Inclusion begins with something simple:

JustSayHi
This publication is a joint effort between the New York City Department of Education, The Child Study Center at Hassenfeld Children’s Hospital of New York at NYU Langone and the Cerebral Palsy Foundation.

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OVERVIEW

Inclusion is difficult. Yet so many of us hesitate to admit this, thinking that the admission reveals an inability to embrace diversity. In fact, it’s just the opposite. Yes, we’re all people—that’s the easy part. The more complex challenge comes in developing appropriate supports and insights to allow individuals with complex needs a chance for a truly equal educational experience. That’s why the Cerebral Palsy Foundation adapted its ground-breaking “Just Say Hi” campaign for schools. In schools, inclusion can start by just saying hi, but it doesn’t end there.

WHAT IS THIS RESOURCE?

This cross-curriculum resource was designed in collaboration with The Child Study Center at NYU Langone, the NYC DOE, and CPF. It provides easy-to-implement resources which help bring the “Just Say Hi” campaign to school communities in a thoughtful and effective manner. The lessons support staff in creating conversations around inclusivity and diversity – for students with and without disabilities, and for the school community as a whole.

WHO IS THE INTENDED AUDIENCE FOR THIS RESOURCE?

This resource is intended for K-5 school leaders and teachers who can facilitate and engage in meaningful discussions and activities around disability.

Embedded throughout this resource are supports for teachers: additional resources, planning notes, and lesson plans. While there are many ideas and examples in this resource, teachers are encouraged to tap into their own knowledge, especially when it comes to their students and classroom culture.

WHEN CAN THIS RESOURCE BE USED THROUGHOUT THE DAY?

The cross-curriculum resource can be used during instructional periods. Connections can be made during English language arts, literacy, science, humanities, and more. The resource can also be used during social-emotional skill building, which can be unique to grade-level or schools. Here are a few examples:

- A morning meeting on differences and acceptance.
- A “lunch bunch” or “best buddies” program that introduces students and supports dialogue.
- A lesson on character development using a text that includes characters with disabilities. (See appendix A.)

Since the resource covers many instructional content areas and schools have different approaches for social-emotional learning, the resource should be tailored to meet a school’s needs and practices.

We thank you for your partnership with the “Just Say Hi” initiative and we hope this resource helps your school to further the inclusion of students with disabilities through peer conversations and relationships.
# TABLE OF CONTENTS

How To Use This Resource .......................................................... 1

What is Disability? ................................................................. 3
  K-2 .............................................................................. 6
  3-5 .......................................................................... 8

Breaking Down Stereotypes ..................................................... 10
  K-2 .............................................................................. 12
  3-5 .......................................................................... 14

The Power of Language .......................................................... 16
  K-2 .............................................................................. 20
  3-5 .......................................................................... 22

Just Say Hi: Making Connections .......................................... 24
  K-2 .............................................................................. 28
  3-5 .......................................................................... 30

Welcoming Environments ..................................................... 32
  K-2 .............................................................................. 34
  3-5 .......................................................................... 36

Appendix A: Additional Resources ......................................... 39

Appendix B: Sample Lesson Plans K-5 ................................. 44

Appendix C: Breaking Down Stereotypes
  Sample Activity ................................................................. 64
How to Use This Resource

Theme Name

Background Information
Background information will give you the facts and figures you need for the lesson.

Guiding Questions
Sample guiding questions will help you generate one lesson that fits your class and curriculum.

Sample Objectives
Sample objectives will help you design an objective that fits your class and curriculum.

Key Takeaway
Key takeaways will highlight the main ideas of each theme.

Planning Notes
Planning notes will let you know what to be prepared for during the lesson. Talking about disability can be uncomfortable in our society and planning notes will help you feel confident about knowing how to handle questions and comments that come up.

Partner Organizations
These organizations are suggested as potential partners for classrooms who want to explore a theme in greater depth.

Grade Range Theme Name

Student-Centered Activity
An activity to help the class engage with the material is described in detail.

Other Sample Activities
If your class is interested in further work on this topic, other sample activities are listed.
WHAT IS DISABILITY?

BACKGROUND INFORMATION

• Americans with Disabilities Act (ADA): A person with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. This includes people who have a record of such impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability, but are perceived as having a disability.

• Individuals with Disabilities Education Act (IDEA) defines a child with a disability as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, and other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

• World Health Organization (WHO): any restriction or lack, resulting from an impairment, of ability to perform any activity in the manner or within the range considered normal for a human being.

• Over 20% of Americans (more than 56 million people) have disabilities by the definition in the Americans with Disabilities Act. Most of us will know someone close who has a disability due to illness, injury, or the aging process.

• Over the course of history, there are multiple ways that disability has been perceived and understood. How disability is thought of—by an individual with or without a disability and by the society as a whole—has an impact on the quality for individuals with and without disabilities. Two of the most prominent models that have been used in thinking about disability are the medical model and the social model.

• The medical model of disability approaches disability within an individual as something that needs to be treated or corrected.

• The social model of disability (created by people with disabilities) focuses on the impact of disability in society. It looks at the barriers that create the “disability” and asks society to acknowledge these barriers and create ways to remove them. This model also differentiates between impairment and disability. Disability is viewed as a limitation of the way society is organized, such that it primarily meets the needs of those without impairments.

• Impairment – Lacking part or all of a limb or having a defective limb, organ or mechanism of the body (including psychological mechanisms).

• Disability – The restrictions caused by the organization of society which does not take into account individuals with physical or psychological impairments.
There are many perspectives on the categorization of disabilities and what qualifies as a disability. Over the course of history and in different contexts, the definition of disability has changed (e.g. being left-handed used to be considered an impairment, dyslexia was not an impairment in a society where most people didn’t read). Depending on the circumstances, an impairment could be disabling or not (i.e., if a person with a physical impairment had full access to everything in a building, or if a person who is Hard of Hearing was in a school where everyone signed). Even now, people don’t agree on what exactly is a disability and what isn’t, or how to categorize disabilities. The social model of disability can help by shifting the emphasis to what needs to change to ensure everyone has access to be included.

Many people are familiar with the medical model of disability. Disabilities are often categorized under the medical model. Some disabilities are visible, meaning others can see the impairment immediately, and some are invisible. The thirteen categories used in NYC schools and defined in IDEA include autism, deafness, deaf-blindness, emotional disability, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury and visual impairment.

GUIDING QUESTIONS

- What does it mean to have an ability?
- What does it mean to have a disability?
- What are different ways that people have viewed disability?
- What kinds of abilities and disabilities do people have?
- What are some classifications of disabilities used in IDEA?
- What are visible and invisible disabilities?
- Who decides what a disability is?
- What is society’s role in enabling or disabling individuals with different abilities?

OBJECTIVES

» Students will consider the variety of abilities that individuals have.

» Students will identify the medical and social models of disability.

» Students will define disability and be able to generate and discuss types of disabilities using the medical and social models.
PLANNING NOTES

• Students may be uncomfortable talking about disability for many reasons including personal, cultural, or social. It is best to address this discomfort up front. Emphasize the idea of learning and changing together.

• Develop class norms related to this initiative, e.g., listen to others’ thoughts and opinions; respectfully disagree; share your opinion only to advance the discussion, not to put down or argue; respect others’ privacy, e.g., if someone shares something sensitive during a lesson, it is their information to share more broadly and no one else’s; be supportive of one another’s learning processes.

• If students use inappropriate or insensitive language, or share outdated or false assumptions about disability, note it separately to address in later lessons related to stereotypes and use of language. Provide supportive coaching using model language and briefly explain the updated or more accurate facts. For example, students may use the word “retarded” when describing someone with intellectual impairment. State simply, “People with intellectual impairments are said to have an ‘intellectual disability’. We no longer use this other word because it has a long history of being used in a very hurtful and restricting way.”

POTENTIAL PARTNER ORGANIZATIONS

NYC Kids Project is a social justice arts organization advocating acceptance and inclusion. Performances and classroom programs use theatrical puppets, storytelling, sign-language, adaptive equipment and facilitated dialogue to focus on character development and anti-bullying issues. Audiences are encouraged to examine attitudes surrounding disabilities and differences, fostering empathy and awareness of commonalities.

KEY TAKEAWAY

The definitions of ability and disability change depending on many factors.
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

• Different people have different abilities – everyone has strengths and also things that are hard for them

• We treat all people with respect regardless of their abilities

• “Disability” is when someone’s brain or body works in a way that may require tools or strategies to participate in the community

• Sometimes peoples’ brains or bodies need extra support to access things in our community

Encourage the class to brainstorm things that are hard for them and others they may know. Ask them to share what helps them in dealing with what is hard for them.

Provide students with examples of some difficulties people with disabilities may encounter. Share tools or strategies that may assist the person with that impairment. Give age-appropriate examples.

• Someone who cannot see well may need glasses or books with large text.

• Someone who cannot hear well may use sign language, hearing aids, or watch TV with closed captioning.

• Someone who gets overwhelmed by lights or sounds might use headphones for a quieter environment, dim the lights to feel calm, or use a fidget or other toy to help them calm down.

• Someone who has a learning disability or difficulty learning to read or write might use different types of instruction.

• Someone who has a physical disability might use a wheelchair, a walker, ramps, or automatic doors.

• Someone who has difficulty with staying calm might learn to how to stay calm with deep breathing or express how they are feeling.

• Someone who has difficulty making friends might have a lunch bunch or get extra help with making friends.

INDEPENDENT WORK

Draw pictures of tools that can help people in their environment (children may write about the tools as well). Share in small groups or as a class.
OTHER SAMPLE ACTIVITIES

DIFFERENT ABILITIES

Read a book with a character with a disability. Have a class discussion. You may also wish to assign students to characters with and without disabilities and answer the same questions. Sample questions:

- What kinds of special tools or help does the character (use the character’s name) with a disability use? How is it helpful for them?
- What do the other characters learn about the character with a disability throughout the story?
- What are some examples of activities or interests that the character with a disability is able to participate in, regardless of their disability?
- How could you be a friend to the character with a disability in the story? What do you have in common with them?

MENTOR TEXTS

You Can Be a Friend by Tony and Lauren Dungy (physical disability)

My Brother Charlie by Holly Robinson Peete (autism spectrum disorder)

We’ll Paint the Octopus Red by Stephanie Stuve-Bodeen (Down syndrome)

Keep Your Ear on the Ball by Genevieve Petrillo (vision impairment)

Don’t Call Me Special by Pat Thomas (physical disability)

SPECIAL TOOLS

Following a class discussion about different tools or technology that people with disabilities may use, students have an opportunity to “invent” a special tool or technology. Students build, draw or otherwise create their tool.

DISABILITY IS WHEN SOMEONE’S BRAIN OR BODY WORKS IN A WAY THAT MAY REQUIRE TOOLS OR STRATEGIES TO PARTICIPATE IN THE COMMUNITY.
WHAT IS DISABILITY?

STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- Introduce the idea that different people have different abilities. Ask them to define and give examples of abilities that they have. How have their abilities changed from last year?

- Ask if students have heard of the term “disability.” What do they think the term means? Ask them to give examples.

- Reflect on people they know in family, school, community, media and public roles that they believe have a disability. What are some of their abilities? What kinds of difficulties might these people encounter?

- Show visuals of people with and without disabilities. Ask them to identify who they believe has a disability. Reflect on why they thought the person had or did not have a disability. How do they think that disability affects them?

- Show snippets/ clips of movie like X-Men to discuss the different abilities and challenges faced by the characters. Ask students to identify examples of characters’ mutations and the ways that others and society made adjustments to exclude and include them.

Introduce the idea that there are different ways that people have viewed disability. Two such ways when thinking of disability are the medical model and the social model. In the medical model, disability is a problem and needs to be treated or corrected. In the social model, the perception in society needs to change to avoid the impairment being disabling.

Discuss what types of tools and supports can change how disabling an impairment is.

» Vision impairment
glasses, large text, service animal

» Hearing impairments
sign language, hearing aids, closed captioning, voice to text

» Social difficulties
understanding and education that helps others welcome different ways of interacting

» Sensory difficulties
spaces that are quiet and calm

» Learning disabilities
different types of instruction to learn to read, write, or do math

» Physical disabilities
wheelchair, walker, ramps, automatic doors
Emphasize the idea that the environment (including how other people treat the individual with the impairment) can change whether or not a certain impairment is considered a disability.

Draw pictures of tools that can help people in their environment.

**OTHER SAMPLE ACTIVITIES**

**SPECIAL TOOLS**

Following a class discussion about different tools or technology that people with disabilities may use, students have an opportunity to “invent” a special tool or technology. Students create an “advertisement” for the tool that illustrates the tool, identifies who it might be helpful for, and explains its utility.

**THINKING DIFFERENTLY**

Ask students to generate something they have trouble with. Ask them to think of a society where this difficulty would be a disability. For example, a student who is short in a society where everything is placed at a level above them, or a student who is tall where everything is placed at a level below them. Encourage students to think about the contribution of their “impairment” versus the society’s organization.

**MENTOR TEXTS**

- **Fish in a Tree** by Lynda Mullaly Hunt
  (learning disability)

- **Rules** by Cynthia Lord
  (autism spectrum disorder)

- **Thank you, Mr. Falker** by Patricia Polacco
  (learning disability)

**DIFFERENT PEOPLE HAVE DIFFERENT ABILITIES — EVERYONE HAS STRENGTHS AND ALSO THINGS THAT ARE HARD FOR THEM.**
BREAKING DOWN STEREOTYPES

BACKGROUND INFORMATION

• Stereotypes are widely held but fixed and oversimplified ideas of a particular type of person or thing.

• Our brains want to categorize information and tend to come up with efficient ways to categorize people. This can result in using stereotypes to understand a whole group of people instead of seeking out information about each individual.

• Stereotypes that we hold often come from people close to us, including parents and family, friends, and the media that we seek out.

• Even people who think they don’t hold stereotypes often times have unconscious biases that come from information they’ve absorbed or experiences they’ve had.

• Stereotypes can be very damaging. We make quick judgments about others based on their group identity and may treat them in ways consistent with that stereotype, even if that individual does not fit the stereotype.

• There are several common stereotypes about individuals with disabilities. Below are three websites where you can find information on some of these stereotypes:

  • Atlas Corps – Negative Stereotypes and Attitudes Related to Disability by Rene Momene Otte: http://www.atlascorps.org/blog/?p=10079


  • Disability Museum – Stereotypes About People with Disabilities by Laurie Block: http://www.disabilitymuseum.org/dhm/edu/essay.html?id=24

• Many common stereotypes of people with disabilities can be seen in the media, especially the narratives about people with disabilities being inspirational, victims, or villains.

GUIDING QUESTIONS

• What are stereotypes? Do they help or hurt?

• How can I learn about whether stereotypes are true or not?

• What are the places from which we draw our impressions about people with disabilities?

• What kinds of things can people with disabilities do?

• What is the media portrayal of different types of disabilities and how does this portrayal disable individuals?

• How can and how does the media work to break down stereotypes?
OBJECTIVES

» Students will share their current beliefs and attitudes about disability vs. ability and reflect on how their views may have changed as they learn more about disability.

» Students will examine the accuracy of these beliefs through discussion and research.

» Students will identify strengths and challenges that they may have in common with others, including people with disabilities.

KEY TAKEAWAY

Stereotypes about individuals with disabilities are often negative. Recognizing stereotyped assumptions and challenging them benefits all members of a community.

PLANNING NOTES

• Safe and supportive environment: Re-introduce class norms and explain their importance. Ask students for observed or lived examples of people following these norms since the last lesson.

• Some studies might point out examples of when stereotypes were true. Bring the discussion around to whether these examples justify the use of stereotypes overall.

• The topic of stereotypes is often charged and highly personal, and some students may have extreme reactions to this lesson, such as anger or acting out. Some students may inappropriately joke or minimize discussion points during this lesson. This is a common response to talking about difficult subject matter that may be scary, unfamiliar, or TOO familiar. Normalize children’s responses and name their emotions; offer breaks to children who may be overwhelmed. Refer to class norms and provide model language for children to use. When possible, avoid directly chastising the student in question for their response and consider checking in with them one-on-one after the lesson, for further assessment and support as needed.

POTENTIAL PARTNER ORGANIZATIONS

Best Buddies works to enhance social partnerships between students with and without disabilities.

Marquis Studios uses the arts to bring together students with and without disabilities to create a sense of community and connectivity within the school. Students work together in a teaching artist residency that meets once or twice a week for 6-8 weeks.

NYC Kids Project NYC Kids Project supports the conversation around inclusion and acceptance to children from pre K- 6th grade using puppets and story-telling.

Unified Theater works to have students with and without disabilities come together as equals to put on a production. The production is organized, written, and directed by students themselves.
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- Sometimes we have ideas about others that are based on the way they look or act, which may not be true.

- These ideas can change the way we treat the other person.

- We may think that for people with different abilities (disabilities) they are not able to do certain things because of their disability. This is not always true.

- Generate with students a list of stereotypes about boys and girls (e.g., What are they good at? What are they interested in? How do they dress?) Ask students if all of the characteristics listed are always, sometimes, or never true about all girls and all boys.

Discuss with students that often times we have ideas about people with disabilities that might not always be true. We might think:

- A person with a disability can’t do a certain type of job.

- A person with a disability can’t carry out certain tasks by themselves.

- A person who has one type of impairment (e.g. physical) also has other types of impairments (e.g. cognitive).

Remind children that everyone has different strengths and things that are hard for them, and some people need tools or strategies to help them.

Introduce the idea that you are going to look at kids swimming. Ask them how many of them like to swim and how many don’t.

Tell them they are going to watch a short movie about a girl named Phoebe, who has cerebral palsy. She is going to talk about things people think she can’t do, and share all of the things she can do. Show the film: Talk to Me – Physical Disability Awareness, posted by 7 Stream Media (Basingstoke and District Disability Forum): https://www.youtube.com/watch?v=CL8GMxRW_5Y

Children can draw a picture of Phoebe, and at the bottom of the worksheet, children fill in the following statement by writing or drawing: “You might not know this about me from looking at me, but I can ________.” Students then identify similarities between Phoebe, themselves and the other girl in the video.

Book option if movie is not available: Susan Laughs by Jeanne Willis
OTHER SAMPLE ACTIVITIES

INSIDE AND OUTSIDE

Students create an illustration with labels of themselves and their personal characteristics. Ask students to write or draw things that people might think about them when they meet them (outside) and what they know is true about themselves (inside).

WHAT WE HAVE IN COMMON

Students play a game “What we have in common” in which students move to different areas in the room based on commonalities, those with similar clothing, birthdays, sneakers, etc.

MENTOR TEXTS

Ashley Wins the First Day of School by Angela Irick (cerebral palsy)

Ian’s Walk by Laurie Lears (autism spectrum disorder)

Keisha’s Doors by Marvie Ellis (autism spectrum disorder)

My Friend Suhana by Shaila Abdullah and Aanyah Abdullah (cerebral palsy)

We’ll Paint the Octopus Red by Stephanie Stuve-Bodeen (Down syndrome)
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

• Ask students what common stereotypes about girls and boys are. Ask students whether or not the stereotypes are completely, partially, or not at all true.

• Show a brief snippet of a child swimming, Swimming, posted by Michael Ruiz: https://www.youtube.com/watch?v=k-5moAuY0cE. Ask them how many of them like to swim and how many don’t. For the children who don’t like swimming, how do other children react to them? Have they had other children tease or say not “nice” things to them?

Discuss with students that often times we have ideas about people with disabilities that might not always be true. We might think:

• A person with a disability can’t do a certain type of job.

• A person with a disability can’t carry out certain tasks by themselves.

• A person who has one type of impairment (e.g. physical) also has other types of impairments (e.g. cognitive).

Remind children that everyone has different strengths and things that are hard for them, and some people need tools or strategies to help them.

Tell them they are going to watch a short movie about another girl named Phoebe, who has cerebral palsy. She is going to talk about things people think she can’t do, and share all of the things she can do. Show the film: Talk to Me – Physical Disability Awareness, posted by 7 Stream Media (Basingstoke and District Disability Forum): https://www.youtube.com/watch?v=CL8GMxRW_5Y

Tell them they are going to watch a short movie about a young man named Alex with a visual impairment and a girl named Sky, who wears hearing aids and is deaf. Show the film: Just Ask – Sensory Disability Awareness, posted by 7 Stream Media (Basingstoke and District Disability Forum): https://www.youtube.com/watch?v=LU0dQXJ-YQM

As a whole class or in small groups, students write down “myths” or stereotypes that they had about people with the types of disabilities in the videos, and “facts” that they know that people with those disabilities can actually do.
MYTHS AND FACTS ABOUT ME
Students draw a picture of themselves and make a myths and facts worksheet about themselves.

CHALLENGING ASSUMPTIONS
Provide students with table (found in Appendix C) of famous people with disabilities (name, occupation, disability) and ask them to match the person with the correct occupation and disability. Following review and discussion of correct matches, students may cut out the table and glue onto separate paper. Students may briefly document which match was most surprising to them and why. Sample discussion questions:

- What assumptions might people make about someone with this particular disability?
- What are the person’s strengths or talents? Did you assume differently, based on their disability?

SOMETIMES WE HAVE IDEAS ABOUT PEOPLE WITH DISABILITIES THAT ARE NOT TRUE.

MENTOR TEXTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad, Jackie and Me</td>
<td>Myron Uhlberg and Colin Bootman</td>
<td>hearing impairment</td>
</tr>
<tr>
<td>Fish in a Tree</td>
<td>Lynda Mullaly Hunt</td>
<td>learning disability</td>
</tr>
<tr>
<td>Handbook for Dragon Slayers</td>
<td>Merrie Haskell</td>
<td>physical disability</td>
</tr>
<tr>
<td>Ian’s Walk</td>
<td>Laurie Lears</td>
<td>autism spectrum disorder</td>
</tr>
<tr>
<td>What’s Wrong with Timmy?</td>
<td>Maria Shriver</td>
<td>intellectual disability</td>
</tr>
</tbody>
</table>
BACKGROUND INFORMATION

• Language describing people is not just words. Language leads to development of attitudes and actions.

• The language that is used to describe someone’s identity is very powerful. There are many examples of insensitive and offensive language applied to many categories of people, including by gender, sexuality, race, nationality, disability, and others.

• The meaning of an identity word can shift over time. There are examples of words that were considered okay to describe people throughout history that are no longer considered appropriate. For example, “oriental” was used to describe people of Asian origin and now may be considered offensive. In the same way, “Negro” used to be commonly used to describe African-Americans, but is not any longer. “Queer” is a word that was initially considered offensive and now some LGBT people are using it affirmatively to describe themselves.

• On a topic where there sometimes isn’t a word that is the correct descriptor all the time, it is important to be thoughtful and ask what the majority of the people in that group prefer to be called. The intent behind the use of the language is the most important. If you are trying your best to be inclusive and open to changing, most people will be understanding of any errors you make.

• Some people in groups may prefer a particular word while others might find it offensive. Changes in the use of a word aren’t neat and sequential; they are messy and ever-changing.

• The history of disability includes many examples of offensive and insensitive language.

• “Self-directed language” allows a person with a disability to identify the preferred descriptor for their particular disability or disabilities, rather than having others determine how they will be described or identified. Some people with disabilities prefer person-first language, others prefer colloquial terms, and some prefer not to be identified according to their disability at all.

GUIDING QUESTIONS

• How can words be used to make people feel good or bad?

• What is person-first language and why should it be used?

• Who decides who can speak for a group of individuals with a disability?
“Person-first language”: In the absence of self-directed language, person-first language can be more respectful, less hurtful, and leaves room for the person to be described in other terms. Person-first language reduces generalizations, assumptions and stereotypes by focusing on the person rather than the disability. Examples of person-first language are below.

- Disabled ➔ person with a disability
- Mute ➔ person with a communication disability
- Blind ➔ person who is blind, person with a visual impairment
- Autistic ➔ person with autism
- Crazy, insane ➔ person with a mental illness, person with schizophrenia, etc.
- Cripple/crippled ➔ person with a physical disability
- Wheelchair bound ➔ person who uses a wheelchair
- Retarded ➔ Person with an intellectual disability
- Sufferer of / afflicted by (X) ➔ Person with (X)

There are many examples of descriptors of individuals with disabilities being used as insults, e.g. retarded, spaz, moron, lame, schizo. Even if the person using this kind of language does not intend to make any statements about disabilities, making these words synonymous with insults is wrong.

**OBJECTIVES**

» Students will learn current and appropriate language to use and request when engaged in conversation about disability or different abilities.

» Students will be able to identify the impact of word choice and labeling on their and others’ attitudes and behaviors.

» Students will learn about how language used to describe disability has changed over time.

**KEY TAKEAWAY**

Language can be used to make people feel excluded and included, comfortable and uncomfortable.

**PLANNING NOTES**

- Safe and supportive environment: Re-introduce class norms and explain their importance. Ask students for observed or lived examples of people following these norms since the last lesson.
• The topic of language is often charged and highly personal, and some students may have extreme reactions to this lesson, such as anger or acting out. Some students may inappropriately joke or minimize discussion points during this lesson. This is a common response to talking about difficult subject matter that may be scary, unfamiliar, or TOO familiar. Normalize children’s responses and name their emotions; offer breaks to children who may be overwhelmed. Refer to class norms and provide model language for children to use. If students need additional support consider checking in with them one-on-one after the lesson, for further assessment and support as needed.

• Some students may refer to the fact that someone they know likes to be called by a descriptor/label that is now considered obsolete or offensive. Facilitate a discussion about how to balance the desires of individuals versus the majority of the group.

PARTNER ORGANIZATIONS

NYC Kids Project NYC Kids Project supports the conversation around inclusion and acceptance to children from pre K-6th grade using puppets and story-telling.

Unified Theater works to have students with and without disabilities come together as equals to put on a production. The production is organized, written, and directed by students themselves. Students and faculty are trained and mentored through the 10 week production time by Unified Theater.
Annual STEM Fair at the Museum of Natural History

Science, technology, engineering and math disciplines are on display at the end of the year in a STEM Fair. Every program is represented and all STEM projects are designed to accommodate every learning style. Students are required to represent their schools and explain the concepts to visitors. The STEM Fair involves every school and is held in the Museum of Natural History or other iconic New York venues.
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- There are kind words and unkind words. (Class may generate kind words or statements that children might make toward others.)
- Kind words make people feel happy or nice, and unkind words can hurt their feelings.
- Sometimes people without disabilities use unkind words when talking about or to someone with a disability. This is hurtful.

Read the book *Thank You, Mr. Falker* by Patricia Polacco. Discuss how Trisha’s classmates’ use of unkind words made her feel.

Introduce person-first language by explaining:

- Sometimes people describe someone using only one characteristic.
- When we do this, others may think this is the only important thing to know about that person.

Give a personal example: “Someone might say about me that I am *(e.g., tall)*. But if they only knew this about me, what are all of the other things they’re missing?” Rephrase it for the students: “I am not a tall lady. I am a lady who is tall, and also _____ and _____ and ____.” Give other examples using characteristics about other adults in the classroom or the students.

Make the connection to person-first language and disability and provide examples. Ask: “What might they be missing by thinking of them as ____ vs. ______?” Connect directly to “Breaking Down Stereotypes” lesson as needed.

- Down Syndrome kid vs. kid with Down Syndrome
- Wheelchair lady vs. lady who uses a wheelchair
- Autistic person vs. person who has autism

Students draw a picture of themselves and list several characteristics about themselves. Label the picture with, “I am (Name) who is X, Y, Z”.

DON’T BE AFRAID TO ASK QUESTIONS.
OTHER SAMPLE ACTIVITIES

LANGUAGE AND PERCEPTION

Read a story about a person with a disability, who was talked about negatively or worried about others’ judgments. Students summarize the story through drawing or writing (provide graphic organizer if needed) and document how others’ language or ideas about the person made the character feel, and how they might act differently when interacting with the character.

MENTOR TEXTS

My Brother Charlie
by Holly Robinson Peete
(autism spectrum disorder)

- Ashley Wins the First Day of School
  by Angela Irick
- Thank You, Mr. Falker
  by Patricia Polacco
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- There are kind words and unkind words. (Class may generate kind words or statements that children might make toward others.)
- Kind words make people feel happy or nice, and unkind words can hurt their feelings.
- Sometimes people without disabilities use unkind words when talking about or to someone with a disability. This is hurtful.

Read the book *Thank You, Mr. Falker* by Patricia Polacco. Discuss how Trisha’s classmates’ use of unkind words made her feel.

Introduce person-first language by explaining:

- Sometimes people describe someone using only one characteristic.
- When we do this, others may think this is the only important thing to know about that person.
- Instead, we use “person-first language” because if we describe with a characteristic first, it makes others think that this is the only way to describe them, or the only thing they’re interested in. This can lead to stereotypes and treating people differently.

