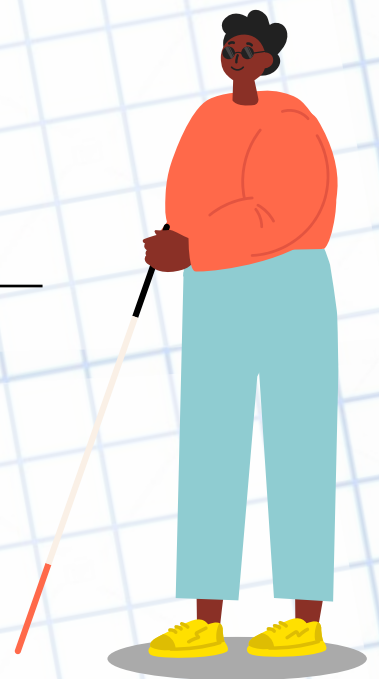


Let's Talk About... Disability

Student Workbook

Name: _____

Class: _____





Learning Intention

Our learning intention is:

To learn more about what it means to live with a disability, how to support people who live with disability, and to celebrate our differences.

We will learn by watching a video, doing research, and listening to others.

In this workbook there are activities where you might have to...

- stop and think carefully about something
- write down or type your ideas or answers
- watch a video
- do some research
- discuss in a pair or small group

Remember, when you are talking with others to always be respectful.

This means:

- taking turns to talk
- listening without interrupting rudely
- using friendly facial expressions, open body language, and polite words

Tick the box if you have read all the information above

Sign your name: _____



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.

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.

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.

True or False?

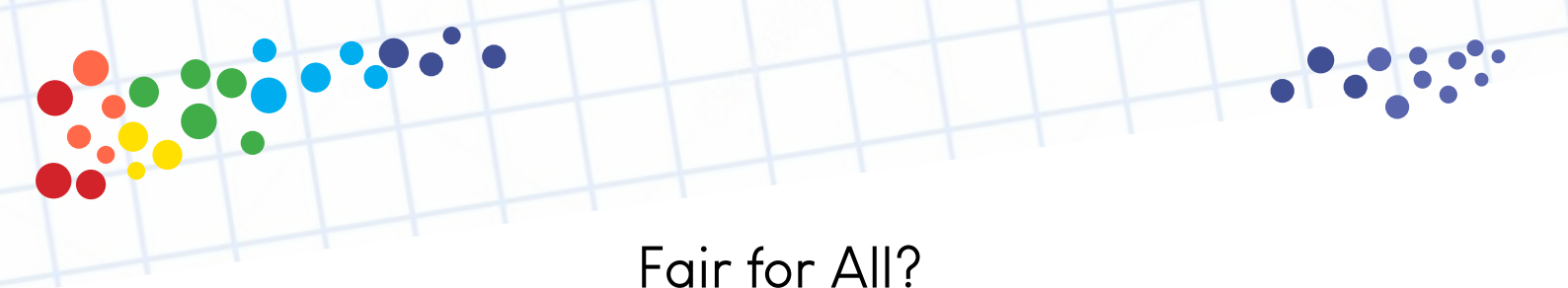
Check the correct box for each statement below.

	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.		



People living with disabilities have experienced discrimination for many years and unfortunately, it still happens today.

It is important to treat everyone fairly so that we can all access the same opportunities in life.




Fair for All?

In a small group, read the following scenarios and discuss them with your group.

Then, suggest at least one way to make each scenario fairer so that everyone has the same access and opportunity.

Fill in the table with your ideas for how to make the situation fairer. The first one has been done for you.

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> 	



It's test time at school.

Everyone in your class is given the same amount of time to complete a reading assessment.

You have dyslexia and find it hard to read without help, but you do not receive any extra time or support.

How can this situation be made fairer?

Empty space for writing an answer to the first scenario.

You and your cousin have low vision. You live in a big city and your cousin lives in a small town.

You have a special eye doctor to look after you, and you visit this doctor often.

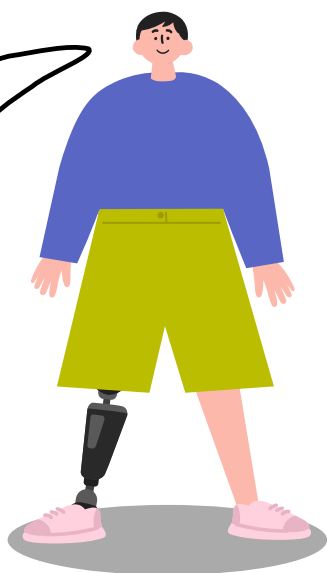
There are no eye doctors in your cousin's town, and she must drive a long way to see one. She is only able to visit once a year because it is so far away.

