

Let's Talk About: Disability

Teacher Notes and Guide to Student Workbook Activities

How to Use This Resource

Each activity outlined in these teacher notes corresponds directly to the activity of the same name in the student workbook. Please see the student workbook for more information on what each activity involves.

Teacher Notes

The theme of this series '*Miniclips: Let's Talk About...*' is that of equality vs equity. It is important to be familiar with the definitions of these terms before viewing each Miniclip.

Equality: *the state of being equal, especially in status, rights or opportunities*

Equity: *the quality of being fair*

Even though we might perceive that a situation is equal for all, sometimes people are still disadvantaged or excluded due to ongoing prejudice, discrimination, and ignorance. As an example, expecting all students to write the answers to their test using pen and paper is treating them **equally**. Allowing the student with a broken arm to instead type their test responses is **equitable**.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond.

A Note on Language

Please keep in mind that students may need support from the teacher to clarify terms and language used in the workbook and reinforce the importance of using respectful terms and language.

When referring to people living with disability, refer to a person's disability only when it's relevant, and always focus on the person first, not the disability.

For example:

- They are living with a disability
- They are hard of hearing
- They have low vision
- They use a wheelchair
- They have a learning disability

Remember, what is acceptable for one person living with disability might not be acceptable for another. Where possible and appropriate, ask the person how they would like to be described.

Classroom Management and Behavioural Expectations

Before beginning any activities on the topic of disability, it is important for the teacher to take some time to think about the students in the class. Do your best to familiarise yourself with the backgrounds of your students by engaging with parents, support staff, the school principal, or other relevant colleagues.

Be careful not to make any assumptions about the students in your class. Understand that the personal experiences of your students may affect their engagement with this subject matter, particularly if they (or their families) have experienced trauma.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond.

The activities in the student workbook can be used in a variety of ways according to the number of students, age, and ability levels in your classroom. Younger students (Years 3-4) will need to be instructed and guided by the teacher, while older students (Years 5-6) may be able to complete many of the activities independently or in small groups.

Bear in mind the importance of coming together as a class or group throughout and at the conclusion of activities to summarise learnings and address any ongoing questions or misconceptions.

You may already have class rules but setting up ground rules before conducting lessons could include the following:

- To value and respect others' views and opinions
- To listen without interrupting, criticizing or making fun
- To avoid sharing personal information when giving examples or sharing experiences

If students are not observing the ground rules, make a direct statement such as: "*We may not agree on all matters. Let's make sure we find a way to disagree while still showing respectful behaviour.*" You may not know the answer to all questions, in this case do not be afraid to say, "*I do not know the answer to your question, but I will find out for you.*" It is important to provide accurate information.


CURRICULUM OBJECTIVES

The activities that accompany this Miniclip are designed to both consolidate and assess learners' understanding of the content. They contain unique opportunities for teachers to measure learners' capabilities in the following areas:

Capabilities:

 Critical and Creative Thinking

 Ethical

 Personal and Social

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing / ACPPS037

Describe how respect, empathy and valuing diversity can positively influence relationships

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them

HASS / Year 5 / Geography / Concepts for developing understanding / ACHASSK113

The environmental and human influences on the location and characteristics of a place and the management of spaces within them

- examining how the use of the space within their local place is organised through zoning

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK147

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens

- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)

Health and Physical Education / Years 5 and 6 / Personal, Social and Community Health / Contributing to healthy and active communities / ACPPS059



Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments





- discussing how access to natural and built environments can help or hinder participation in physical activities

Health and Physical Education / Years 5 and 6 / Personal, Social and Community Health / Contributing to healthy and active communities / ACPPS060

Identify how valuing diversity positively influences the wellbeing of the community

- exploring ways to create safe and inclusive schools for minority groups
- discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment





Activity	Resources	Outcomes
<p>Activity 1: What Do You Think? Timeframe: 40 minutes Overview: This activity will gauge the students' understanding of the term 'disability', clarify information about disability and facilitate discussions.</p> <p>Distribute the workbook to students and to complete the activity then come together as a class to discuss their words.</p> <p>Acknowledge any questions the students may have but do not address until after viewing the clip.</p> <p>Show the ClickView Miniclip Let's Talk About Disability.</p> <p>Allow students time to write down what they learned or if they found any answers to their questions.</p> <p>Come together as a whole class to discuss what the students learned or if they have any further questions. If the students' questions cannot be answered straight away, do not disregard them but keep a bank of questions to be addressed in the future.</p>	<p>ClickView Miniclip – Let's Talk About Disability</p> <p>https://online.clickview.com.au/videos/48522941</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p>ACHASSK147</p>
<p>Activity 2: True or False? Timeframe: 40 minutes Overview: This activity will gauge students' comprehension of the facts presented in the Miniclip.</p> <p>Allow students to watch the ClickView Miniclip Let's Talk About Disability again and pause where necessary to locate answers.</p> <p>Allow students to ask questions if they are unsure of any of the terms used in the questions e.g., 'disability rights movement' 'rights' 'discrimination'.</p> <p>Provide answers and mark the sheets either as a class or individually.</p> <p>Discuss the answers as a class and encourage students to summarise the key points i.e., disabilities are wide-ranging and affect all kinds of people, so the definition of 'disability' is very broad. A disability cannot always be 'seen'. Changes have been made through organised groups representing people living with disabilities.</p>	<p>ClickView Miniclip – Let's Talk About Disability</p> <p>https://online.clickview.com.au/videos/48522941</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p>ACHASSK147</p>

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<p><u>Activity 3: Fair for All?</u> Timeframe: 40 minutes Overview: This activity encourages students to understand the importance of making adjustments so that people with disability are not denied opportunities.</p> <p>Allow students to work in pairs of groups to read, discuss and propose solutions to the problem addressed in each scenario.</p> <p>Come together as a class to discuss their ideas. Possible answers can be found on the answer sheet.</p> <p>If students' ideas are not reasonable, gently correct their answers and suggest alternative solutions.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Ethical</p> <p>ACHASSK147</p> <p>ACPPS037</p>
<p><u>Activity 4: Match Them Up!</u> Timeframe: 35 minutes Overview: This activity will teach students some of the basic rights that they have as children.</p> <p>As outlined in the worksheet, an obstacle is something that stops you or makes it harder for you to do something, just like in an 'obstacle course'.</p> <p>Younger students will need help unpacking the scenarios while older students should be able to work through this activity in pairs, groups or independently.</p> <p>This activity can be marked as a whole class with opportunities for discussion when looking at the matching obstacle that is in the way in each scenario.</p> <p>The activity can be concluded by encouraging students to be more aware in the future of scenarios where they or their classmates are being prevented from accessing a basic right.</p> <p>Students should think about how they could act to address the problem/s.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p>ACHASSK147</p> <p>ACPPS037</p>

Activity

Resources





Outcomes

<p>Activity 5: Design Task – School Playground Timeframe: 40 minutes + extra lessons to work on design Overview: This activity encourages students to problem solve and develop empathy by thinking of others.</p> <p>If students do not have access to the Internet, the teacher will need to find examples of accessible playgrounds and print out images for the students to look at for inspiration, or display on an interactive white board.</p> <p>Students will need time to walk around the school’s playground to conduct the ‘PMI’.</p> <p>Prompt students to put themselves in the shoes of someone with a disability by asking questions e.g., How would you use and enjoy parts of the playground if you:</p> <ul style="list-style-type: none"> • Were using a wheelchair? • Had low vision? • Were sensitive to loud noise? • Only had the use of one arm or leg? • Were short statured? etc. 	<p>Student workbook</p> <p>Internet access or images of accessible playgrounds (e.g. Livvi’s Place playgrounds which can be found all over Australia)</p> <p>Access to school’s playground</p> <p>Optional: Camera to take pictures of school playground</p> <p>Optional: Lego, playdough, cardboard, device with access to Minecraft</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p>ACHASSK113</p> <p>ACPPS059</p> <p>ACPPS060</p>
<p>Activity 6: Research Task – Sign Language Timeframe: 40 minutes + extra lessons to work on creating the resource Overview: This activity will inform students about Auslan allow them to learn some Auslan.</p> <p>The Auslan signbank website has an easy-to-use interactive which allows you to teach yourself and test yourself on the spelling words using fingerspelling. The address is: https://www.auslan.org.au/spell/practice.html</p> <p>Allow students to spend some time on this website and interact via personal devices or as a whole class on an interactive white board.</p> <p>If you do not have Internet in the classroom, a free poster can be downloaded prior to the lesson from the Western Australian Association of the Deaf Inc. https://www.waad.org.au/free-auslan-posters</p> <p>Auslan dictionaries can also be borrowed from libraries or equity resource centres. Although these may not include fingerspelling, they provide useful signs to know and learn for those who wish to extend their knowledge.</p>	<p>Student workbook</p> <p>Internet access or images of the Auslan fingerspelling alphabet</p> <p>Materials for students’ resources e.g., coloured and white cardboard, scissors glue, markers and rulers. Tablets or cameras for those making videos.</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p>ACPPS060</p>