Give personal example: “Someone might say about me that I am _(e.g., tall)_ But if they only knew this about me, what are all of the other things they’re missing?” Rephrase it for the students: “I am not a tall lady. I am a lady who is tall, and also _____ and _____ and _____."

Give other examples using characteristics about other adults in the classroom or the students. For example:

- Really tall guy vs guy who is really tall (and also likes videogames)
- Redheaded kid vs kid with red hair who is really funny
- Shy girl vs girl who is shy and is also very kind to others

Ask what it is like to have one aspect of their personality made the most important aspect, and what things about them other people might not realize if they concentrated only on that one aspect.

Make the connection to person-first language and disability and provide examples. Ask: “What might they be missing by thinking of them as ______ vs. ______?” Connect directly to “Breaking Down Stereotypes” lesson as needed.

- Down Syndrome kid vs. kid with Down Syndrome
- Wheelchair lady vs. lady who uses a wheelchair
- Autistic person vs. person who has autism

THE POWER OF LANGUAGE
Students are given a paper and asked to write a description of themselves using one characteristic on the front and using person-first language and multiple characteristics on the back. Ask them to hold up the side they prefer. If some students prefer the front side, use this to launch a discussion of respecting self-directed language but using person-first language, when there aren’t other cues.

### OTHER SAMPLE ACTIVITIES

#### CLASS CONTRACT

As a class, create a “Words Matter” contract in which students pledge to use sensitive, thoughtful language when discussing disability and difference, as well as step in or ask an adult for help when others are not.

#### PERSON-FIRST PRACTICE

In small groups, students write and perform short role plays demonstrating the use of person-first language.

### MENTOR TEXTS

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author(s)</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish in a Tree</td>
<td>Lynda Mullaly Hunt</td>
<td>Learning disability</td>
</tr>
<tr>
<td>Thank you, Mr. Falker</td>
<td>Patricia Polacco</td>
<td>Learning disability</td>
</tr>
</tbody>
</table>

### IT IS IMPORTANT TO USE PERSON FIRST LANGUAGE.

The way we speak or write about someone greatly influences the images and attitudes we form about them.
JUST SAY HI: MAKING CONNECTIONS

BACKGROUND INFORMATION

- One of the most challenging parts of having a visible disability is the worry and reality of social rejection. For those with “invisible” disabilities (e.g., learning disabilities, mental health diagnoses, internal physical disabilities), challenges can include being doubted, misunderstood, or blamed for their disability or related challenges (i.e., someone with a language processing disorder may be told “they are just not listening hard enough”).

- People may avoid someone with a disability because they are scared or unsure about what to say or how to communicate with the person, and adults may discourage children from expressing curiosity about someone’s disability, out of worry of offending the person. However, these approaches can maintain a culture of stigma and isolation related to disability.

- Because one in five Americans has a disability, the chance is great that you will interact with someone with a disability. Most of us will know someone close who has a disability due to illness, injury, or the aging process.

- As with all people, it is important to treat people with disabilities how you would want to be treated — in a respectful way. “Disability etiquette” is a set of guidelines for interacting with people with disabilities, to address common situations that may arise.

- There are 10 simple guidelines for “disability etiquette” adapted from the United States Department of Labor Office of Disability Economic Policy Effective Interaction: Communicating With and About People with Disabilities in the Workplace (https://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm)

- When speaking with a person with a disability, talk directly to the person, not his or her companion or interpreter.

- Extend common courtesies to people with disabilities, e.g., offering to shake hands upon meeting or holding a door for someone right behind you.

- If you are having difficulty understanding what he or she is saying, ask the individual to repeat, rather than pretending to understand.

- Offer assistance if you believe it’s needed, but wait for your offer to be accepted before you try to help.

- Do not make assumptions about what that person can or cannot do. Listen to the person’s self-appraisal.

- If you are speaking to a person who is blind, be sure to identify yourself at the beginning of the conversation and announce when you are leaving. Don’t be afraid to use common expressions that refer to sight, such as, “See you later.”

- If you wish to get the attention of a person who is deaf, tap the person gently on the shoulder or arm. Look directly at the person, and speak clearly in a normal tone of voice. Keep your hands away from your face, and use short, simple sentences. If the person uses a sign language interpreter, speak directly to the person, not to the interpreter.
• Service animals are working, and it breaks their training to interact with others when they are on duty. If you encounter an individual with a service animal, such as a dog, please do not touch or distract the animal. When the animal is not working, some but not all owners may allow interaction.

• Never lean on or touch a person’s wheelchair or any other assistive device. A person’s assistive device is part of the person’s personal space, and it is jarring or disturbing for anyone to have his or personal space invaded. When possible, put yourself at the person’s eye level.

• You may need to repeat or rephrase what you say when you are talking with a person with a cognitive or intellectual disability.

• Relax. Treat the individual with the same respect and courtesy that you extend to others.

• BONUS: If you’re unsure what to do or how to act, that’s ok! Just ask.

OBJECTIVES

➤ Students will demonstrate an understanding of basic etiquette for interacting with someone with a disability.

➤ Students will learn how to initiate a conversation and identify common interests, when getting to know someone with a disability.

KEY TAKEAWAY

In order to create an inclusive environment, all community members should welcome others by saying hi.

GUIDING QUESTIONS

• How do you start a conversation with a person with a disability?

• Once you’ve said “hi”, how do you keep the conversation going?

• What are the “social rules” when interacting with someone with a disability?

PLANNING NOTES

• Some students may need help understanding the difference between saying hello and making conversation vs. friendship. Emphasize that it is polite and kind to say “hi” to all the members of our community. Friendships are based on common interests and not everyone in the community is friends with each other. Even if you are not friends with someone, it is the right thing to do to say “hello” and make conversation. The only way to find out if you share common interests with someone is to just say hi and start a conversation.
When discussing “disability etiquette”, acknowledge that etiquette varies by culture (for example, in some cultures it is disrespectful to maintain eye contact with someone older than you), and some people may not be able to follow all of the rules all of the time (for example, someone’s brain may have difficulty processing steady eye contact, so they may instead look generally in the other person’s direction, or away from them – this is different from not looking at the person out of boredom or unkindness). The “disability etiquette” shared above are suggestions for things to consider.

POTENTIAL PARTNER ORGANIZATIONS

Best Buddies works to enhance social partnerships between students with and without disabilities.

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Unified Theater works to have students with and without disabilities come together as equals to put on a production. The production is organized, written, and directed by students themselves. Students and faculty are trained and mentored through the 10 week production time by Unified Theater.
Students talking with an assistive communication device. Students who cannot speak may be given an evaluation and a recommendation for an IEP (Individual Educational Program) mandated device. These devices may have one button designed to speak one or a series of words. Or they may be a device with many semantic levels controlled by eye gaze, touch, or adapted input device. Whatever the complexity, these devices work to increase language, social interaction, and independence.
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- Sometimes we may not know how to start a conversation with a person with a disability.
- It’s okay to not know, but we always treat others with kindness and respect.
- You can start a conversation with a person with a disability in the same way you would with anyone: Just Say Hi!
- There are some special “rules” to remember when talking with a person with a disability, to make the conversation fun for both of you! This is called “disability etiquette”.

Introduce the idea of different ways to say hi. Have the class generate all the means that people use to say hi. Examples might include:

- Spoken speech, e.g. Hi, Hola, Ni-hao
- Gestures, e.g. waving, sign language, nodding
- Assistive technology, e.g. using a speech device

MENTOR TEXTS

Back to Front and Upside Down! by Claire Alexander (learning disability)

My Friend Suhana by Shaila Abdullah and Aanyah Abdullah (cerebral palsy)

Divide the class into pairs and have them demonstrate different ways to say “hi”. Discuss ways that greetings might change if someone has a disability. For example, if someone is in a wheelchair, you can sit in a chair across from them to be the same height. This will help both of you feel more comfortable.

Come back together and emphasize the importance of welcoming others with a greeting, including peers with disabilities.

- How do you start a conversation with someone with a disability? Just Say Hi!

OTHER SAMPLE ACTIVITIES

“DISABILITY ETIQUETTE”

Introduce simplified etiquette to students. Sample “social rules” for talking with a person with a disability:

- Body boundaries
- Big-kid voice
- Eye-to-eye
- Questions are ok
- Just say “hi”
Student-Centered Activity

Whole Group

Introduce the following concepts:

- Sometimes we may not know how to start a conversation with a person with a disability.
- It’s okay to not know, but we always treat others with kindness and respect.
- You can start a conversation with a person with a disability in the same way you would with anyone: Just Say Hi!
- There are some special “rules” to remember when talking with a person with a disability, to make the conversation fun for both of you! This is called “disability etiquette”.

Introduce the idea of different ways to say hi. Have the class generate all the means that people use to say hi. Examples might include:

- Spoken speech, e.g. Hi, Hola, Ni-hao
- Gestures, e.g. waving, sign language, nodding
- Assistive technology, e.g. using a speech device

Discuss the concept of etiquette, which are social rules that help everyone feel welcomed. Ask students to generate some of the etiquette around greetings. See Planning Notes regarding cultural and personal differences in etiquette. Examples might include:

- Look at someone when you’re talking to them
- Keep personal space boundaries
- Wait for people to finish speaking before you talk

Introduce the idea of “disability etiquette” and how there are some extra things to be thinking about when talking to a peer who might have difficulty with speaking or interacting. Ask students to generate rules of disability etiquette (use list in “Background Information” for reference). Examples:

- Don’t make assumptions
- Ask before you help
- Talk directly to the user at their eye level, not to the interpreter, attendant or friend
- Speak normally, e.g. don’t speak very loudly or too close
- Use person-first language unless the person has given you specific language to use
- Avoid potentially offensive terms and euphemisms
- Be mindful of personal space
- Don’t use others’ assistive devices unless offered, e.g. don’t lean on wheelchairs, talk on speech devices, etc.
- Wait for a response
Ask students to break into small groups and do a demonstration on saying hi to peers with disabilities. Assign each group a question/concern about interacting with a student with a disability. The group can generate the answer based on the class discussion. Sample questions/concerns include:

- I’m not sure how to talk to someone who uses a speech device.
- How do I say hi to someone who doesn’t use words?
- I feel like I don’t know what to say to someone in a wheelchair.
- It feels awkward to say hi to someone who doesn’t look at me.
- When I say hi, the other person doesn’t say anything back to me.

