



## KS 1/2 Lesson Two – Living with Disability

### Aim

To enable pupils to understand some of the difficulties a disabled person may face.

### Part A – Everyday Tasks

#### Learning Outcomes

The purpose of these tasks is to encourage pupils to think about their own bodies and mobility issues, through a series of interactive activities.

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

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

HE-SH: D4.

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

ES-PS-RR:A1, B2, C2, D3.

#### Activity

Set up a number of stations around the classroom with everyday activities such as washing up, tying shoes, riding a bike, painting a picture or writing an email.

Split the class into small groups and give each one a restriction. This could be using the non-dominant hand, eyes closed, one handed. Ask groups to move from station to station completing each task. They should also note down their feelings and if the task needed adapting.

After completing the task, ask the class to report their findings and to think about the difficulties that disabled people face.

#### Whizz-Factz

- Young disabled people face difficulties every day. It can be frustrating when other people do things for you. By asking if they need help and empathising with their situation, we can help a young disabled person live their life as independently and inclusively as possible.
- Well-known wheelchair-users such as athletes and celebrities can also be discussed as positive role models, including Tanni Grey-Thompson (paralympian gold medallist), Julie Fernandez (actress in 'The Office') Ade Adepitan (British basketball player and TV presenter).



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### Part B - Difficulties Disabled Children Face

#### Learning Outcomes

The discussion will establish the viewpoint that it is society that disables individuals and that the responsibility to change lies with society; in the environment, in institutions and in people's attitudes towards disabled people.

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

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

ES-PS-PN: B1, D1.

ES-PS-RR: C2, D1, D3.

ES-PS-CD: C1, D2.

#### Activity

Read through the two case studies with the class.

Samuel, 16, has cerebral palsy and uses a manual chair:

'I am in a wheelchair as I cannot walk unaided. Tomorrow I am meeting the doctor again so he can try to make me better. I have been to the hospital many times this year already, often for weeks at a time. This means I miss school and have to repeat my lessons at home.

I look at the window and see everyone moving around freely, whilst I'm stuck in bed. I would like to be normal like other children.'

Kamila, 11, has hydrocephalus and spina bifida and uses a powered wheelchair:

'When I am at home, I'm not disabled. We live in an adapted bungalow, with low door handles and no steps. My bedroom is bright pink and is tucked away at the end of the house, where I can speak to all my friends using my voice-recognition computer and my video phone.

I can travel to my school with my friends now; we always stop and stock up on sweets on the way. The pathway is flat and there is a ramp at the entrance.'



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Next, read out the following two descriptions and ask the class if they can match up the model with the case study.

Is it a positive image or negative image? Why?

1) The Medical Type:

- Disability is an illness and, therefore, disabled people are in need of a cure to become 'normal.'

2) The Social Type:

- The barriers in society disable people, rather than the individual.
- The responsibility to change lies with society.

Promote a discussion on the idea that it is society that disables.

Using the following points as guidance:

- A disabled person is only disabled when there are barriers which do not allow them to be self-sufficient and able.
- Everyday activities can be adapted to make life easier for disabled individuals, such as adapting sports, providing ramps into buildings, using Braille to read a book and using a powered wheelchair. In this way, young disabled people can join in with their friends.



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### Part C – Changing Attitudes

#### Learning Outcomes

Pupils should gain further understanding of the day to day barriers that a young disabled person faces and think about how their own views may affect others.

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

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

HE-SH: D4.

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

ES-PS-RR: B2, C2, D1.

ES-PS-CD: C1.

#### Activity

Ask children to think about the problems a disabled person would face every day. Put all suggestions on a board or piece of paper for all to see. Explain that many of these obstacles can be removed to ensure that a young disabled person can achieve independence.

Ask pupils to group the obstacles suggested in the first part of the exercise into the following three categories:

- The **environment** can cause problems for a disabled child, such as small print, lack of access within public buildings or high desks.
  - For example, Vipul wanted to buy a book in his local department store, where there are stairs and no lift. He had to ask a shop assistant to go and get a selection of books for him to look at. He was not able to browse and choose a book himself.
- People's **attitudes** can be disabling, such as notions that disabled people are childlike, helpless and not 'normal.'
  - For example, Mark was in a shop buying a CD with his friends. The shop assistant spoke to his non-disabled friend rather than him. When she gave him his change she counted it out into his hand loudly and slowly. She made the assumption that because he was in a wheelchair he also had learning difficulties.
- Policies and practises in **institutions** such as schools and offices can create barriers.
  - For example, Meiying's parent sent her to a special needs schools. She has to travel a long way to go to an accessible school and so do not have friends that live locally. Even those disabled young people that go to mainstream school often have a similar situation.



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Make clear that many of these barriers overlap.

Maintain the idea that people need to change their attitudes in order to be pro-active in changing the environment and institutions.

Encourage the students to think of the day when all the barriers are removed and disabled people won't be 'disabled' at all.

### Whizz-Fact

- Whizz-Kidz believes in the 'social type' of disability. The charity gives disabled children the independence to be themselves by providing them with customised mobility equipment, training and advice that is not available from the NHS.