“This lesson is called ‘Nothing About Us Without Us,’ 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. The videos I will show are made by Disability Rights Washington, and 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)
Read definition of disability and have students follow on worksheet. “Disability looks different for everyone. Some disabilities are visible, so you can see them. About 20% of people in the United States have a disability. 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 disabilities: physical disabilities (using a wheelchair, walker, crutches; walking differently), visual impairment (using a white cane, guide dog), distinct facial features (Down Syndrome), a Deaf person using sign language/ASL

Invisible disabilities: 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 seen cochlear implants or hearing aids, or the individual isn’t wearing any)
“People have a lot of questions about language to use when talking about disability. Here are some terms that might come up in a conversation about disability.” Read clarifications about language.
Read definition of accessible and have students follow on worksheet. “These symbolize 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
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.
“Now we are going to watch videos about students with disabilities who live in Washington.”
“Our next video is about Charlotte, a fourth grader who lives in Seattle, Washington.” Point to Seattle on map. Point to where your classroom is located on map. “I am going to pass out a worksheet for you to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
Charlotte’s Story Open Captions: https://youtu.be/qwLdNByCy4U
Charlotte’s Story Spanish/English Closed Captions: https://youtu.be/r-uFBfw3mlk
Discussion:
1. What does Charlotte like to do at school?
2. How does Charlotte’s disability make her school experience different from other students? How is it similar to other students?
3. How do Charlotte, her mom, and her friends who use wheelchairs make things easier for themselves?
4. What kinds of adaptive recess equipment does Charlotte use?
5. How does Charlotte get around by herself throughout her school?
6. What is one new thing that you learned from this video?

EXTENSION OPTION: Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
“Our next video is about Angelina, sixth grader who lives in Ferndale, Washington.” Point to Ferndale on map. Point to where your classroom is located on map. “I am going to pass out a worksheet for you to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
Angelina’s (AJ’s) Story Open Captions: https://youtu.be/1XQyuMHUwrc
Angelina’s (AJ’s) Story Spanish/English Closed Captions: https://youtu.be/8NE3sFz9vto
Discussion:

1. How could kids and adults at Angelina’s (AJ’s) old school have acted differently? What would have changed?
2. Is having a disability a part of AJ’s identity? How so?
3. In the video, AJ walked and used a wheelchair. They also talked about using other kinds of assistive technology. What are some ways that AJ’s body moves differently in the world?
4. What would their experience be like if there were more ramps and more acceptance of disability?
5. How did their environment help them as a student with a disability? How did it limit them? What could have been better?
6. What is one new thing that you learned from this video?

EXTENSION OPTION: Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
“Our next video is about Julian, a seventh grader who lives in Vancouver, Washington.”
Point to Vancouver on map. Point to where your classroom is located on map. “I am going to pass out a worksheet for your to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
Julian’s Story Open Captions: [https://youtu.be/e_Jkhq_WxOw](https://youtu.be/e_Jkhq_WxOw)
Julian’s Story Spanish/English Closed Captions: [https://youtu.be/lz3_n5g4LRs](https://youtu.be/lz3_n5g4LRs)
Discussion:

1. How is Julian's school different from a school that you attend or have attended? How is it similar?
2. Why does Julian say that it's important for him to be with other students and teachers who are d/Deaf?
3. How can teachers support students who are d/Deaf regardless of whether it’s a school for the d/Deaf or any other public school?
4. How does Julian's family provide support for him? Why is signing so important in Julian's family?
5. How does Julian talk about having pride in his identity? How can students, teachers, and community members support identity pride?
6. What is one new thing that you learned from this video?

EXTENSION OPTION: Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.

"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."
“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. “I am going to pass out a worksheet for you to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
Discussion:

1. What are some ways the video itself was made more accessible for people with disabilities?
2. Warren has an invisible disability. What do you think some of the effects are of having a disability that is not on the surface? How might that change Warren's experience from Angelina's (A.J.’s)?
3. In the video Warren talked about bullying. How did the bullying impact him at school?
4. Is having a disability a part of Warren’s identity? Why or why not?
5. In the video, Warren used an iPad as a kind of assistive technology. What devices or tools have you used to help you with school?
6. What would be helpful about getting a “break” card at school?
7. What is one new thing that you learned from this video?

EXTENSION OPTION: Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
“Our first video is about Anna, a twelfth grader who lives in Issaquah, Washington.” Point to Issaquah on map. Point to where your classroom is located on map. “I am going to pass out a worksheet for you to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
**Discussion:**

1. What difference does Anna describe between her perception of her disability and the way other people perceive it?
2. What accommodations does Anna use? How can your school ensure that students with disabilities get the accommodations they need?
3. Anna talks about how some of her teachers haven’t provided accommodations and she has felt that she’s needed to prove her worth to them. Why are accommodations important? What might you recommend students do when advocacy doesn’t work?
4. Anna’s relationship with her white cane has changed over the years. Why does she decide to use it second semester senior year?
5. Anna’s software LEVI is a useful tool for all students, including people with disabilities. Why do you think it’s useful to include accessibility in the design process?
6. What extra information is important for students with disabilities to think about in the transition from high school to college? How might a disability resource center affect the transition to college for students with disabilities?

**EXTENSION OPTION:** Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
“Our next video is about Kenassa, a twelfth grader who lives in Shoreline, Washington.” Point to Shoreline on map. Point to where your classroom is located on map. “I am going to pass out a worksheet for you to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
Kenassa’s Story Open Captions: https://youtu.be/ZUzupiG1D3Y
Kenassa’s Story Spanish/English Closed Captions: https://youtu.be/cs_6aDxS6WY
**Discussion:**

1. What was your reaction when Kenassa explained about how difficult it was for him to talk and walk when he was younger, compared to how he appears today?
2. How do improv and theater provide a space for personal expression that is not typical in schools?
3. Why do you think Kenassa didn’t think he would make it to college?
4. Why do you think Kenassa states that some neurotypical people may be “naive”?
5. Kenassa describes how supportive his mom has been in his life. Why do you think it’s important to have a support system at home, at school, and in the community?

**EXTENSION OPTION:** Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
References