

Lesson plan:

- **People with disabilities**
- Intro: Defining disability (5 minutes)
- The importance of language, outdated terms, acceptable language and the Spanish language: reading and discussing (10 minutes)
- Different types of disabilities: Reading, watching videos (5/10 minutes)
- How do we act around people with disabilities: Discussion, reading poem and reflection (10 minutes)
- Research task (20 minutes)
- Presentation (15 minutes)

People with disabilities

People with disabilities

Learning objectives:

- To learn about different disabilities
- To learn about appropriate use of language
- To consider how we act in front of people with disabilities
- To develop your team working, research and presentation skills.

Defining Disability

Here is the Oxford dictionary definition:

Disability - A physical or mental condition that limits a person's movements, senses, or activities.

Compare it with this definition produced by people with disabilities:

Disability - The disadvantage caused when society takes little or no account of people having physical or mental impairments and thus excludes them from participating fully in everyday life.



Discussion

Ask yourself: If you are a wheelchair-user faced with a set of steps, what disables you most - your wheelchair or the design of the building?



Read:

Some things to consider...

- No two people are the same - some differences are just more noticeable.
- A disability is only one characteristic of a person. People have many facets: likes and dislikes, strengths and challenges.
- People with disabilities are like all people in that they want friends, respect and to be included.
- People can be born with a disability or become disabled from an accident or illness.
- Just because someone has a physical disability does not mean they necessarily have a cognitive disability.



Read:

The importance of language

- Terms used in the past have become outdated as they can be hurtful or offensive.



Read:

Outdated Terms

- DON'T USE: ~~Handicapped~~

It is outdated or offensive because disabilities don't handicap: attitudes and architecture handicap.

- SHOULD USE: People with disabilities

Read:

Outdated Terms

- DON'T USE: ~~The disabled~~ - An individual is a person before one is disabled. People with disabilities are individuals who share a common condition.
- SHOULD USE: People with disabilities

Read:

Acceptable Language

- Person with cognitive disabilities.
- Person with learning differences/disabilities
- Person with Down's Syndrome
- Person with cerebral palsy
- Person with reduced hearing
- Person with reduced vision
- Person with limited mobility/wheelchair user
- Person with mental health issues

NOTICE - WHAT WORD DO ALL OF THESE HAVE IN COMMON?

Read:

LANGUAGE TIP - Put the **person** first – person with a disability

The Spanish Language

- Persona con discapacidad intelectual/física
- Persona con discapacidad auditiva/visual
- Persona con enfermedad mental
- Persona que tiene Síndrome de Down o parálisis cerebral
- Persona con diversidad funcional

Read:

Different types of disabilities: PHYSICAL

Some people have disabilities that you can see right away. For example, some people use wheelchairs to help them get around. People with hearing problems might need to use a hearing aid. People who have trouble seeing might need to use a cane or a guide dog.

