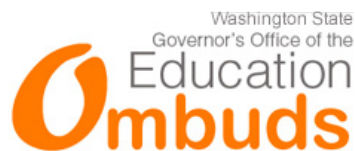


STUDENT VOICE VIDEO DISCUSSION GUIDE



FEATURED YOUTH AND CONTENTS

Charlotte – 4th grade

Angelina – 6th grade

Julian – 7th grade

Warren – 8th grade

Anna – Senior

Kenassa – Senior

This guide includes a page suggesting discussion questions based on each video, as well as a group discussion that can be used with multiple videos.

These discussion guides can be modified for use in a variety of settings; including K-12 classrooms, teacher education and professional development, PTA/PTSA and family groups, as well as community organizations.



CHARLOTTE

4TH GRADE

•
SHE/HER/HERS



Discussion Guide

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 adult friends in the video who are using wheelchairs make things easier for themselves?
4. What kinds of adaptive recess equipment does Charlotte use?
5. How does Charlotte get around by herself at school?
6. What is one new thing that you learned from this video?

Bio

Charlotte is 12 years old and in 4th grade. She lives in Seattle, WA and attends John Rogers Elementary School. She enjoys math and art classes at school. Charlotte likes to play tetherball at recess with adaptive equipment. She has a physical disability and uses a wheelchair. Charlotte likes to spend time with other students with disabilities at school during Lunch Bunch.

ANGELINA

6TH GRADE

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THEY/THEM/THEIRS



Bio

Angelina is 12 years old and in 6th grade. They live in Ferndale, WA with their large family. They enjoy drama and playing with their cats and dogs. Angelina has a physical disability and uses many different mobility devices such as a wheelchair, forearm crutches, and walker. They are currently homeschooled three days a week and attend a local program called MP3 two days a week. One day, Angelina hopes to be a criminal defense lawyer.

Discussion Guide

1. What are some ways the video itself was made more accessible for people with disabilities?
2. How could Angelina's old public school have been a more inclusive environment? What accommodations or changes in school culture could have been implemented?
3. Why is disability an important part of Angelina's identity?
4. What are the unique components of homeschooling that support Angelina academically and socially?
5. How does Angelina's experience impact your perception of disability, accessibility, and education?
6. What are some key takeaways from this video?

JULIAN

7TH GRADE

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HE/HIM/HIS



Discussion Guide

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 Deaf?
3. How can teachers support students who are Deaf?
4. How does Julian's family provide support for him? Why is signing so important in Julian's family?
5. What is disability pride to Julian? How can students, teachers, and community members support disability pride?
6. What is one new thing that you learned from this video?

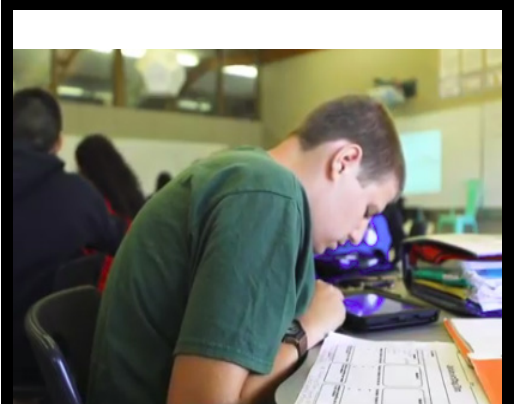
Bio

Julian is a 7th grade student at the Washington School for the Deaf. He lives in Vancouver, WA. He enjoys playing basketball and wants to play in the NBA. Julian is Deaf and is happy to be at a school where he is with other students and teachers who are Deaf. Sign language is an important way to connect with people in his family and community. Julian has pride in his disability, school, and family.

WARREN

8TH GRADE

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HE/HIM/HIS



Discussion Guide

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?
3. Warren talks about his experience with bullying. How can we create more inclusive school environments?
4. Warren describes multiple situations that caused him stress at school. What proactive measures can be taken to support him? Do you agree with him that those tools should be provided to everyone?
5. How does Warren's experience impact your perception of disability, accessibility, and education?
6. What are some takeaways from this video?

Bio

Warren is 14 years old and in 8th grade. He lives in Quincy, WA. He enjoys building things and being a Boy Scout. Warren has an invisible disability that impacts his academic and social skills. He has a variety of accommodations including an iPad and designated break time. He believes that everyone should have access to the tools that he uses.

ANNA

SENIOR



SHE/HER/HERS



Discussion Guide

1. Anna says, “I think it’s more of a social disability than physical disability.” What does she mean by that?
2. Why does Anna say that seeing other students with disabilities is important in school?
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. How might a disability resource center affect the transition to college for students with disabilities?

Bio

Anna is a senior in high school. She lives in Issaquah, WA. Anna is blind and uses a white cane to travel. She works hard at school and advocates for herself. Anna won Issaquah High School Computer Science Student of the Year for creating LEVI, a voice recognition program to help students in science labs. In the fall, she will attend Brown University.

KENASSA

SENIOR

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HE/HIM/HIS



Discussion Guide

1. What was your reaction when Kenassa explained 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 Kenassa's personal expression that is not typical in schools?
3. Why do you think Kenassa didn't know if he would make it to college?
4. Why do you think Kenassa says 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?
6. What are your takeaways from this video?

Bio

Kenassa is 21 years old and in 12th grade. He lives in Shoreline, WA and attends Shorewood High School. He is open about sharing his disability of autism with others.

Kenassa enjoys staying active by swimming and running, and stretches his creative muscles by playing piano and performing improv comedy. In the fall he will attend Bellevue College in Bellevue, WA.

GROUP DISCUSSION GUIDE



Discussion Guide

1. How does each student talk about themselves? Their disability?
2. What's important to each student?
3. What do you think positive disability identity means to each student?
4. How could you be an ally to each student?
5. What systems need to be put in place to ensure students, school staff, and community members have the accommodations necessary to fully participate in school, work, and communities?
6. What assistive technology did you notice each student using at school and in their community?
7. How can you take what you've learned from these videos to make your community better?
8. What else would you want to know about each student if you could talk to them one-on-one?

