

One Out of Five - Allyship

Introduction to Disability	Intersectionality	Disability History in the United States	Disability History in Washington State	Allyship
Overview			Essential Questions	
The purpose of this lesson is to teach students how to actively and intentionally build inclusive communities, recognize ableism and its harmful effects, and be allies to people with disabilities.			<ul style="list-style-type: none"> - What does it mean to be part of inclusive community? - Why be an ally? - What are ways to be an active ally in your daily life? 	
Objectives			Common Core State Standards	
Students will be able to: <ol style="list-style-type: none"> 1. Identify common ableist practices 2. Give alternatives to ableist language 3. Name ways to be an ally and create an inclusive community 			<p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u>: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.4</u>: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
Resources/Materials	Vocabulary	Differentiation Techniques/Resources		
<ul style="list-style-type: none"> - Projector - PowerPoint - Allyship - Scripted ableism role play - Exit tickets (three versions) 	<p><u>Ableism</u>: Discrimination against people with disabilities</p> <p><u>Allyship</u>: Taking an active stance against discrimination and prejudice</p> <p><u>Inclusion</u>: Intentionally building a community in which each individual is recognized, has access, and participates and belongs as a valued member</p>	<ol style="list-style-type: none"> 1. Intro/Hook <ol style="list-style-type: none"> a. Look up ASL signs for “<u>ally</u>,” “<u>inclusion</u>,” and “<u>ableism</u>.” b. Include other ways for students to demonstrate that they recognize a word: making a noise, moving their head, writing on a whiteboard, thumbs up close to chest (not high in the air) c. Ask students to write or draw what they know about each word instead of raising their hands. 2. Mini Lesson <ol style="list-style-type: none"> a. Lesson extension has video with closed captioning and role play of ableist practices 3. Guided Practice <ol style="list-style-type: none"> a. Include other ways for students to demonstrate that they recognize ableism” making a noise, moving their head, writing on a whiteboard b. Describe the images on the board using the image description. 4. Ind./Group Work <ol style="list-style-type: none"> a. Pre-record lines of roleplay on communication device or switch b. Assign roles (parts vary in # of lines) 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: ally, inclusion, ableism <p>Mini Lesson (5)</p> <ul style="list-style-type: none"> ● Powerpoint on ableist practices <p>Guided Practice (10)</p> <ul style="list-style-type: none"> ● Powerpoint discussion on ableist images and words <p>Ind./Group Work (10)</p> <ul style="list-style-type: none"> ● Scripted ableism role play <p>Conclusion (2)</p> <ul style="list-style-type: none"> ● Exit ticket on commitment to challenging ableism 				

Possible Extensions

Video intro (3:40) and discussion to ableism powerpoint (10 min)

- Slides 3 and 4 of the PowerPoint can be used to extend the lesson further
- Video summary: Adults with a variety of disabilities share ways to support by showing examples of do's and don'ts. Takes place in an office setting, but can be applied to broader settings.
- Discussion: probing questions on ableism and allyship featured in the video. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.

Role play extension (10 min)

- After performing the scripted role plays, students have the option to write their own role plays based on ableism they've seen. Prompt that ableism can look like many things: environment, language, low expectations.

Procedures

Intro/Hook (5)

1. Intro: "October is Disability History Month in the state of Washington. Today we are going to learn about how to be allies for people with disabilities. First, I'm going to introduce some of our vocabulary words."
2. Hook: "Raise your hand if you've heard the word 'ally'"
"Keep it raised if you feel like you can define 'ally'"
"Keep it raised if you feel comfortable sharing your definition with the class"
Student shares definition. If no student is comfortable sharing a definition, share definition provided above in "Vocabulary."
Differentiation:
-Look up ASL signs for "[ally](#)," "[inclusion](#)," and "[ableism](#)."
-Include other ways for students to demonstrate that they recognize a word: making a noise, moving their head, writing on a whiteboard, thumbs up close to chest (not high in the air), using a communication device
-Ask students to write or draw what they know about each word instead of raising their hands.
3. Repeat for vocab words "inclusion" and "ableism."
4. Transition: "We're going to keep learning about and using these words throughout the lesson. Next we are going to explore some examples of ableism in our community."

Mini-Lesson (5)

1. Pull up "Powerpoint - Allyship"
2. Slide 1: "I'm going to give you one definition of ableism." Read from slide 2.
3. Slide 3: "Here is one definition of allyship." Read from slide 3.
4. Slide 4: "Here is one definition of inclusion. On each of the images in this powerpoint you'll notice an image description, which is one way to make pictures accessible to people who are blind or visually impaired."
5. **Extension option (10):** video and discussion on slides 5 and 6. Read and discuss the questions in a pair share, class discussion format, or have students brainstorm and write responses.
Differentiation: Lesson extension has video with closed captioning and role play of ableist practices

Guided Practice (10)

1. Slide 7: "I'm going to show you some images that may or may not be inclusive. Show me thumbs up if you think it is inclusive, thumbs down if it is not inclusive. On each of these images you'll notice an image description, which is one way to make pictures accessible to people who are blind or visually impaired."
Differentiation: Describe the images on the board using the image description. Repeat for each slide.
2. Slide 8: Wait for students to show thumbs up or down. "These pictures show ableism that people with physical disabilities experience all the time: the space they are in is not accessible. What makes this inaccessible? What are some ways that it could be more accessible?"
 - A. INACCESSIBLE: No braille on the public restroom sign makes it challenging for people who are blind to know where the restroom is
 - B. INACCESSIBLE: Soap and faucet that is too far back on the counter makes it challenging for people to clean their hands
 - C. INACCESSIBLE: A crowded walkway in a supermarket makes it challenges and dangerous to navigate through and also to choose items from shelves

Differentiation: Include other ways for students to demonstrate that they recognize ableism; making a noise, moving their head, writing on a whiteboard, using a communication device. Repeat every time thumbs up/thumbs down is requested.

