

LESSON: SHOWING COURTESY & HAVING RESPECT FOR PEOPLE WITH DISABILITIES

This lesson plan and accompanying activity are designed to be taught after showing the jsk stories students with disabilities presentation. Feel free to change, adjust, and customize these plans according to your classroom or circumstance. The lesson and activity go well together, but can be split into two days.

DISCUSS: WHAT ARE SOME EXAMPLES OF ADAPTIVE DEVICES OR ASSISTIVE TECHNOLOGIES? HOW SHOULD THESE ITEMS BE TREATED?

> A person with a disability may use a wheelchair, crutches, braces, white cane, guide dog, hearing aids, emotional support animal, speaking device, and/or motorized mobility devices. These are not toys. Please be respectful and do not touch or use any of the items listed above unless the person with a disability gives you permission. Showing courtesy even looks like refraining from asking someone if you can use or try out their adaptive device/assistive technology - even if you think it's super cool and would like to try it out yourself.

> If you see someone using an adaptive device or assistive technology, don't automatically assume that they'll need help operating or using their device. If they ask you for your help, splendid! Listen intently to them so you can help them in the best way possible. If they did not ask for your help, and they look like they could use some help, the best thing to do is ask them! Offer your assistance and if they say no, respect their independence.

> REMEMBER: Adaptive devices & assistive technologies help people with disabilities go about their day-to-day activities. It's important that we show courtesy to other peoples' belongings, but especially these types of devices. They play such a big role in the lives of those who use them, so showing respect towards these instruments/helpers can go a long way!

CONCEPT 1

RESPECT ADAPTIVE DEVICES & ASSISTIVE TECHNOLOGY.

DISCUSS: HAVE YOU EVER HEARD SOMEONE USE OFFENSIVE LANGUAGE WHEN TALKING ABOUT PEOPLE WITH DISABILITIES? WHAT ARE WAYS WE CAN AVOID USING HURTFUL LANGUAGE?

> There are many words that have been used to describe people with disabilities. Many of these words are hurtful and should not be used- even when we're "just joking". To be an ally to people with disabilities, avoid saying these words or phrases: "Slow", "handicapped", "a little off", "psycho", "not all together", "cripple", "special", "dumb", and "retarded".

> It is natural to be curious about a person's disability. If your curiosity leads you to asking someone about their disability, avoid asking them questions like "what's wrong with you?" or "what happened to you?". This could hurt someone's feelings or make them feel uncomfortable. Some people feel uncomfortable even talking about it in the first place. A respectful way to approach this natural curiosity would look something like this: "Hey, Amanda! I was wondering if I could ask you some questions about your disability?"

> Asking someone about their disability instead of placing hurtful labels on them is wonderful. However, please note that not everyone will want to talk about their disability with you- even if you ask politely. And that's okay! Respect their privacy and continue to support them.

CONCEPT 2
USE COURTEOUS AND POLITE LANGUAGE.

CONCEPT 3

PEOPLE WITH DISABILITIES ARE
SUCCESSFUL, ACCOMPLISHED
INDIVIDUALS.

DISCUSS: WHO ARE SOME FAMOUS OR NOTABLE PEOPLE WITH DISABILITIES IN THE COMMUNITY OR YOUR PERSONAL LIFE THAT HAVE ACHIEVED GREAT ACCOMPLISHMENTS? HOW HAVE THEY INSPIRED YOU?

>A person with a disability has just as much of a chance at success as a person without a disability. Disabilities do not limit the capabilities of a person. They may mean taking different routes or using different strategies to get to an end-goal, but ultimately, it's the same end-goal!

> Advocacy for inclusion of people with disabilities is vital! Especially in school settings, students with disabilities who are included are more likely to succeed and accomplish their goals than students with disabilities who are not included.

> Sometimes, one of our first responses when meeting someone who has a disability is to pity them, or feel bad for them. Instead of pitying them, compassionately help them shoot for their dreams! There's a difference between feeling bad for someone and having compassion. Having compassion means you have a willingness to help them out in whatever way you can. Even just being a friend can make a world of a difference!

ACTIVITY: BOOK REPORT

To best fulfill the needs of the classroom, teachers may assign books, pick and read one book as a class, or allow the students to pick an approved book about an individual with a disability for this activity. Listed below are the instructions:

Materials needed:

- Laptop/computer
- Posters
- Markers or colored pencils
- Access to library or one of the listed readings

1. Have the students each pick a book or article to read and eventually create a book report on.

Recommended books/articles are: Emmanuel's Dream: The True Story, Six Dots: A Story of Young Louis Braille, or any one of the #represent spotlights under the students with disabilities section found on jskstories.com. Teachers, feel free to approve other books/articles as you see fit.

2. Instruct the students to read each of their chosen books/articles. As they read, encourage them to take note of what inspired them, what accomplishments the individual with a disability achieved, what obstacles they faced, and what helped/hurt the person with a disability on their path to success. After students finish reading their books/articles, instruct them to make a fun book report on their readings!

3. Book reports can be a standard written up summary and reflection about what they learned, or even in the form of a comic strip. Book reports can be a visual representation on a poster or a model depicting their favorite passage from what they read. The book reports can even be acted out in the form of a skit! Whatever the teacher deems appropriate is perfectly fine.

Once books/articles are read and reports have been completed, teachers are encouraged to allow their students to share their book reports with their peers. Sharing fosters a safe environment for questions and learning about disabilities and people with disabilities. Teachers may also choose to lead a form of reflection or discussion if time and circumstance permit.