**OTHER SAMPLE ACTIVITIES**

**ASKING QUESTIONS ABOUT DISABILITY**

Invite an ADULT member of the school or outside the school community who has a disability to talk with the class about themselves. Before the visit, provide the students with basic background information about the person using person-first, factual language. Students generate a list of questions for the visitor. Teachers may help with appropriate phrasing if necessary; for example, students may wonder, “What’s wrong with your legs?”, which can be rephrased to “Why do you use a wheelchair?” Following the visit, students write about something they learned about the visitor. *This exercise can also be completed with a panel of people with varying disabilities, speaking with multiple classes.*

**MENTOR TEXTS**

- *El Deafo* by Cece Bell  
  (hearing impairment)
- *Wonder* by R.J. Palacio  
  (facial deformity)

**LEARNING THE “SOCIAL RULES” OF DISABILITY**

Students create posters illustrating the use of disability-related etiquette. Posters may be hung in the hallway or other common areas of the school, or presented to other classes.

**DON’T USE OTHERS’ ASSISTIVE DEVICES UNLESS OFFERED, E.G. DON’T LEAN ON WHEELCHAIRS, TALK ON SPEECH DEVICES, ETC.**
WELCOMING ENVIRONMENTS

BACKGROUND INFORMATION:

- Inclusion is defined as “the action or state of including or of being included within a group or structure.” It is described by some as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people, irrespective of race, gender, disability or other attribute which can be perceived as different.

- Accessibility is the word used to describe whether people of all abilities and disabilities can use a product.

- There are many examples of accessibility, some that might seem more obvious and some that might not.

- Physical Barriers: the physical structure prevents access

- Physical Accessibility: buildings that can be accessed by people using wheelchairs or walkers, clear routes in emergencies, alerts that can be seen and heard, counters low enough for people to reach, information posted at eye level, information in large font and raised text, playground equipment useable by children of different statures and using different assistive devices, accessible restrooms, hallways wide enough to turn around in, public transportation available, proximity of accessible parking, curb cuts, doors that aren’t too heavy and stay open, quiet and dark rooms for people with sensory challenges, voice recognition software, voice synthesizers/alternative communication devices

- Information Barriers: information is not provided in an accessible way

- Informational Accessibility: high contrast websites, screen reader, large text, alt text (text describing images), proper headings (screen readers can use headings), color choices (for people who are color-blind or visually impaired), making content accessible by keyboard alone, note-taker or notes provided, audiobooks

- Institutional Barriers: policies or procedures making it harder for everyone to participate (e.g. everyone has to take the same kind of test, everyone has to apply for a position in the same way)

- Institutional Accessibility: multiple ways to participate (e.g. in education, alternative assessments, extended time, modified assignments), changing of rules to make policies fair

- Attitudinal Barriers: prejudices and attitudes hold back everyone’s participation

- Attitudinal Accessibility: awareness of prejudices and working together to change things
KEY TAKEAWAY
Making environments accessible to people with disabilities is an important part of welcoming diversity.

1. Most students will find it easier to focus on physical barriers as opposed to other barriers, particularly institutional or attitudinal barriers. Guide the conversation around to include these barriers as well.

PARTNER ORGANIZATIONS.

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NYC Kids Project NYC Kids Project supports the conversation around inclusion and acceptance to children from pre K-6th grade using puppets and story-telling.

Unified Theater works to have students with and without disabilities come together as equals to put on a production. The production is organized, written, and directed by students themselves. Students and faculty are trained and mentored through the 10 week production time by Unified Theater.

Marquis Studios uses the arts to bring together students with and without disabilities to create a sense of community and connectivity within the school. Students work together to build skills and relationships in a teaching artist residency that meets once or twice a week for 6-8 weeks.

GUIDING QUESTIONS

- What are different barriers to individuals with disabilities participating fully in a community?
- What are different methods of making communities more accessible to everyone?
- How can institutions be set up to make people feel included or excluded?
- Who makes decisions about how institutions are set up?
- How can a community decide what changes need to be made to become more inclusive?

OBJECTIVES

Students will be able to identify types of barriers that keep communities exclusive.

Students will identify methods of making environments accessible.

Students will explore the process of making environments accessible.

PLANNING NOTES

- Most students will find it easier to focus on visible disabilities as opposed to invisible disabilities. Encourage this exploration and brainstorming. Guide the conversation around to impairments other than physical impairments, such as learning challenges, social difficulties, or sensory difficulties.
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- Sometimes people need special tools or changes in their environment. These tools or changes are called “accommodations”, and allow the person to participate equally in community activities.

- When the environment cannot be changed, it can prevent people from being an equal member of the community.

- When this happens, these are called “barriers”. A barrier is something that gets in the way.

- “Accessible” means that someone is able to have equal access to something, and “inaccessible” means they do not.

Discuss examples of the types of barriers that keep environments from being accessible. For example, when someone in a wheelchair needs to cross the street, the sidewalk may be too tall to do so. If they tried to cross, they might injure themselves or others. This barrier might prevent them from being able to go out and run errands, such as going to the grocery store or walking their dog.

As a group, students think of ways their classroom is accessible and ways it is not accessible. Prompting questions:

- If a friend who had trouble (seeing, talking, learning, hearing) came to visit us, would they be able to enjoy all the parts of the classroom?

  ➤ **Hearing impairment**
  PA system

  ➤ **Vision impairment**
  small text on the board

  ➤ **Sensory sensitivity**
  bristles on a rug

  ➤ **Physical impairment**
  stairs to the playground

Students draw a picture of an idea to make the classroom more accessible.

OTHER SAMPLE ACTIVITIES

ACCESSIBLE SCHOOL

In whole group or small groups, students walk around the school or floor and note (with an adult’s assistance) where the environment is accessible and inaccessible. Back in the classroom, students discuss possible accommodations for the inaccessible aspects of the environment.
ASSISTIVE TECHNOLOGY

Explain to students that assistive technology can be a simple or complex tool that helps people access their environment (e.g. speech devices, walkers, racing wheelchairs for sports, screen readers). Give students materials to come up with an example of a tool that can help them in their daily lives.

MENTOR TEXTS

Don’t Call Me Special by Pat Thomas
(physical disability)
STUDENT-CENTERED ACTIVITY

WHOLE GROUP

Introduce the following concepts:

- Sometimes people need special tools or changes in their environment.

- These tools or changes are called “accommodations”, and allow the person to participate equally in community activities.

- When the environment cannot be changed, it can prevent people from being an equal member of the community.

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Discuss examples of the types of barriers that keep environments from being accessible. For example, when someone in a wheelchair needs to cross the street, the sidewalk may be too tall to do so. If they tried to cross, they might injure themselves or others. This barrier might prevent them from being able to go out and run errands, such as going to the grocery store or walking their dog.

In small groups, students walk around the classroom and identify ways their classroom is accessible and ways it is not accessible. Prompting questions:

- If a friend who had trouble (seeing, talking, learning, hearing) came to visit us, would they be able to enjoy all the parts of the classroom?

  - **Hearing impairment**
    - PA system

  - **Vision impairment**
    - small text on the board

  - **Sensory sensitivity**
    - bristles on a rug

  - **Physical impairment**
    - stairs to the playground

Students draw a picture of an idea to make the classroom more accessible.
ACCESSIBLE MEANS THAT SOMEONE IS ABLE TO HAVE EQUAL ACCESS TO SOMETHING. INACCESSIBLE MEANS THEY DO NOT.

OTHER SAMPLE ACTIVITIES

ACCESSIBLE SCHOOL

Students are provided a map of the school. Take a walking tour and note where the environment is accessible and inaccessible. For example, at the front door, students may note “Ramp outside door”.

ASSISTIVE TECHNOLOGY

Explain to students that assistive technology can be a simple or complex tool that helps people access their environment (e.g. speech devices, walkers, racing wheelchairs for sports, screen readers). Give students materials to come up with an example of a tool that can help them in their daily lives.

MENTOR TEXTS

Rain Reign by Ann M. Martin
(autism spectrum disorder)

Wonder by R.J. Palacio
(facial deformity)
Interested in learning more about disability and inclusion? Want to direct students who are hungry for more information? Here is a list of multi-media information that will give you more resources.

