

LESSON 1.4e – Disability Data

Learning Objectives:

Unit 1: Awareness / Orientation to the Curriculum

- A. Identifying and understanding various types of disabilities
- C. Understanding differences among individuals and the ways in which attitudes, fears, and stereotypes are formed
- D. Identifying what inclusion means in a family, school, and community

Materials:

- Reading Material (see list)
- Portrait Worksheet
- Disability Data Worksheet
- Disability Types Signs

Time:

Two class sessions with homework assignment between sessions

Setting:

Large or small group work (depending on age group), and individual homework

Directions:

Lesson Preparation

Refer to the suggested implementation for younger and older students listed below and prepare classroom materials as needed.

Lesson Implementation

In this activity, students will identify various types of disabilities and make personal connections to people they know who have disabilities. Select one of the books listed below to read aloud to the class.

Picture Books –

- *Dad and Me in the Morning* by Pat Lakin – One of the main characters is Deaf.
- *Lee, the Rabbit with Epilepsy* by Deborah M. Moss – The main character has epilepsy.
- *Looking After Louis* by Lesley Ely – The main character has autism.
- *Mama Zooms* by Jane Cowen-Fletcher – One of the main characters uses a wheelchair.
- *My Friend Isabelle* by Eliza Woloson – One of the main characters has Down Syndrome.
- *Never Sell Yourself Short* by Stephanie Riggs – A photo-essay about a 14 year old boy who has achondroplasia, a type of dwarfism.
- *Russ and the Firehouse* by Janet Elizabeth Rickert – The main character has Down Syndrome.
- *Susan Laughs* by Jeanne Willis – The main character uses a wheelchair.
- *The Alphabet War: A Story about Dyslexia* by Diane Burton Robb – The main character has dyslexia.
- *The Hickory Chair* by Lisa Rowe Fraustino – The main character is blind.
- *The Secret Code* by Dana Meachen Rau – The main character is blind.
- *The Wonderful World of Independent Living* developed by the Vermont SILC and illustrated by Marissa McNickle – A coloring book about Disability Rights and Independent Living (contact the Vermont SILC for copies).
- *We'll Paint the Octopus Red* by Stephanie Stuve-Bodeen – One of the characters has Down Syndrome.

Advanced Readers –

- *Deaf Child Crossing* by Marlee Matlin – Fictional story about two nine-year-old girls, one of whom is Deaf.
- *Do You Remember the Color Blue: The Questions Children Ask About Blindness* by Sally Hobart Alexander – Non-fiction information about visual impairments.

Talk with students about the person with a disability who is featured in the book.

- What type of disability does the character have?
- What other types of disabilities do the students know about?
- What are the skills and adaptive equipment the character with a disability uses in his/her daily life? Examples may include the following: reading using Braille, communicating using Sign Language, walking with leg braces, writing with voice recognition computer software, etc.

Ask students to think about people they know who have disabilities. This may include family members, friends, neighbors, television or movie characters, or characters in books. Using the Portrait Worksheet, have students talk with their family about people they know who have disabilities. Students complete the worksheet assignment at home and bring it back to class.

When students bring in their completed portraits, facilitate the students working together to create a bulletin board display of the portraits. Depending on the age and interests of the class, use one of the follow-up activities described below.

Working with Younger Students –

Take turns having students describe the person in their portrait. How do they know the person? What type of disability does the person have? What type of adaptive equipment does the person use? What other important things do they know about the person – likes or dislikes, job, education, skills or hobbies, family, etc.

Facilitate student discussion about various types of disabilities – sensory impairments, mobility impairments, cognitive impairments, and other health impairments. Use the Disability Types signs provided in this curriculum for each section of the class display. Since some portraits may feature people who have more than one type of disability, there is a fifth sign that includes people with multiple disabilities. Each student can place his/her portrait in the appropriate section of the bulletin board.

Working with Older Students –

Using the Disability Types signs, have students create a bulletin board display as described above. Working in small groups, have students complete the Disability Data Worksheet using the bulletin board display as reference data.

Lesson Wrap-up / Follow-up

In preparation for future guest speakers, have students create a list of disability-related topics they are curious to learn more about. After creating the list, work with students to group similar terms/topics. Then give each student three color dot stickers to use when voting on future topics. Then read each item and allow students to come forward and vote. Determine before voting starts whether students can use one vote at a time or use more than one vote per topic.

Explain when the next lesson will be scheduled. In preparation for the next lesson, explain that students will have the opportunity to explore various locations in the school to determine what is and is not accessible to people with disabilities. Encourage students to begin looking for signs of access in their daily lives.

Notes: