council on Disability to the President. Gives recommendations and findings on how to help people with disabilities from a federal level across many domains.

**Use:** Primary source research on the current state of the country on data about people with disabilities.

**Resource:** [I Am Defined By My Disability](#)

**Type:** Blog

**Summary:** Disability is an essential part of this woman's life and identity; don't erase it when talking about her (does mention sex).

**Use:** Discussion on identity and how taking away disability from people's identity can be harmful.

**Resource:** [Washington Assistive Technology Act Program](#)

**Type:** Website

**Summary:** Washington AT database on different kinds of AT organized by activity and function; includes Washington AT lending library.

**Use:** Internet scavenger hunt to discover new kinds of assistive technology.

**Resource:** [National Public Website on Assistive Technology](#)

**Type:** Website

**Summary:** Database on different kinds of AT organized by function, activity, and vendor.

**Use:** Internet scavenger hunt to discover new kinds of assistive technology.

**Resource:** [Microsoft Accessibility](#)

**Type:** Website

**Summary:** Sections on resources and tools for people with: vision impairments, hearing impairments, neurodiversity, mobility impairments, mental health needs, learning disabilities.

**Use:** Internet scavenger hunt to see different tools that already exist within a familiar framework (Microsoft products).

**Resource:** [Disability in KidLit](#)

**Type:** Website

**Summary:** Blog posts and resources about children's literature featuring people with disabilities.

**Use:** Create reading list of books featuring characters with disabilities.

**Resource:** ['To Siri With Love' and the Problem With Neurodiversity Lite](#)

**Type:** Article

**Summary:** Review by an autistic activist and attorney of a controversial book written by a parent of an autistic child; defines neurodiversity and the issues that pervade media relating to autistic people.

**Use:** Defines neurodiversity; can be applied to learning more about autism.

**Resource:** [Disability Sensitivity Training Video](#)

**Type:** Youtube Video (3:40)

**Summary:** Shows experiences of people with a variety of disabilities in the workplace.

**Use:** Discussion on do's and don'ts of interaction with people with disabilities.

**Resource:** [An Introductory Guide to Disability Language and Empowerment](#)

**Type:** Website

**Summary:** Lists accessible definitions of disability and language, including “differently abled” and “d” v “D.” .

**Use:** Discussion on person-first language, reclaiming words, and the power of language.

**Resource:** [Disability Pride Toolkit and Resource Guide](#)

**Type:** Website

**Summary:** Resource guide created by National Council on Independent Living about the importance of disability pride. Includes representation of people with disabilities in the media and video links.

**Use:** Provides additional definitions to terms regarding disability.