**BOOKS AND STORIES**

**GRADES K-2**

- Ashley Wins the First Day of School by Angela Irick (physical disability)
- Back to Front and Upside Down by Claire Alexander (learning disability)
- Brian’s Bird by Patricia Davis (visual impairment)
- Don’t Call Me Special by Pat Thomas (physical disability)
- Ian’s Walk by Laurie Lears (autism spectrum disorder)
- Keisha’s Doors by Marvie Ellis (autism spectrum disorder)
- My Brother Charlie by Holly Robinson Peete (autism spectrum disorder)
- My Friend Suhana by Shaila Abdullah and Aanyah Abdullah (cerebral palsy)
- Sosu’s Call by Meshack Asare (physical disability)
- Thank you, Mr. Falke by Patricia Polacco (learning disability)
- We’ll Paint the Octopus Red by Stephanie Stuve-Bodeen (Down syndrome)
- What’s Wrong with Timmy? By Maria Shriver (intellectual disability)

**GRADES 3-5**

- Dad, Jackie, and Me by Myron Uhlberg (hearing impairment)
- El Deafo by Cece Bell and David Lasky (hearing impairment)
- Fish in a Tree by Lynda Mullaly Hunt (learning disability)
- Handbook for Dragon Slayers by Merrie Haskell (physical disability)
- Ian’s Walk by Laurie Lears (autism spectrum disorder)
- Keisha’s Doors by Marvie Ellis (autism spectrum disorder)
- Rain Reign by Ann M. Martin (autism spectrum disorder)
- Rules by Cynthia Lord (autism spectrum disorder)
- Thank you, Mr. Falke by Patricia Polacco (learning disability)
- What’s Wrong with Timmy? by Maria Shriver (intellectual disability)
- Wonder by R.J. Palacio (facial deformity)
APPENDIX A
ADDITIONAL RESOURCES (CON’T)

VIDEOS AND MULTI-MEDIA


Beyond Limits: Amputee Andre Kajlich is Inspiration to Others by Epic Victories Productions http://epicvictories.com/beyond-limits-amputee-andre-kajlich-is-inspiration-to-others/ (amputation)

Disability Awareness Film posted by 7 Stream Media (Basingstoke & District Disability) https://www.youtube.com/watch?v=aJssu_PAw4w (varied)

How a Golden Retriever Saved Army Veteran Luis Montalvan posted by Smile TV Group https://www.youtube.com/watch?v=R2lJtPNwZPI (post-traumatic stress disorder)

Stella Young: I’m Not Your Inspiration, Thank You Very Much posted by TedxSydney https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en (contains profanity) (physical disability)

In honor of National Disability Awareness Month posted by Brookhaven Lab https://www.youtube.com/watch?v=exmiTRdwJm4 (physical disability)

Including Samuel. A documentary about the Habib family’s efforts to make all aspects of their daily life accessible to their son with cerebral palsy. Trailer and resources available on website. http://www.includingsamuel.com/ (cerebral palsy)

It’s Our Story. Videos of individuals with disabilities telling their stories. http://www.youtube.com/user/itsourstoryproject


No Limits Tahoe. A group of friends with physical impairment climb Yosemite, skis the High Sierras, and paddles in the ocean. Beyond the Barriers, posted by touchthetop Clip: https://www.youtube.com/watch?v=al4kpNpYLoK) (paraplegia, amputation)

Seconds Matter – Arthritis Awareness Video. https://www.youtube.com/watch?v=6-iVnP_YyAQ (arthritis)

We’re More Alike than Different. https://www.youtube.com/watch?v=–cA3t1HW1Ow (Down syndrome)

WEBSITES

**Beyond Affliction: The Disability History Project.** NPR’s website including audio excerpts and images on disability history. [http://www.npr.org/programs/disability/ba_shows.dir/index_sh.html](http://www.npr.org/programs/disability/ba_shows.dir/index_sh.html)

**Building the Legacy: Individuals with Disabilities Education Act 2004.** Description of federal legislation mandating equal access to educational opportunity for students with disabilities. Website includes regulations, resources, and training. [http://idea.ed.gov/](http://idea.ed.gov/)


**Disability and Health.** The Centers for Disease Control website provides statistics and resources on disability, health, and inclusion in America. [http://www.cdc.gov/ncbddd/disabilityandhealth/index.html](http://www.cdc.gov/ncbddd/disabilityandhealth/index.html)

**Disability and Inclusion: Resources for Museum Studies Programs.** Art Beyond Sight website includes modules and multimedia resources regarding accessibility in museums. [http://www.ar tbeyondsight.org/dic/>](http://www.ar tbeyondsight.org/dic/>)


**Disability History Museum.** The website includes a library in two parts: a document collection and a visual still collection: [http://www.disabilitymuseum.org](http://www.disabilitymuseum.org)

**Disability is Natural.** Resources from the social model of disability perspective including original material on People-First Language. [https://www.disabilityisnatural.com/](https://www.disabilityisnatural.com/)

**Disability Social History Project.** Website about heroes in the disability movement, a disability history timeline, and links to source material. [http://www.disabilityhistory.org/index.html](http://www.disabilityhistory.org/index.html)


**EveryBody: An Artifact History of Disability in America.** Smithsonian website uses artifacts to explore the presence of disability in American History. Poster downloads available. [https://everybody.si.edu/](https://everybody.si.edu/)
APPENDIX A
ADDITIONAL RESOURCES (CON’T)


Museum of disABILITY History. Educational Resources include lesson plans for K-12 linked to NYS Learning Standards. http://museumofdisability.org/educational-resources/


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FOCUS QUESTIONS: What does it mean to have an ability? What does it mean to have a disability?

LESSON OBJECTIVE
Students will explore the variety of abilities and disabilities that individuals have and discuss different ways that people have viewed disability.

RESOURCES/MATERIALS
- **We'll Paint the Octopus Red** by Stephanie Stuve-Bodeen
- Video Clip: “We’re More Alike Than Different” [http://morealikethandifferent.com](http://morealikethandifferent.com)

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
Provide students with examples of some difficulties people with disabilities may encounter. Share tools or strategies that may assist the person with an impairment. Give age-appropriate examples.

Someone who cannot see may need glasses or books with large text.

Someone who gets overwhelmed by lights or sounds might use headphones for a quieter environment, dim the lights to feel calm, or use a fidget or other toy to help them calm down.

Someone who has a physical disability might use a wheelchair, a walker, ramps, or automatic doors.

MODEL/TEACH (10 MINUTES)
Introduce the concepts that different people have different abilities - everyone has strengths and also things that are hard for them. We treat all people with respect regardless of their abilities.

Read **We’ll Paint the Octopus Red** by Stephanie Stuve-Bodeen and ask the students to think about what Emma learns throughout the book about her baby brother Isaac’s disability. What are some examples of activities or interests that Isaac and Emma will be able to participate in together?
Further develop the conversation to include supports for other disabilities as listed below:

» **Vision impairment**
  glasses, large text, service animal

» **Hearing impairments**
  sign language, hearing aids, closed captioning, voice to text

» **Social difficulties**
  understanding and education that helps others welcome different ways of interacting

» **Sensory difficulties**
  spaces that are quiet and calm

» **Learning disabilities**
  different types of instruction to learn to read, write, or do math

» **Physical disabilities**
  wheelchair, walker, ramps, automatic doors

**GROUP INDEPENDENT WORK**
(10 MINUTES)
Have students draw a picture of tools that can help people in their environment (children may write about the tools as well). Share in small groups or as a class.

**SELF-REFLECTION** (5 MINUTES)
Following a class discussion about different tools or technology that people with disabilities may use, students have an opportunity to “invent” a special tool or technology. Students build, draw or otherwise create their tool and share with their classmates.

**KEY TAKEAWAY**
The definitions of ability and disability change depending on many factors.
FOCUS QUESTIONS: What are stereotypes? Do they help or hurt? What kind of things can people with disabilities do?

LESSON OBJECTIVE
Students will learn about how language, beliefs, customs, and traditions help shape one’s identity.

RESOURCES/MATERIALS
- VENN Diagram worksheet
- Video about a girl named Phoebe, who has cerebral palsy: https://www.youtube.com/watch?v=CL8GMxRW_5Y

INTRODUCE THE LESSON/MOTIVATE STUDENTS (10 MINUTES)
Introduce the idea that in addition to everyone believing in different things, having different traditions etc, everyone has different strengths and weaknesses or things that are hard for them. Some people need tools or strategies to help make some of the hard things easier for them.

Watch the video about a girl named Phoebe, who has cerebral palsy: https://www.youtube.com/watch?v=CL8GMxRW_5Y

MODEL/TEACH (10 MINUTES)
Ask students to pay attention to the things Phoebe talks about that people think she can’t do and the things that Phoebe shares that she can do.

Have the students turn and talk to one another about what they learned from Phoebe. How is she similar to you?

Students share with the class examples that they discussed with one another.

GROUP INDEPENDENT WORK (15 MINUTES)
Students play a game “What we have in common” in which students move to different areas in the room based on commonalities, those with similar clothing, favorite foods, birthdays etc.

Students to create a VENN diagram comparing and contrasting themselves to Phoebe. Labeling the map as Me, Things In Common, Phoebe.

Remind students that when they compare and contrast themselves to someone, it can be based on a number of things: how they look, things that they like, things that you can and can’t do etc.
All students answer the question “How is what you learned about the differences between people important to you when it comes to how you treat others?”

Students to present their VENN diagrams to the class.

**SELF-REFLECTION (5 MINUTES)**

After students have presented to the class, ask the questions:

- Did anyone realize if they and another member of their table were similar in any way?
- Do you look the same in any way?
- Are you able to do or like any of the same things?

**KEY TAKEAWAY**

Stereotypes about individuals with disabilities are often negative. Recognizing stereotyped assumptions and challenging them benefits all members of a community.
FOCUS QUESTIONS: How can words have power? What is person-first language and why should it be used?

LESSON OBJECTIVE
Learn about appropriate language and the impact of our words. Learn about the importance of person-first language.

RESOURCES/MATERIALS
- The teacher will read the book, Thank you, Mr. Falker by Patricia Palacco.

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
When speaking to others, it is necessary to think about one's word choice. Words are very strong. Ask students to think about what it's like to have one aspect of their personality made the most important aspect, and what things about them other people might not realize if they concentrated only on one aspect.

MODEL/TEACH (15 MINUTES)
The teacher will read the book, Thank you, Mr. Falker by Patricia Palacco.