How can this situation be made fairer?

Empty space for writing an answer to the second scenario.

Remember, a situation might seem like it is fair for all. But when there are obstacles in the way for just some people, this can mean there is a lack of **equity**.

When different people, or groups of people, are given different amounts of resources or opportunities, this can mean there is a lack of **equality**.





Match Them Up!

Have you ever done an obstacle course before? You would have had lots of things to jump over, or around, or even climb under!

An **obstacle** is something that is in the way and stops you from doing something.

As a child, you have the right to play, to learn, have privacy, and meet other young people. If there is an **obstacle** in the way that prevents you from doing these things, it is not fair and could even be against the law!

Read the scenarios in the first column of the table below. Then, chat with a partner about them.

Then, draw a line matching the **obstacle** to the **opportunity** it is stopping the child from enjoying in the second column.

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.





Design Task: School Playground

All children have the right to play. Many playgrounds can be improved to make it easier for people living with disabilities to use it and have fun.

Use your imagination to come up with some ideas for improving your school's playground, or a local playground.

Part 1: PMI

Complete a PMI analysis on your school's playground. This PMI stands for **Plus, Minus, Ideas**.

Think about how easy it is for people living with a disability to enjoy and how it could be improved.

For example:

- *Are there steps which stop people who use wheelchairs?*
- *Are there fun things to play with at a low height for people of different sizes?*
- *Are there a variety of colours and textures for people to enjoy?*

Part 2: Draw Your Design

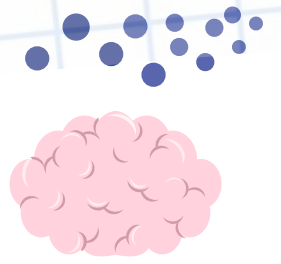
Draw a design of either a whole new playground, or make some changes to the existing playground.

Take a look online at some playgrounds for inspiration.

Your design and drawing should:

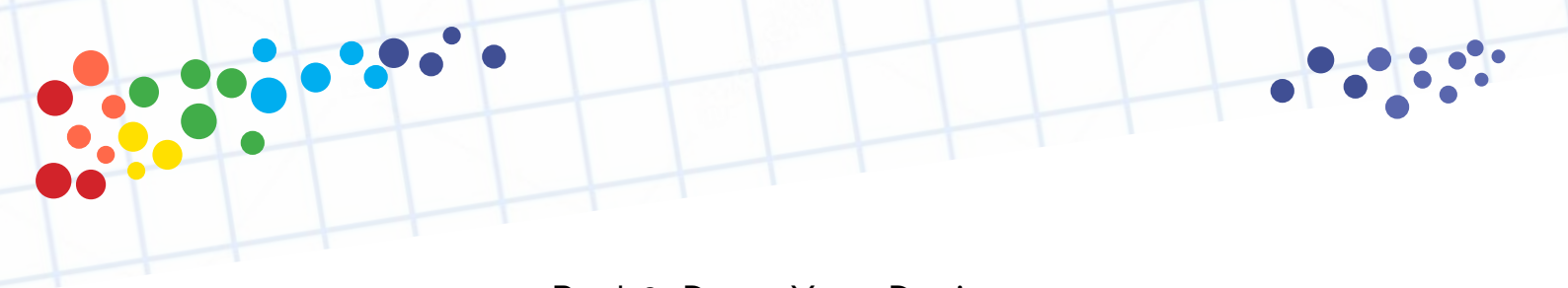
- Provide opportunities for all people to play and have fun.
- Be drawn from a 'birds eye view'. This means it shows how the playground would look from above.
- Label all the features of your playground design and explain how they make it more fun and easier to play in with for those living with a disability.

You can draw your design, or create a 3D model using materials like cardboard or a digital model on Minecraft.

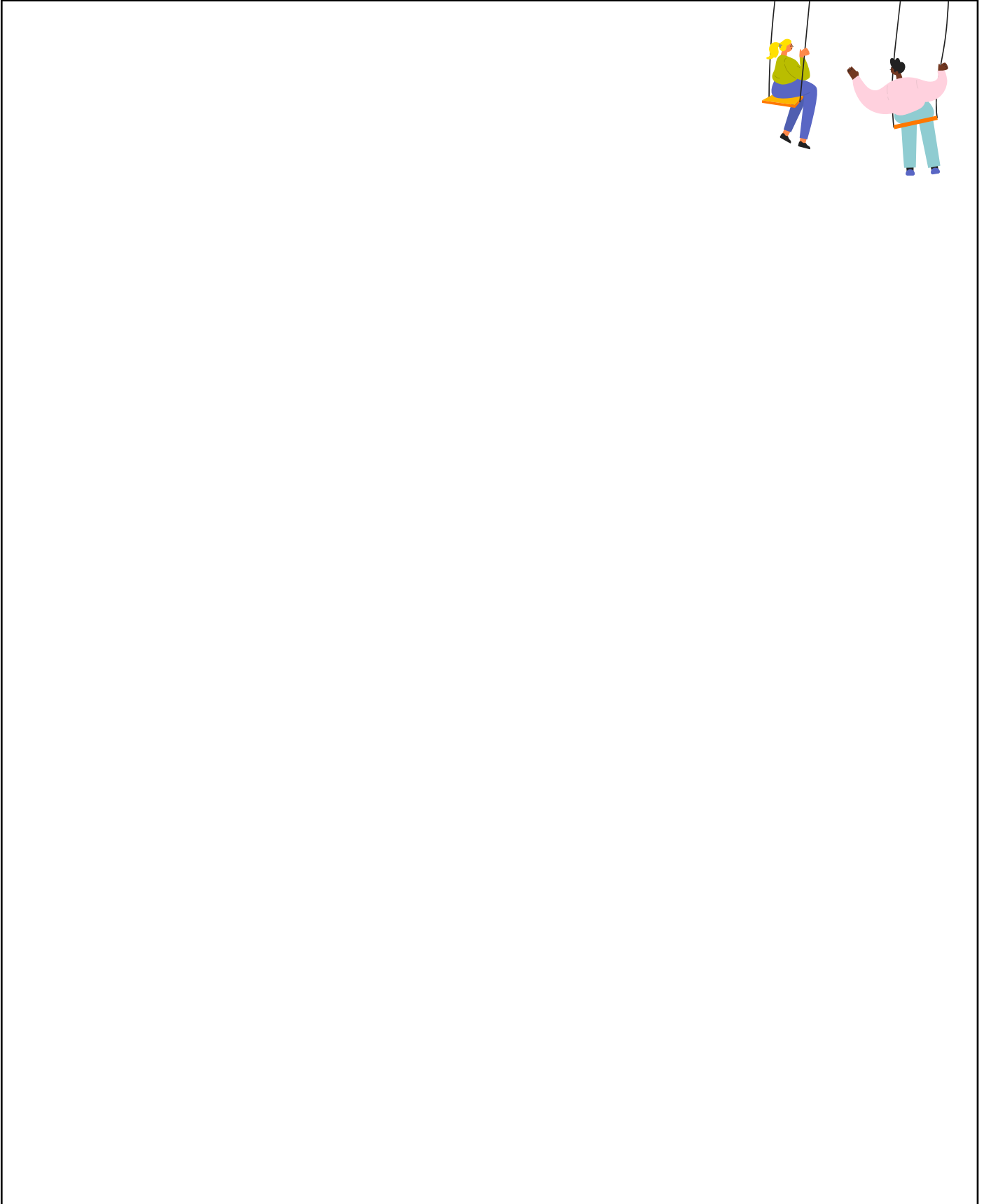


Part 1: PMI

Plus (things we like about our playground)	Minus (things which make it hard for people who live with disability to enjoy)	Ideas (how we could improve the playground for people who live with a disability)
<i>Eg; No stairs</i>	<i>Eg; No bars, swings or slides that are accessible to people who use a wheelchair.</i>	<i>Eg; Build a carousel that is easily accessed by wheelchair.</i> <i>Build a raised bed for a sandpit that can be played with by someone who uses a wheelchair.</i>



Part 2: Draw Your Design





Research Task: Sign Language

Auslan is the name of Australia's official Sign Language.

It is a visual form of communication, used by many people in the Deaf community in Australia. Just like English or Chinese, Auslan is its own language. When communicating in Auslan, hand shapes, movements, and facial expressions are used to deliver messages.

For this task, you will be researching, learning, and creating a resource to teach someone Auslan.

To begin, research the fingerspelling alphabet and four (4) useful words or phrases in Auslan. The [Auslan signbank](https://www.auslan.org.au/spell/practice.html) (<https://www.auslan.org.au/spell/practice.html>) website has lots of information and interactive resources to help you.

You will then create a resource to teach others these words or phrases in Auslan.

Examples of resources you could create include a memory matching game, boardgame, poster, short video, slideshow, or booklet.

Plan your project by answering the questions below:

What is Auslan and who uses it?

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

What type of resource have you decided to make?

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



Writing Task: Character Profile

Choose a character from a book, movie or TV show who lives with a disability.

Then write a description of this character by answering the questions below in full sentences:

What is the character's name?

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

How old is the character?

Where does the character live?

How would you describe this character's personality?

What are your character's interests and hobbies?

What disability(ies) does the character live with?



What are two interesting facts about this character?

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





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!

