



Let's Talk About...

Disability

Answer Sheets

What Do You Think?

Before watching the video *Disability* (from the series **Miniclips: Let's Talk About...**), take a few minutes to think about the word 'disability'.

What do you think 'disability' means? Write down your own definition below.

Responses will vary.

With a partner, or in a small group, compare the words you each wrote in the space above and explain why you wrote them.

Did you have any similar words to them?

If you come up with any questions while talking with your partner, write them in the space below.

Responses will vary.

Watch the video *Disability*.

Did you learn something new or find any answers to the questions that you wrote down? If so, write about what you learned.

Responses will vary.



True or False?

Check the correct box for each statement below.

	TRUE	FALSE
For a long time, people living with disability did not have the same rights and freedoms as people without disability.	✓	
The Disability Rights Movement came about in the 1870s.		✓
A disability only affects your body, not your brain or mental health.		✓
Someone is only living with disability if you can see the disability, such as a person needing to use a wheelchair.		✓
If a person is experiencing a disability, they will always seek out help and support.		✓
Many people living with disability are still not treated fairly today.	✓	
People living with disability have the same rights and freedoms as everyone else.	✓	
For everyone to have the same access to opportunities, sometimes changes in the way we work need to be made.	✓	

Fair for All?

Scenario	How can the situation be made fairer?
<p>Everyone in your class is shown a video on how to use a new feature of the school online learning system.</p> <p>The captions (words that appear on the screen to help people follow the audio) are turned off and no transcripts (a sheet that has the full script of the audio) are handed out, even though there are students who are hard of hearing in the room.</p> <p>How can this situation be made fairer?</p>	<ul style="list-style-type: none"> • Make sure the students who are hard of hearing are offered seats near the front of the room. • Turn on the captions of the video. • Ask a teacher to write a transcript of the video and give copies to students before they watch the video.
<p>Your class is going to visit the local playground and is expected to walk there.</p> <p>There are steps along the way and your classmate, who uses a wheelchair, has to stay back at school, missing out on the excursion.</p> <p>How can this situation be made fairer?</p>	<p><i>Responses will vary, it is hoped that students will realise that it is unfair for someone to miss out on an excursion and that adjustments could be made to allow that student to attend the excursion.</i></p> <p><i>Suggested adjustments; organise alternative transport for the student such as a car or bus, choose a different playground to visit that is easier to access, take a different route to the playground that avoids steps.</i></p>



<p>It's test time at school.</p> <p>Everyone in your class is given the same amount of time to complete a reading assessment.</p> <p>You have dyslexia and find it hard to read without help, but you do not receive any extra time or support.</p> <p>How can this situation be made fairer?</p>	<p><i>Responses will vary, it is hoped that students will realise that it is unfair that someone could find an assessment more challenging because of a disability and that adjustments could be made to allow that student to complete the assessment.</i></p> <p><i>Suggested adjustments; allow the student to start earlier than their peers, provide a scribe or reader to help read or write for the student as they dictate, give the student extra time or allow them to complete the assessment over two sessions instead of one.</i></p>
<p>You and your cousin have a similar vision impairment. You live in a big city and your cousin lives in a small town.</p> <p>You have a special eye doctor to look after you, and you visit this doctor often.</p> <p>There are no eye doctors in your cousin's town, and she must drive a long way to see one. She is only able to visit once a year because it is so far away.</p> <p>How can this situation be made fairer?</p>	<p><i>Responses will vary, it is hoped that students will realise that it is unfair that not everyone has equal access to medical care. Students may struggle to see how this could be made fairer as changes need to be made at a government or systemic level.</i></p> <p><i>Possible suggestions could include; writing to a member of parliament or a person in the government to ask for more doctors in your cousin's town, raising money to allow your cousin to travel by plane or train to a town where she can see the doctor.</i></p>



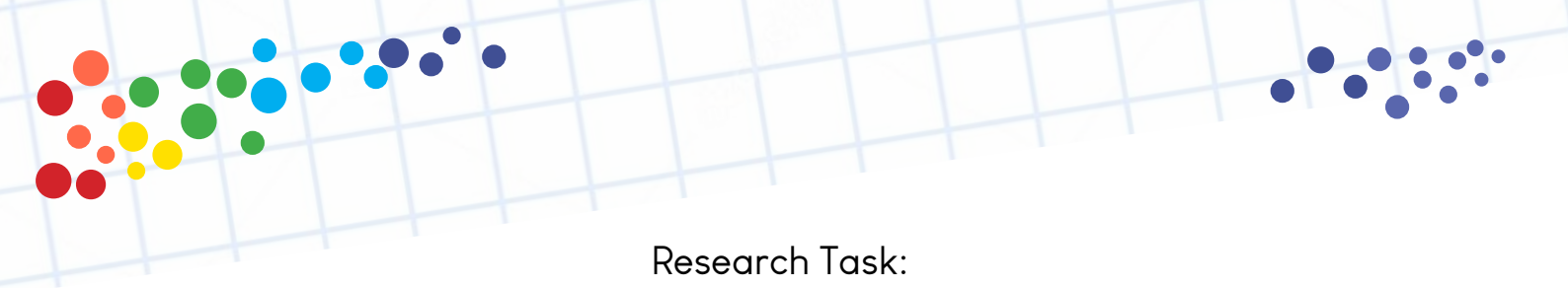
Match Them Up!

