

One Out of Five - Introduction to Disability

Introduction to Disability	Intersectionality	Disability History in the United States	Disability History in Washington State	Allyship
Overview			Essential Questions	
<p>The purpose of this lesson is to humanize the experience of disability by focusing on student-voice videos, teach students the difference between disability and impairment, and recognize diversity within the disability community.</p>			<ul style="list-style-type: none"> - What is disability? - What obstacles exist in and outside of school for students with disabilities? How can those obstacles be addressed? - How can assistive technology help people with disabilities? - What is the difference between a disability and impairment? 	
Objectives			Common Core State Standards	
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify ways ability and disability presents differently for many people 2. Name different types of assistive devices 3. Explain how disability and impairment differ 			<p><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.</p> <p><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.</p> <p><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.</p>	
Resources/Materials	Vocabulary		Differentiation Techniques/Resources	
<ul style="list-style-type: none"> - Projector - Whiteboard or large paper - PowerPoint - Diversity Within Disability - Angelina video worksheet (three versions) - Warren video worksheet (three versions) - Exit tickets (three versions) 	<p><u>Identity:</u> Who a person is and what makes them that way.</p> <p><u>Disability:</u> How society makes the differences of people's bodies and minds into problems</p> <p><u>Impairment:</u> When a specific part of someone's body or mind functions in a different way than most people</p> <p><u>Assistive technology:</u> Any product, device, or service that makes tasks easier or possible for people with and without disabilities</p>		<ol style="list-style-type: none"> 1. Intro/Hook <ol style="list-style-type: none"> a. Look up ASL signs for "disability," "impairment," and "identity." b. Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out 2. Mini Lesson <ol style="list-style-type: none"> 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) 3. Guided Practice <ol style="list-style-type: none"> a. Videos have closed captioning and voice descriptions of the visuals on the screen. 4. Ind./Group Work <ol style="list-style-type: none"> a. Worksheets have numerous ways to answer questions: open-ended analysis, open-ended comprehension, and multiple choice. 5. Conclusion <ol style="list-style-type: none"> a. Provide multiple ways students can respond to exit ticket: drawing a picture, picking from multiple choice options, expressing thoughts verbally. 	
Lesson Plan				
<p>Intro/Hook (5)</p> <ul style="list-style-type: none"> ● Intro to vocab words: disability, impairment, identity, assistive technology <p>Mini Lesson (10)</p> <ul style="list-style-type: none"> ● Examples of vocabulary words <p>Guided Practice (15)</p> <ul style="list-style-type: none"> ● Intro and watch student-voice videos <p>Ind./Group Work (10)</p> <ul style="list-style-type: none"> ● Worksheet on videos, embedded within guided practice <p>Conclusion (2)</p> <ul style="list-style-type: none"> ● Exit ticket on vocabulary words and student-voice videos 				

Possible Extensions

Discussion after each student-voice video (20 min)

- Slides 9 and 12 of the PowerPoint can be used to extend the lesson further
- Discussion: probing questions about how disability, identity, and assistive technology is 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)

1. 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. First, I'm going to introduce some of our vocabulary words."
2. Hook: "We are going to make a web. In the middle, I'm going to write a word you may have heard before. Call out other words or phrases you think of when you see or hear this word. The first word is 'disability.'" Write "disability" on the board or large paper. Write down words students call out, stop after about 5 words. "It seems like there is a lot of association with this word already. Some words that stuck out to me were [link relevant words to definition here]. The definition of disability is [share definition provided above in "Vocabulary" or your own]." Write down definition on board or large paper.
3. Repeat for vocab words "impairment," "identity," and "assistive technology."
Differentiation:
 - Look up ASL signs for "[disability](#)," "[impairment](#)," and "[identity](#)."
 - Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out
4. Transition: "We're going to learning about and using these words throughout the day. Next we are going to explore some examples of our vocabulary words and watch videos of middle schoolers with disabilities who live in Washington state."

Mini-Lesson (15)

1. Pull up "Powerpoint - Diversity Within Disability"
2. Slide 1: "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, impairment, identity, 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)
3. Slide 2: Read disability definition written down earlier. "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)
4. Slide 3: Read impairment definition written down earlier. "Impairments can last for a short or a long time. What are some impairments you see here?"
Two girls: These girls have vision impairments. They cannot see. Their loss of sight may be due to an accident or they were born that way. Their sight may change throughout their lives.

Cast: Breaking an arm is usually a temporary impairment, unless someone sustains further injury or has a disability relating to frequent fractures (e.g. brittle bone disease).

- Slide 4: Read identity definition written down earlier. “There are many things that create your identity. What are some words you see on the screen? Are there words that you think are not a part of your identity? Are there any missing words?”
- Slide 5: Read assistive technology definition written down earlier. “These are just three examples of assistive technology. What do each of these things do? How can they help people?”

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.

Guided Practice (15)

- Separate classroom into groups, can divide based on worksheets (three versions: open-ended analysis, open-ended comprehension, and multiple choice).
- Slide 6: “Now we are going to watch videos about middle schoolers with disabilities who live in Washington.”
- Slide 7: “Our first video is about Angelina, a 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 your to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
Differentiation: Worksheets have numerous ways to answer questions: open-ended analysis, open-ended comprehension, and multiple choice.
- Slide 8: Play video (4:39 with closed captions)
Differentiation: Videos have closed captioning and voice descriptions of the visuals on the screen.
- Extension option (10)**: Discussion questions on slide 9. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
- Slide 10: “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 your to work on while you watch the video. We will preview the questions together now.” Read questions from worksheet.
- Slide 11: Play video (4:13 with closed captions)
Differentiation: Videos have closed captioning and voice descriptions of the visuals on the screen.
- Extension option (10)**: Discussion questions on slide 12. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.

Independent/Group Work (10 within guided practice)

- After each video, give students time to work with their group to answer the questions on the worksheet.
- 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)

- 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, picking from multiple choice options, expressing thoughts verbally.

Additional Lesson Ideas and Resources:

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.