



## KS 3/4 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 - Definition of Disability

#### Learning Outcomes

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

CIT: 2b-c, 3a.

HE-SH: D4.

ED-PS-PN: D1

ICT3: 1a-b, 3b.

ICT4: 1a-b, 3a-c

#### Activity

Split the class into small groups and ask pupils to answer the question 'what is disability?' They should write down key words or draw images. Responses should be shared with the rest of the class and an overall definition formulated.

Then compare the definition with Whizz-Kidz': **Disability is the loss or limitation of opportunity to take part on an equal level with others due to barriers such as other people's attitudes and the surrounding environment.**

You should encourage pupils to see that disabled people are individuals with different needs and challenge any preconceptions they might have.

#### Whizz-Tipz

- Pupils at Key Stage 4 could be asked to research the views of disabled people to present back to the class.
  - The movement of disabled people distinguish between two key words: 'impairment,' the individual's condition and 'disability,' as that which they experience.
- The Whizz-Kidz 'Kidz Zone' and [www.bbc.co.uk/ouch](http://www.bbc.co.uk/ouch) may provide good starting points.



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### Part B - Language and Communication

#### Learning Outcomes

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

CIT: 2b-c.

PSHE: 1b.

PSHE3: 3a, 3b.

PSHE4:3c.

HE-SH: D4.

ES-PS-PN: E2.

#### Activity

Bringing the discussion back to disability awareness, ask the class to think of words connected to disability. These can range from 'slang' phrases to 'professional' terms.

Which words are positive and which are negative? Are any of the words helpful? Do any of them convey essential information? Make clear that language is not just about political correctness, but about respect.

Please refer to the worksheet on '**Language: Positive and Negative Words.**' Ask class to work independently and think to about their own response to the words. Suggest that they write their first reaction. Talk through the answers and highlight any key areas, for example; where the students' answers conflict.

Using the fact sheet about '**Finding the Right Words,**' talk through the information, placing particular emphasis on the Whizz-Kidz specific words.

#### Whizz-Tipz

- Ask the pupils to think about how they should treat a disabled person, using this list as guidance:
  - Consider everyone as individuals. Remember that everyone has different needs
  - Treat everyone as equals and respect people's differences
  - Speak to the individual directly and give people your whole attention
  - Be yourself!
- What are the pupils' comments on the list? The qualities are simply common sense and show how all individuals should be treated.



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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.

CIT: 1a, 3a.

PSHE: 3a.

PSE3: 1b, 3c.

ES-PS-PN: D1.

#### Activity

Split the class into pairs. Ask students 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 the group to think about 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. Motivate pupils to think beyond how the non-disabled friend helped their disabled friend.

#### 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.

CIT: 1a, 3a

PSHE: 3a, 3c.

PSHE3: 3b.

PSHE4: 1b.

ARTD: 5a, 5c.

HE-SH: D4.

#### 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. It makes me feel sad. They don't understand that I can do most things that they can do.

draw 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 at least we do it together. Although I have muscular dystrophy, I am still a normal person. My friends consider me in the same way as others.

Why do pupils think Ismael is treated differently? How do they think Ismael feels? A group discussion should be initiated on this point.

Explain that it is important to form relationships with people rather than judging them on their outside appearance. .



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Some disabled children are bullied simply because they look like they won't stand up for themselves.

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, excluding others from activities, ignoring, threatening or being aggressive towards others.

Damaging property belonging to others is a way of bullying, as is forcing others to do things they don't want to do.

Students 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)



## **KS 3/4 Lesson One – Disability Issues**

### **Part E – Whizz-Kidz**

#### **Learning Outcomes**

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

CIT: 1f, 2a, 3b.

PSHE: 4c.

ICT3: 1b, 5c.

ICT4: 1a-b, 3a, 5d.

HE-SH: D4.

ES-PS-PN: E2.

#### **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!