Activity

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<p>Activity 7: Writing Task – Character Profile</p> <p>Timeframe: 40 minutes to find a text and examine the character + 30 minutes to complete worksheet</p> <p>Overview: This activity looks at representation of disability in texts and encourages students to think about the lives and events characters with disability have experienced.</p> <p>If students are unable to find a character in a text who lives with a disability you may want to provide some texts from the list below:</p> <table border="1" data-bbox="174 478 1317 1090"> <thead> <tr> <th>Character and Text title</th> <th>Text type</th> <th>Target audience</th> </tr> </thead> <tbody> <tr> <td>Pablo from <i>Pablo</i></td> <td>Animated TV show</td> <td>Lower primary but can still be analysed by middle primary</td> </tr> <tr> <td>Jerry from <i>Hardball</i></td> <td>TV show</td> <td>Middle to upper primary students</td> </tr> <tr> <td>Auggie from <i>Wonder</i> by E.J Palacio</td> <td>Book and movie</td> <td>Upper primary students</td> </tr> <tr> <td>Theo from <i>DisRupted</i></td> <td>TV show</td> <td>Middle to upper primary students</td> </tr> <tr> <td>Colin from <i>The Secret Garden</i> by Frances Hodgson Burnett</td> <td>Book and movie</td> <td>Middle to upper primary students</td> </tr> <tr> <td>Jodie from <i>Jodie's Journey</i> by Colin Thiele</td> <td>Book</td> <td>Upper primary to lower secondary</td> </tr> </tbody> </table>	Character and Text title	Text type	Target audience	Pablo from <i>Pablo</i>	Animated TV show	Lower primary but can still be analysed by middle primary	Jerry from <i>Hardball</i>	TV show	Middle to upper primary students	Auggie from <i>Wonder</i> by E.J Palacio	Book and movie	Upper primary students	Theo from <i>DisRupted</i>	TV show	Middle to upper primary students	Colin from <i>The Secret Garden</i> by Frances Hodgson Burnett	Book and movie	Middle to upper primary students	Jodie from <i>Jodie's Journey</i> by Colin Thiele	Book	Upper primary to lower secondary	<p>Student workbook</p> <p>Texts including a character or characters who live with a disability</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p>ACPPS037</p> <p>ACPPS060</p>
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<p>Activity 8: Y Chart Poster – Including Others</p> <p>Timeframe: 35 minutes</p> <p>Overview: This activity encourages students to think of explicit, affirmative ways to be inclusive and to also build empathy by imagining how it feels to be left out.</p> <p>Once students have completed their draft, go through their ideas and encourage editing or rethinking if any of their ideas are inappropriate or impractical.</p> <p>As an alternative, a whole class poster could be made comprising the 'best' ideas rather than individual posters.</p>	<p>Student workbook</p> <p>A3 paper or posters for publishing Y chart</p> <p>Coloured pencils or markers</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p>ACPPS037</p> <p>ACPPS060</p>																					

Activity**Resources****Outcomes**

<p><u>Activity 9: Interactive Video</u> Timeframe: 15 minutes Overview: Students will answer interactive questions to show their understanding of the video.</p> <p>ClickView has created an interactive video lesson to accompany this video. You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students, or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none">1. Search for the Miniclip Let's Talk About Disability that has the interactive logo (Interactive).2. Click to view the video.3. Click on the 'Interactive videos' tab beneath the video.4. Click the 'Print as Worksheet' OR 'Save to Workspace' button on the interactive video.5. If you click 'Save to Workspace', you can either click 'Share with your students' or access it via your Workspace.<ul style="list-style-type: none">• If you choose 'Share with your students', copy the link and send it to your students.• Otherwise go to your Workspace, select the 'Interactive videos' folder, and click 'Share' to access the link and send to students.	<p>IWB OR Digital display OR 1:1 device with Internet connection</p> <p>Interactive video for the ClickView Miniclip – Let's Talk About Disability</p>	<p>ACPPS037 ACHASSK147</p>
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