3. Slide 9: “Sometimes, even when there is a wheelchair ramp it still is not accessible. Are these ramps accessible? Why or why not? How accessible is our school? Where are the ramps? Are they easy to get to?”
 - A. INACCESSIBLE This ramp does not have handrails, and doesn’t appear wide enough to accommodate all wheelchairs, walkers, and other physical accessibility devices.
 - B. INACCESSIBLE This ramp looks fun and artistic, but there are many issues with it: people walking through the ramp, lack of handrails, sharp corners, potential for people to slip off the ramp and fall down the stairs.
 - C. INACCESSIBLE While this staircase has handrails, they are not accessible by the ramp. The ramp also is too narrow for certain kinds of accessibility devices.
4. Slide 10: “We just looked at some ways an environment can be ableist. Our schools, offices, and malls are designed in a way that keep many out. Here are some ways that places can be more accessible. What do these things do? How do they make the environment more accessible? How could they help not just people with physical disabilities, but also everyone? Do we have any in our school? Do we need more?”
 - a. Door switch: this increases access for people who can’t hold the door and move through it at the same time. Some of those people include: people carrying heavy things, people pushing carts, people pushing strollers, people with physical disabilities.
 - b. Closed captioning: this increases access for people who are Deaf or hard of hearing. Accurate and consistent captions can make fun things like cartoons or more important things like the news accessible to all. Closed captioning can also help increase understanding if the speaker has an unfamiliar accent or speaks in a different language.
 - c. Noise-canceling headphones: These devices help protect hearing, addresses over stimulation and noise sensitivity.
 - d. Curb cut: Gives people smooth access from the curb to the street. This is helpful for people carrying heavy things, people pushing carts, people pushing strollers, people with physical disabilities. The raised bumps give indicators to people with visual impairments that the terrain is changing.
5. Slide 11: “Take a minute to read this comic. What is happening? Why would clearing the ramp give everyone access?”
6. Slide 12: “I’m going to say some things that may or may not be inclusive. Show me thumbs up if you think it is inclusive, thumbs down if it is not inclusive.”
7. Slide 13: Say each statement (with the attitude and inflection of someone saying it) and pause after each for students to show thumbs up or down. “Crazy, retarded, and lame are all words that used to describe people with disabilities. When we use these words, we mean it as a bad thing. Using language like this shows that society thinks of people with disabilities as negative. Let’s brainstorm, what are some words we can say instead of those words?”
8. Slide 14: “Now we are going to act out some instances of ableism that are pretty common in our daily lives. We are going to use a script so everyone can learn and become more comfortable with the words to address ableism.”

Independent/Group Work (10)

1. Separate classroom into groups.
2. Four different role play options, with four characters each.

Differentiation: Assign roles (parts vary in # of lines).
3. Students practice for 5 minutes, rotate around the room to check in with groups.

Differentiation: Pre-record lines of roleplay on communication device or switch.
4. Students take turns performing as groups in front of the class. After every group goes ask, “Where was the ableism in this role play? How did they address it? Can they prevent it in the future?”
5. **Extension option (10):** Students write their own role plays on ableism.

Conclusion (5)

1. Exit ticket: “On this paper write at least one way you will challenge ableism in your everyday life.” 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: [“I Am Not Your Inspiration, Thank You Very Much” by Stella Young](#)

Type: Ted Talk Video (9:13)

Summary: Introduces the concept of inspiration porn; how often people with disabilities are portrayed as objects of inspiration, not as real people.

Use: Discussion on the problematic nature of inspiration porn: Where have students seen it? Why does it harm people with disabilities?

Resource: [Casual Ableist Language by Annie Elaine](#)

Type: Youtube Video (5:29)

Summary: Acts out different instances of ableist language.

Use: Extension to ableist language discussion and role play earlier. What does it mean to be casually ableist?

Resource: [The Dos and Dont’s of Disability by Fixers UK](#)

Type: Youtube Video (3:24)

Summary: A short video focusing on one person’s experience with disability by roleplaying do's and don'ts (does ask a question about sex).

Use: Discussion on ableist practices: What are ways people think they are helping but really they are hurting? Why are certain questions offensive?

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: [Ableism Bingo](#)

Type: Blog post/bingo game

Summary: “Bingo” sheet of everyday instances of ableism. Note: uses the word “crip.”

Use: Discussion on everyday ableism: has anyone seen or done any of these things before? What does it mean that the author is using the word “crip?”

Resource: [10 Ways to be a Good Ally to Disabled People](#)

Type: Blog

Summary: List of 10 ways to be an ally.

Use: Discussion on allyship: Can students make a commitment to doing any of these things? Can teachers or administrators?

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” in disability.

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

Resource: [How to be a Better Ally to People with Disabilities: A Resource Roundup](#)

Type: Blog

Summary: Long list of additional websites and blogs; helpful if needing more anecdotal/first person experiences.

Use: Internet scavenger hunt going through the different articles and first person accounts relating to allyship.

Resource: [Examined Life by Judith Butler and Sunaura Taylor](#)

Type: Youtube Video (14:23)

Summary: Judith and Sunny walk through the streets of San Francisco and discuss societal influence on disability. Watch until 6:43.

Use: Discussion on disability vs. impairment, self-sufficiency, and the way we all depend on each other.