Obstacle in the way	Right or opportunity that cannot be enjoyed
A school's playground has steps going up to the play equipment. No playground equipment is available for children who use a wheelchair.	The right to learn.
A teacher speaks in a quiet voice, and never provides captions for videos shown in class even though some students are hard of hearing.	The right to play.
In class, when discussing why we all need help at times, your teacher singles out one of your classmates who sees someone for physical therapy. Your teacher has not asked them for permission to share this information.	The right to meet with other children and young people and to join groups.
You start a lunchtime basketball club for students at your school. You don't ask your classmate, who has a vision impairment, if he'd like to join the club because you assume he won't be able to play because of his disability.	The right to privacy.



Part 1: PMI

<p style="text-align: center;">Plus (things we like about our playground)</p>	<p style="text-align: center;">Minus (things which make it hard for people who live with disability to enjoy)</p>	<p style="text-align: center;">Ideas (how we could improve the playground for people who live with a disability)</p>
<p>Eg; No stairs</p> <p>Responses will vary; Possible responses; Students may choose their favourite piece of equipment, trees or plants, the shade or sunlight that the playground receives, engaging aspects such as mirrors, water play or ropes and chains for balancing etc.</p>	<p>Eg; No bars, swings or slides that are accessible to people who use a wheelchair.</p> <p>Responses will vary; Possible responses; lots of steps, no shade, narrow paths or bridges, a lack of open space or separated areas for people who want to be in their own space, lots of climbing equipment and not much at ground level etc.</p>	<p>Eg; Build a carousel that is easily accessed by wheelchair.</p> <p>Build a raised bed for a sandpit that can be played with by someone who uses a wheelchair.</p> <p>Responses will vary; Possible responses other than the ones above; equipment which makes music eg; bells or sound pipes, a texture walk where students can touch different surfaces along a path such as rough, bumpy or smooth, funny mirrors, different plants that smell and feel different eg; lavender, grasses, herbs, a bridge that is wide enough for a wheelchair, a quiet nook for alone time or playing hide and seek etc.</p>



Research Task: Sign Language

What is Auslan and who uses it?

Auslan is a language developed by and for Australians who are deaf or hard of hearing. It is a form of communication that uses hand, arm and body movements to express thoughts and meaning.

How will you learn the fingerspelling alphabet and four useful words or phrases?

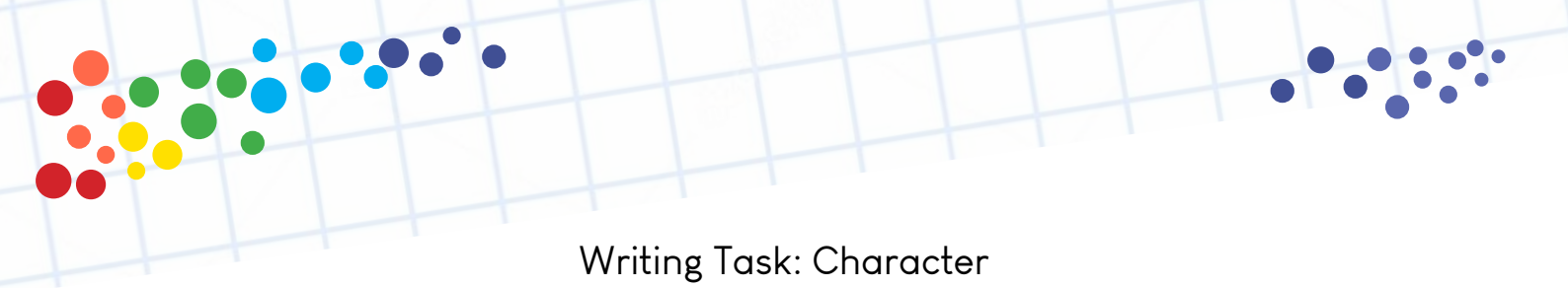
Responses will vary.

What type of resource have you decided to make?

Responses will vary.

What materials will you need to help you create your resource?

Responses will vary.



Writing Task: Character Profile

What is the character's name?

Responses will vary.

What is the title of the text and type of text (e.g. movie, book) the character you chose from?

Responses will vary.

How old is the character?

Responses will vary.

Where does the character live?

Responses will vary.

How would you describe this character's personality?

Responses will vary.

What are your characters' interests and hobbies?

Responses will vary.

What disability(ies) does the character live with?

Responses will vary. Correct students' use of language around disability if required. See teacher notes 'A Note on Language' for more information.

What are two interesting facts about this character?

Responses will vary.

Are there any times when this character is treated unfairly by others because they live with a disability? Describe what happened.

Responses will vary.



Y Chart Poster: Including Others

Fill in the 'Y' Chart below with words, phrases, and pictures that tell us what **including others** feels like, sounds like, and looks like. An example for each section has been done for you.

Use the chart below for your first draft then create a final version to put on display in the classroom.

Make sure your final version is easy to read and colourful!