The teacher will stop and jot, and think aloud while reading and point out sections of the text that relate to word choice and the power of language. Students will discuss and analyze text elements that reflect concepts recently discussed.

The teacher will introduce person-first language and explain. Sometimes people describe someone using only one characteristic. When we do this, others may think this is the only important thing to know about that person.

Example: The red-haired kid vs. the boy with the red hair who is really funny.
Make the connection to person-first language and disability and provide examples. Ask: “What might they be missing by thinking of them as _____ vs. ______?” Connect directly to “Breaking Down Stereotypes” lesson as needed.

- Down Syndrome child vs. child with Down Syndrome
- Wheelchair lady vs. lady who uses a wheelchair
- Autistic person vs. person who has autism

**GROUP INDEPENDENT WORK (10 MINUTES)**

Students draw a picture of themselves and list several characteristics about themselves. Label the picture with, “I am (Name) who is X, Y, Z”.

Have students break out into small groups to share their pictures and describe themselves in person-first language.

**SELF-REFLECTION (10 MINUTES)**

As a class, students will create a Words Matter Contract and each group will pledge to use thoughtful language when discussing differences or disabilities.

**KEY TAKEAWAY**

Language can be used to make people feel excluded and included, comfortable and uncomfortable.
FOCUS QUESTION:
How do you start a conversation with a person with a disability?

LESSON OBJECTIVE
Students will demonstrate an understanding of basic etiquette for interacting with someone with a disability.

Students will learn how to initiate a conversation and identify common interests, when getting to know someone with a disability.

RESOURCES/MATERIALS
- My Friend Suhana by Shaila Abdullah and Aanyah Abdullah

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
Post pictures around the room that show different ways people can make connections with each other, such as spoken speech, gestures (waving, sign language), assistive technology (speech device).

Talk about how each can be used to make connections and how people who use different modes of communication (such as assistive technology and spoken speech) can start a conversation with each other.

MODEL/TEACH (10 MINUTES)
Introduce the idea that sometimes we may not know how to start a conversation with a person with a disability and that it’s ok not to know, but we always treat others with kindness and respect. You can start a conversation with a person with a disability in the same way you would with anyone, Just Say Hi!

Read My Friend Suhana by Shaila Abdullah and Aanyah Abdullah and ask the students to think about the ways Suhana and her friend make connections with each other and enjoy their common interests.

Further develop the conversation to introduce “a handshake” to students.

Sample “Social rules” for talking with a person with a disability

» Body boundaries

» Big-kid voice

» Eye-to-eye

» Questions are OK

» Just Say “HI”
GROUP/INDEPENDENT WORK
(10 MINUTES)
Ask the students to pair up and discuss a time when they met someone new for the first time (like the first day of school) and talk about how they were able to make connections with a new friend.

Have the students list all the ways they can think of to communicate hi, such as waving, smiling, a handshake, speaking (and all the possible languages that they can Just Say Hi in).

SELF-REFLECTION (5 MINUTES)
Ask the students to think how it feels if people say/communicate hi to you (happy, excited, nervous) and how does it feel when people don’t say hi or include you (sad, angry, scared).

KEY TAKEAWAY
In order to create an inclusive environment, all community members should welcome others by saying hi.
FOCUS QUESTIONS: What makes an environment welcoming for all? What are common barriers?

LESSON OBJECTIVE
As a group, students think of ways their classroom is accessible and ways that it is not.

Students will think about if a friend who had trouble (seeing, talking, learning, hearing) came to visit the classroom, would they be able to enjoy all parts of the classroom?

RESOURCES/MATERIALS
• Don’t Call Me Special by Pat Thomas
• Video Clip: “Just Ask” - Sensory Disability Awareness, posted by 7 Stream Media https://www.youtube.com/watch?v=LU0dQXJ-YQ

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
Discuss examples of the types of barriers that keep environments from being accessible. For example, when someone in a wheelchair needs to cross the street, the sidewalk may be too tall to do so. If they tried to cross, they might injure themselves or others. This barrier might prevent them from being able to go out and run errands, such as going to the grocery store or walking the dog.

MODEL/TEACH (10 MINUTES)
In a whole group or small groups, students walk around the school or floor and note (with an adult’s assistance) where the environment is accessible and inaccessible. Back in the classroom, students discuss possible accommodations for the inaccessible aspects of the environment.

Watch “Just Ask”.

Read Don’t Call Me Special by Pat Thomas and ask the students to think about the ways environments can be made more welcoming, such as the types of equipment that can help people with disabilities.
If a friend who had trouble (seeing, talking, learning, hearing) came to visit us, would they be able to enjoy all the parts of the classroom?

- **Vision impairment**
  small text on the board

- **Hearing impairments**
  PA system

- **Physical impairment**
  stairs to the playground

- **Sensory sensitivity**
  bristles on a rug

**GROUP INDEPENDENT WORK (10 MINUTES)**
Ask the students to draw a picture of an idea to make their classroom and/or school building and/or playground more accessible. Ask the students to pair up and discuss their drawings.

**SELF-REFLECTION (5 MINUTES)**
As a class, discuss what can you do to make a difference in creating a more accessible future.

How can you apply your accessible classroom ideas to the greater community?

**KEY TAKEAWAY**
Making environments accessible to people with disabilities is an important part of welcoming diversity.
FOCUS QUESTION: What are visible and invisible disabilities?

LESSON OBJECTIVE
Students will explore the variety of abilities and disabilities that individuals have and their effects both individually and societally.

RESOURCES/MATERIALS
• Thank You, Mr. Falker by Patricia Polacco
• People listed in Appendix C

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
Post pictures of people with and without disabilities. (Refer to Appendix C for list of people with disabilities). Ask students to predict who they believe has a disability. Reflect on why they thought the person had or did not have a disability. How do they think that disability affects them?

MODEL/TEACH (10 MINUTES)
Introduce the idea that there are disabilities that are ‘visible’ (such as visual impairment and physical impairment) and disabilities that are ‘invisible’ as they will see in the reading of the story, Thank You Mr. Falker by Patricia Polacco.

Ask them about any ‘invisible’ disabilities they have heard of or have experienced within their families and community. Ask them to predict what might be the ‘invisible’ disability the character in the book might have.

Read the beginning sections of the text that elicit the students’ understanding of the character’s strengths (e.g. ability to draw, desire to learn) and her challenges (e.g. difficulty in reading).

Discuss what types of tools and supports can change how disabling an impairment is. Ask students what possible solutions they could come up with to support the character Trisha, in the book, Thank You Mr. Falker by Patricia Polacco.
Further develop the conversation to include supports for other disabilities as listed below:

» **Vision impairment**
  glasses, large text, service animal

» **Hearing impairments**
  sign language, hearing aids, closed captioning, voice to text

» **Social difficulties**
  understanding and education that helps others welcome different ways of interacting

» **Sensory difficulties**
  spaces that are quiet and calm

» **Learning disabilities**
  different types of instruction to learn to read, write, or do math

» **Physical disabilities**
  wheelchair, walker, ramps, automatic doors

**GROUP/INDEPENDENT WORK (15 MINUTES)**

Following a class discussion about different tools or technology that people with disabilities may use, students have an opportunity to “invent” a special tool or technology. Students create an “advertisement” for the tool that illustrates the tool, identifies who it might be helpful for, and explains its utility.

**SELF-REFLECTION (5 MINUTES)**

Have students share with a small group (or partner) their ‘special tool’. Ask them to describe in their own words how they see the tool helping the person with the disability. Ask them to elicit suggestions from their partners.

**KEY TAKEAWAY**

The definitions of ability and disability change depending on many factors.
FOCUS QUESTIONS: What are stereotypes? Do they help or hurt? What kinds of things can people with disabilities do?

LESSON OBJECTIVE
Students will learn about how language, beliefs, customs, and traditions help shape one’s identity.

RESOURCES/ MATERIALS
- Video Clip: Jason Benetti TSA Video
- Video Clip: “Just Ask” - Sensory Disability Awareness, posted by 7 Stream Media https://www.youtube.com/watch?v=LU0dQXJ-YQM
- People listed in Appendix C

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
Watch the Jason Benetti TSA clip. Ask students to think about:

- Do you think the security guard has preconceived notions of Jason?
- What could Jason and the security guard have done differently to improve their interaction?
- Have you ever had a time when you’ve been judged by the way you look or the way you dressed? How did you respond?

MODEL/TEACH (10 MINUTES)
Ask students what common stereotypes about girls and boys are. Ask students whether or not stereotypes are completely, partially, or not true at all.

Discuss with students that often times we have ideas about people with disabilities that might not always be true. We might think:

- A person with a disability can’t do a certain type of job
- A person with a disability can’t carry out certain tasks by themselves
- A person who has one type of impairment (e.g. physical) also has other types of impairments (e.g. cognitive)

Provide students with the table (found in Appendix C) of famous people with disabilities. Ask them to think about what was the most surprising to them about the famous person and their disability matched with their occupation. A sample discussion question could be, what assumptions might people make about someone with this particular disability?
GROUP INDEPENDENT WORK
(10 MINUTES)
Tell them that they are about to watch a video, “Just Ask,” about a young man named Alex with a visual impairment and a girl named Sky, who wears hearing aids and is deaf.

As a whole class or in small groups, students write down “myths” or stereotypes that they have about people with the types of disabilities in the video, and “facts” that they know about what those with disabilities can actually do.

SELF-REFLECTION (5 MINUTES)
Have the students pair up and discuss: How does the media portray different types of disabilities? How does the media reinforce stereotypes? How could the media work to help break down stereotypes?

