



## KS 1/2 Lesson One - Disability Issues

### Aim

To raise pupils' awareness of contemporary disability issues through a series of discussions, looking closely at factors such as language and relationships.

### Part A - What is Disability?

#### Learning Outcomes

Pupils will examine their own understanding of disability issues, using their own experiences and through researching the views of disabled people.

PSHE1: 1b, 2a-b, 2h, 4b-c, 5c, 5f.

PSHE2: 1a-b, 2c-e, 2k, 4a, 4e-f, 5g.

HE-SH: D4.

ES-PS-PN: B1, D1.

#### Activity

Ask pupils to write down some key words or draw some images to describe their understanding of disability.

Following this, they should work in small groups to share ideas and attempt to produce a definition of disability. These can then be shared with the rest of the group.

#### Whizz-Tipz

- Many disabled people believe that the word 'disability' means the problems that they experience.
  - They use another word, 'impairment', to describe the medical condition of a disabled person.



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### Part B - Language and Communication

#### Learning Outcomes

Proving that many descriptions of disability are seen as negative, even medical terms.

PSHE1: 1a-b, 2a-c, 2e, 2h, 4a-d, 5c, 5f.

PSHE2: 1a-b, 2a, 2c-e, 4a, 4d-f, 5c, 5g.

HE-SH: D4.

ES-PS-PN: B1, C2.

ES-PS-RR: B2, C2.

#### Activity

Ask the class to think of words connected to disability.

These can range from 'slang' phrases to 'medical' terms. Which words are positive and which are negative?

Make clear that some words may be offensive despite the user's intention. The best way to talk about disability is with respect.

Work together using the '**Language: Positive and Negative Words**' worksheet. Discuss the answers and highlight any key areas, for example; where answers conflict.

Using the fact sheet about '**Finding the Right Words,**' talk through the information by drawing out some key phrases.



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### Part C - The Nature of Friendship

#### Learning Outcomes

The tasks should emphasise the notion that everyone faces difficulties in their lives.

PSHE1: 1a-b, 1d, 2a-c, 2e-f, 2h, 4a-d, 5c, 5f.

PSHE2: 1a-b, 2a, 2c-e, 4a, 4d-f, 5g.

HE-SH: C3.

ES-PS-PN: A1-2, B1, C2, D1.

ES-PS-RR: B2, C2.

#### Activity

Split the class into pairs. Ask pupils to think about the activities they excel at and those they find difficult or need help with.

For a disabled person it may be an inaccessible building whereas struggling to understand algebra may cause problems for a non-disabled individual. Pairs report back to the group.

Emphasise that everyone is different and each person has their own strengths and weaknesses.

Ask why we need friends and what makes a good friend.

If using the 'Free2b' video, encourage the class to discuss the different types of friendships they saw.

#### Whizz-Factz

- In October 2001 Whizz-Kidz held a conference for young disabled people entitled 'Free2b'. The conference highlighted the important role that independent mobility plays in changing attitudes.
- Following the conference, the Kidz Board, a group of 11 young disabled people who act as ambassadors for Whizz-Kidz, produced a documentary that focuses on this theme.
- The 5 minute video investigates attitudes towards disability, the importance of independent mobility and how to interact with disabled youngsters.



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### Part D – Disability and Bullying

#### Learning Outcomes

Why people bully, the effect bullying can have and the right way to treat others.

PSHE1: 1a-b, 1d-e, 2a-c, 2e-f, 2h, 4a-e, 5c, 5f-g.

ARTD1: 1a-b, 2b-c, 3a, 5a-c.

PSHE2: 1a-b, 2a-e, 2k, 4a, 4d, 4f, 5a-c, 5g.

ARTD2: 1a-b, 2b-c, 3a, 5b-c.

HE-SH: C3, D4.

ES-PS-PN: A1-2, B1, C2, D1.

ES-PS-RR: A1, B2, C2.

#### Activity

Ask for a volunteer to read the passage below. Encourage pupils to list the reasons why Ismael might be unhappy.

My name is Ismael and I am 14 years old. I have got a condition called muscular dystrophy. Some people treat me differently because I don't look the same as them. When I go out shopping, some people look at me funny and laugh at the way I walk. They don't understand that I can do most things that they can do. My favourite sport is cricket. I think I like it so much because it is a team sport and when I play my friends make me feel like a part of the team. If we win, lose or draw at least we do it together.

Why do pupils think Ismael is treated differently? How do they think Ismael feels? No-one deserves to be singled out in this way and it is best to treat others the way you would like to be treated.

Bullying others can take on many forms, such as name-calling, rumour spreading or excluding others from activities. Pupils should tell an adult that they trust if they are being bullied or think that someone else is. Reinforce the idea that if you do nothing, you imply that bullying is acceptable.

#### Whizz-Tipz

- Create 'friendship rules' for the class by listing words to describe the qualities of a good friend. Ask each child to draw a brick containing one of the adjectives that holds significance for them. Build a friendship wall on a display board, large sheet of paper or on a table, with pupils joining their bricks together.
- A useful website to look at is Bullying Online - [www.bullying.co.uk](http://www.bullying.co.uk)



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### Part E – Whizz-Kidz

#### Learning Outcomes

The importance of Whizz-Kidz' work and that of other charities.

PSHE1: 1b, 2a-b, 2e-f, 2h-i, 5c, 5f-g.

ICT1: 1a, 3a-b, 4a-c, 5a, 5c.

ARTD1: 1a-b, 2b-c, 3a-b, 5a-c.

PSHE2: 1a, 2a, 2d, 2h, 4g, 5b-c, 5g.

ICT2: 1a-b, 3a-b, 4a, 4c, 5a-b.

ARTD2: 1a-c, 2b-c, 3a-b, 5b-c.

HE-SH: D4.

ES-PS-PN: B1-2, C2.

ES-PS-RR: C2.

#### Activity

As the lesson is drawn to a close, please take this opportunity to tell pupils about Whizz-Kidz and the work we do giving independence to disabled children.

Please use information available on the CD-ROM for further information. The Whizz-Kidz map and waiting-list statistics will help relate our work to your region.

Pupils can also visit [www.whizz-kidz.org.uk](http://www.whizz-kidz.org.uk) to learn more about the charity and download further resources.

#### Whizz-Tipz

- Examine the nature of charity
- Discuss the benefits of helping out in the local community
- Design a poster all about Whizz-Kidz for a display and organise a competition for the best one!
- Think about how much it costs Whizz-Kidz to supply customised mobility equipment. Is it more than you thought? Why do you think this is?
- Assess the Whizz-Kidz website for effectiveness - let us know what you think!