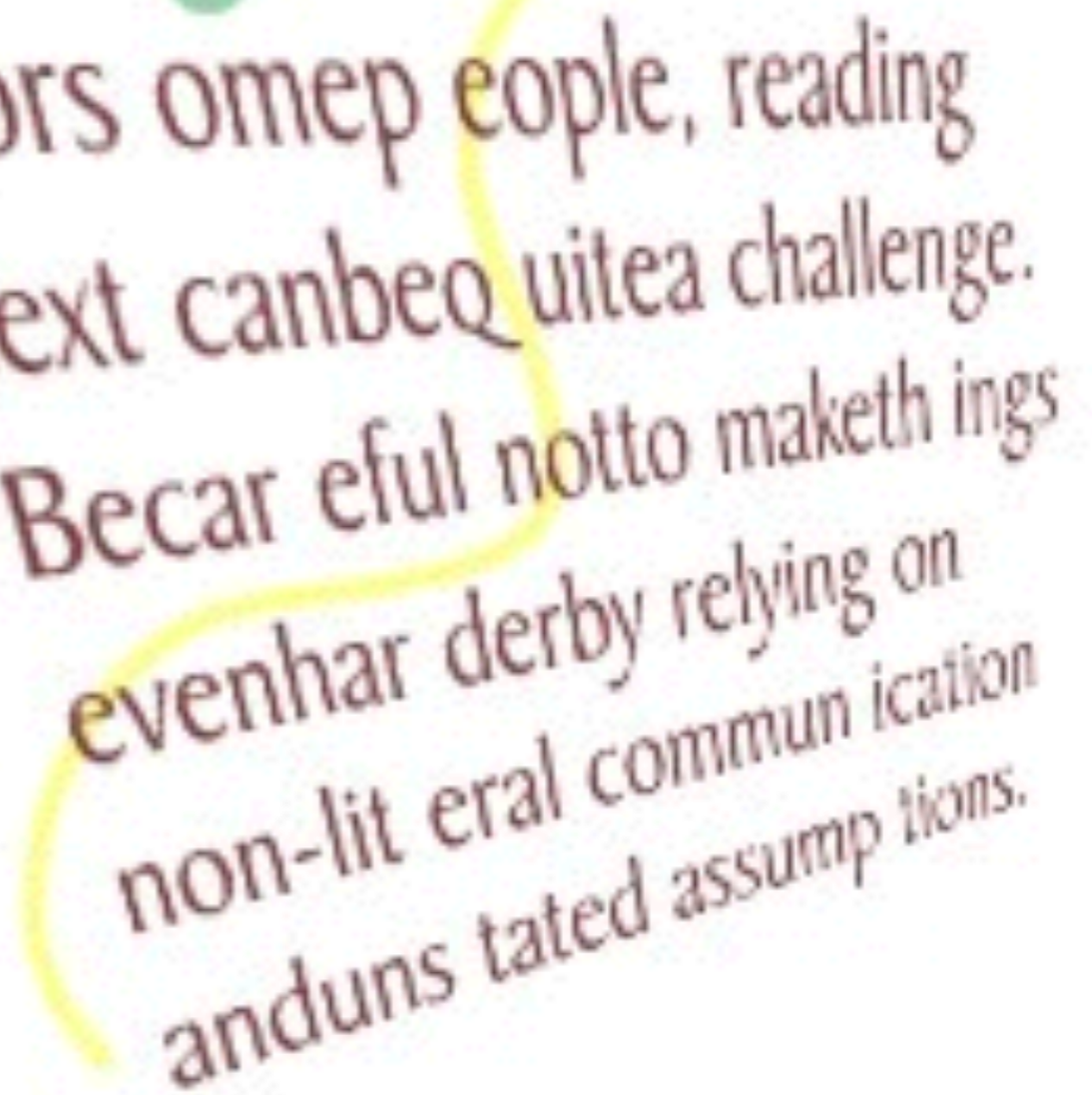
Read: **Different types of disabilities:
INVISIBLE**

But some people have disabilities that you can't see right away. Some people have learning disabilities like dyslexia. People with dyslexia often have a hard time with words and reading. Another disability you can't see is called Attention Deficit Hyperactivity Disorder, or ADHD. People with ADHD may have trouble staying focused. Autism is another example of a disability that you can't see. People on the autism spectrum may have difficulty communicating and forming relationships with people.

Read:

Different types of disabilities

People with **cognitive disabilities** may have difficulty with various types of mental tasks. For example: memory, problem-solving, attention, reading, linguistic and verbal comprehension



Fors omep eople, reading
text canbeq uitea challenge.
Becar eful notto maketh ings
evenhar derby relying on
non-lit eral commun ication
anduns tated assump tions.

Discuss:

How do we act around people with disabilities?

- How do you feel when you see a person with a disability?
- How do you act around a person with a disability?
- Do you stare or maybe laugh?



Sometimes our reactions can be hurtful, even if we don't mean them to be.

Read:

Please Don't Stare - Anonymous

*Please don't stare when you see me walking by
Prolonged looks and snide remarks they only make me cry
I can't help having to do things differently
My disability is only a tiny part of me
But it can cause me sorrow and pain
When people look at me with such disdain
Nobody is perfect and many faults cannot be seen
But mine is on show to everyone because of an undeveloped gene
Its OK to look at me and to yourself then wonder why
But please don't stare and leer at me because inside my heart does cry*

Source: <http://www.disabled-world.com/communication/poetry/stare.php>

Reflect:

**How do you think you should act
around people with disabilities?**



Research task

- In groups of 3 or 4, research one of the following disabilities and find out 3/4 key facts about it to share with the rest of the class. Be ready to share your facts at the end of the lesson (one key fact per person)
- Person with [dyslexia](#)
- Person with [ADHD](#)
- Person with [autism](#)
- Person with [Down's Syndrome](#)
- Person with [Cerebral Palsy](#)
- Person with [epilepsy](#)
- Person with [Spina Bifida](#)
- Person with a [hearing impairment](#)