KEY TAKEAWAY
Stereotypes about individuals with disabilities are often negative. Recognizing stereotyped assumptions and challenging them benefits all members of a community.
APPENDIX B
POWER OF LANGUAGE

FOCUS QUESTIONS: How can words have power? What is person-first language and why should it be used?

LESSON OBJECTIVE
Learn about appropriate language and the impact of our words. Learn about the importance of person-first language.

RESOURCES/MATERIALS
• Thank You, Mr. Falker by Patricia Polacco

INTRODUCE THE LESSON/ MOTIVATE STUDENTS
(5 MINUTES)
When speaking to others, it is necessary to think about ones’ word choice. Words are very strong. Ask students to think about what it’s like to have one aspect of their personality made the most important aspect, and what things about them other people might not realize if they concentrated only on one aspect.

MODEL/TEACH (15 MINUTES)
The teacher will read the book, Thank You, Mr. Falker by Patricia Polacco.

The teacher will stop and jot, and think aloud while reading and pointing out sections of the text that relate to word choice and the power of language. Students then discuss and analyze text elements that reflect concepts recently discussed.

The teacher will introduce person-first language and explain. Sometimes people describe someone using only one characteristic. When we do this, others may think this is the only important thing to know about that person.

Example: The red headed kid vs. the boy with the red hair who is really funny.
Make the connection to person-first language and disability and provide examples. Ask: “What might they be missing by thinking of them as ______vs. ______?”

- Down Syndrome child vs. child with Down Syndrome.
- Wheelchair lady vs. lady who uses a wheelchair.
- Autistic person vs. person who has autism.

**GROUP/INDEPENDENT WORK (15 MINUTES)**

Students will discuss experiences in which they have used poor word choices in the past and help one another provide solutions for future choices.

The teacher will provide examples first and have students complete the Statement vs. Person-First Statement chart.

Students who have difficulty applying the concept can create a Multi-Flow Thinking Map to analyze the causes and effects of their word choices. Or can create a Tree Map to include kind words and unkind words to show difference in the power of word choice and language.

**SELF-REFLECTION (10 MINUTES)**

As a class, students will create a Words Matter Contract and each group will pledge to use thoughtful language when discussing differences or disabilities.

**KEY TAKEAWAY**

Language can be used to make people feel excluded and included, comfortable and uncomfortable.
FOCUS QUESTIONS: How do you start a conversation with a person with a disability? What is the etiquette for interacting with a person with a disability?

LESSON OBJECTIVE
Students will learn how to initiate a conversation with a person with a disability and identify common interests, when getting to know someone with a disability.

Students will demonstrate an understanding of basic etiquette for interacting with someone with a disability.

RESOURCES/ MATERIALS
- Video Clip: Just Say Hi Wynton and Tom http://yourcpf.org/videos-we-love/wynton-marsalis-tom-ellenson/

INTRODUCE THE LESSON/MOTIVATE STUDENTS (5 MINUTES)
Watch the Just Say Hi Wynton and Tom video.

Discuss the ways in which Wynton and Tom communicate and find common interests.

MODEL/TEACH (10 MINUTES)
Discuss the concept of etiquette, which are social rules that help everyone feel welcomed, and generate some of the etiquette around greetings.

Introduce the idea of “disability etiquette” and how there are some extra things to be thinking about when talking to a peer who may have difficulty with speaking or interacting. Ask students to generate rules of disability etiquette.
GROUP INDEPENDENT WORK
(10 MINUTES)
Ask students to break into small groups and do a demonstration on saying hi to peers with disabilities. Assign each group with a question/concern about interacting with a student with a disability. The group can generate the answer based on the class discussion.

Sample questions/concerns include:

- I’m not sure how to talk to someone who uses a speech device.
- How do I say hi to someone who doesn’t use words?
- I feel like I don’t know what to say to someone in a wheelchair.
- It feels awkward to say hi to someone who doesn’t look at me.
- When I say hi, the other person doesn’t say anything back to me.

SELF-REFLECTION (5 MINUTES)
As a class, discuss: Once you’ve said “hi”, how do you keep the conversation going? What are the most important social rules to remember when interacting with someone with a disability?

KEY TAKEAWAY
In order to create an inclusive environment, all community members should welcome others by saying hi.
APPENDIX B
WELCOMING ENVIRONMENTS

FOCUS QUESTIONS: What makes an environment welcoming for all? What are common barriers, including physical, informational, institutional and attitudinal?

LESSON OBJECTIVE
Students will explore the process of making environments accessible.

RESOURCES/ MATERIALS
- School Map, pen/pencil, clipboards for groups.

INTRODUCE THE LESSON/MOTIVATE STUDENTS (10 MINUTES)
Define the terms:
- Accommodations – special tools or changes to an environment.
- Barriers – something that gets in the way.
- Accessible – describes whether people of all abilities and disabilities can use a product or access their environment.

Watch the video, JSH Zach Anner and the Rainbow Bagel. There are many examples of accessibility, some may be more obvious than others. As a class discuss his journey and what you learned from the video.

MODEL/TEACH (10 MINUTES)
Discuss “accessible design” and what that means for access at your school.

If a friend who had trouble (seeing, talking, learning, hearing) came to visit us, would they be able to enjoy all the parts of the classroom?

- Vision impairment
  Small text on the board
- Hearing impairments
  PA system
- Physical impairment
  stairs to the playground
- Sensory sensitivity
  bristles on a rug
GROUP INDEPENDENT WORK
(20 MINUTES)
Students are provided a map of the school and accessibility checklist. In small groups students walk around the school and identify ways the school is accessible or not.

In teams of 4, plan your own ‘Bagel Quest’. Choose a starting point, a destination, and the path you would need to use if you were making the quest in a wheelchair.

An example of a quest could be going from your classroom to the cafeteria or library. Create a map of what you expect your route to be, use the map and accessibility checklist to mark any changes in your route and unexpected obstacles.

Items to note on your quest:

- Document how the buildings themselves are built to accommodate for disabled persons.
- Document if something was retrofitted to be handicap accessible, or if it was designed from the start to be accessible.

As a team, present your findings through video or photo journal.

SELF-REFLECTION (10 MINUTES)
As a class, discuss your experience and findings and how they were similar or different to Zach’s.

What did you discover about what’s working, and what’s not working? What can you do to make a difference in creating a more accessible future?

KEY TAKEAWAY
Making environments accessible to people with disabilities is an important part of welcoming diversity.
APPENDIX C

BREAKING DOWN STEREOTYPES

SAMPLE ACTIVITY

Following is a list of famous people with disabilities. Mix up the names, occupations and disabilities and get students to re-arrange them into the correct columns. What effect did the disability have on these people and their way of life? (This may require some research.) Do students personally know anyone with a disability? Does it keep them from doing what they want to do?

<table>
<thead>
<tr>
<th>NAME</th>
<th>OCCUPATION</th>
<th>DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agatha Christie</td>
<td>Mystery writer</td>
<td>Epilepsy</td>
</tr>
<tr>
<td>Beethoven</td>
<td>Composer</td>
<td>Deaf</td>
</tr>
<tr>
<td>Chris Burke</td>
<td>Actor</td>
<td>Down Syndrome</td>
</tr>
<tr>
<td>Christopher Reeves</td>
<td>Actor</td>
<td>Quadriplegia</td>
</tr>
<tr>
<td>David Helfgott</td>
<td>Pianist</td>
<td>Psychiatric disability</td>
</tr>
<tr>
<td>Derrick Coleman</td>
<td>NFL Player</td>
<td>Deaf</td>
</tr>
<tr>
<td>Douglas Bader</td>
<td>Fighter Pilot</td>
<td>Physical impairment (amputee)</td>
</tr>
<tr>
<td>Franklin Roosevelt</td>
<td>US President</td>
<td>Physical impairment from polio</td>
</tr>
<tr>
<td>Handel</td>
<td>Composer</td>
<td>Epilepsy</td>
</tr>
<tr>
<td>Helen Keller</td>
<td>Teacher</td>
<td>Blind and deaf</td>
</tr>
<tr>
<td>Itzhak Perlman</td>
<td>Violinist</td>
<td>Polio</td>
</tr>
<tr>
<td>Jacqueline Du Pre</td>
<td>Cellist</td>
<td>Multiple Sclerosis</td>
</tr>
<tr>
<td>Julius Caesar</td>
<td>Roman Emperor</td>
<td>Epilepsy</td>
</tr>
<tr>
<td>Louis Braille</td>
<td>Inventor</td>
<td>Vision impairment</td>
</tr>
<tr>
<td>Marli Matlin</td>
<td>Actress</td>
<td>Deaf</td>
</tr>
<tr>
<td>Napoleon</td>
<td>General</td>
<td>Epilepsy</td>
</tr>
<tr>
<td>Ray Charles</td>
<td>Singer</td>
<td>Blind</td>
</tr>
<tr>
<td>RJ Mitte</td>
<td>Actor</td>
<td>Cerebral Palsy</td>
</tr>
<tr>
<td>Steady Eddie</td>
<td>Comedian</td>
<td>Cerebral Palsy</td>
</tr>
<tr>
<td>Stephen Hawking</td>
<td>Physicist</td>
<td>Wheelchair user, Lou Gehrig's Disease</td>
</tr>
<tr>
<td>Stevie Wonder</td>
<td>Singer</td>
<td>Blind</td>
</tr>
<tr>
<td>Temple Grandin</td>
<td>Professor</td>
<td>Autism</td>
</tr>
<tr>
<td>Tom Cruise</td>
<td>Actor</td>
<td>Dyslexia</td>
</tr>
</tbody>
</table>
ACCESS TO THE ARTS

The discipline of learning an instrument, playing music in a group, singing songs or just listening to music is more than a diversion. Music can effect behavior, language acquisition, speech, social connections, and uncontrollable movements. Teachers make adaptations for students so everyone can participate musically.