NOTHING ABOUT ME WITHOUT ME

A DISABILITY EQUALITY EDUCATION TEACHING AND LEARNING RESOURCE FOR PSHE EDUCATION
Foreword
I am delighted that we are able to share with schools this innovative resource which will support teaching and learning about the social model of disability, will challenge stereotypes and raise aspirations for all.

We know that we want to narrow the attainment gap for children and young people with special educational needs and disabilities and do more to prevent bullying and prejudice experienced by this group. I believe this resource can contribute to improving these outcomes.

I am particularly proud of the ‘nothing about me, without me’ approach taken in the production and content of this resource. The films were made by people with learning difficulties and feature the voice of children and young people from Brighton & Hove. It is a more impactful resource because of this.

Pinaki Ghoshal
Executive Director of Children’s Services
Brighton & Hove City Council.
Nothing About Me, Without Me:
The title of this resource was chosen to be Nothing About Me, Without Me because this is a slogan which was adopted by the Disability Movement in the 1990s to communicate the idea that no policy should be decided by any representative without the full and direct participation of members of the group(s) affected by that policy. It seemed fitting to choose a title that promotes the idea that disabled children’s views and experiences should be central to discussing and promoting disability equality in educational settings.

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Staff and pupils at Downs View Special School
Staff and pupils at St Luke’s Primary School including Kay Watson, Emma Liles, Antigone Nikiteas, Kate Walmsley and Jo Marrett.

“Being disabled does not make you exceptional… questioning what you think you know about disability does."
Stella Young, Journalist, Comic, Activist, Ted Talk 2014
https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much
1 Introduction

1.1 Background to the resource
This resource is part of a Brighton & Hove Council initiative to promote whole school approaches to disability equality and ensure that educational settings are compliant with their duties under the Equality Act 2010. The Equality Act places a duty on schools to show due regard to the rights of disabled people and make reasonable adjustments so that disabled pupils have full access to education, including school trips, clubs and physical education.

Advice from the Department of Education on the Equality Act can be found here: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Brighton & Hove bullying data from the Safe And Well School Survey along with national data provides evidence that children and young people with special educational needs and disabilities (SEND) are more likely to be bullied than those who do not have SEND. Brighton & Hove City Council and schools have been working with the Anti-Bullying Alliance to provide training to support schools to prevent, respond to and challenge SEND bullying.

This resource has been specifically designed to give a voice to and to share the experiences of some disabled children and young people living and attending school and college in Brighton & Hove. This resource will therefore challenge stereotypes, raise aspirations and contribute to a shared understanding of the social model of disability. Where possible we have tried to capture the diversity within this group. In implementing this resource we need to acknowledge the fact that we all have multiple aspects to our identities and to remember that people with SEND also have diverse sexual orientations, gender identities, ethnicities and faiths and beliefs. This intersectionality may also add to the needs and vulnerabilities of some children and young people with SEND.

1.2 Content and delivery of the resource:
The resource includes:

- Five short films
- A positive images photo-pack
- An assembly, lesson plans and resources for Key Stage 1 and Key Stage 2
- Power-points and smart board slides to support these lessons are also available online on www.pier2peer.org.uk
- Lesson plans for Key Stage 3 and Key Stage 4

The resource is designed to be delivered as part of the PSHE education curriculum, but can also be used to deliver activities for UK Disability History Month (UKDHM). UK Disability History Month is a national annual event (November 22nd to December 22nd) which aims to create a platform to focus on the history of the struggle for equality and human rights for disabled people. More resources to support this can be found on www.pier2peer.org.uk

These materials are all available on www.pier2peer.org.uk or in the case of the films via links from www.pier2peer.org.uk. Some film clips used are on YouTube. If your school does not have open access to YouTube, you can use freely available software on websites like http://keepvid.com/ to download a useable version of the film clips mentioned in this resource.
Schools are invited to adapt and amend these materials to meet the needs of all pupils and students. Best practice would be to do this in partnership with pupils, students, parents and carers including those with special educational needs and disabilities.

It is recommended that delivery of these materials is supported by training.
To access further advice and training on the whole school approach to disability equality please email pshe@brighton-hove.gov.uk

1.3 Social Model of Disability
This resource has been informed by the social model of disability. In recent years, the disability movement has advocated a different way of looking at disability, which is called the social model of disability. This model of thinking has now been adopted by the World Health Organisation.

Disabled people developed the social model of disability because the traditional medical model did not explain their personal experience of disability or help to develop more inclusive ways of living. A deficit or medical model of disability suggests people are disabled by their impairments or differences. Furthermore, medical model thinking promotes the viewpoint that these impairments or differences should be ‘fixed’ or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness. The medical model looks at what is ‘wrong’ with the person and not what the person needs. It creates low expectations and leads to people losing independence, choice and control in their own lives.

The social model argues that disability is caused by the way society is organised, rather than by a person’s impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.

Social model thinking also makes the distinction between the terms impairment and disability: “Impairment is the loss or limitation of physical, mental or sensory function on a long-term or permanent basis. Disablement is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers.” Disabled People’s International, 1981.

“There are lots of things people can’t do.
The difference is I am defined by what I can’t do”
Social model thinking starts from the standpoint that all disabled people have a right to belong to and be valued in their local community. This model of thinking begins by looking at the strengths of the person with the impairment and at the physical and social barriers that obstruct them, whether at school, college, home or work.

Impairment and chronic illness exist and sometimes pose real difficulties. However barriers are not just physical. Attitudes found in society, based on prejudice or stereotypes (also called disablism), also disable people from having equal opportunities to be part of society. Supporters of the disability movement believe that the discrimination against disabled people is socially created and has little to do with their impairments, and that, regardless of the type or severity of their impairments, disabled people are subjected to a common oppression by the non-disabled world. Disabled people are often made to feel it's their own fault that they are different.

If some part, or parts, of your body or mind are limited in their functioning, this is simply, an impairment. It doesn’t make you any less human. A disabled person will do the same range of daily activities as a non-disabled person but possibly in a different way. But most people have not been brought up to accept all people as they are; in other words, to value difference.

Through fear, ignorance and prejudice, barriers and discrimination develop and it is these barriers and discrimination which disable some people. These are often reinforced by images in the media. Understanding the social model of disability allows disabled people to feel good about themselves and empowers them to fight for their human rights.

The social model approach suggests disabled people’s disadvantage is due to a complex form of institutional discrimination, as fundamental to society as sexism or racism. The disability movement believes the ‘cure’ to the problem of disability lies in changing society.

Richard Reiser (World of Inclusion) argues that:

“Unlike medically-based cures, this is an achievable goal and benefits everyone. The obsession with finding medically-based cures also distracts people from looking at the causes of impairment or disablement. In a worldwide sense, most impairments are created by wars, hunger, lack of clean water, exploitation of labour, lack of safety and child abuse. These should be addressed more robustly, rather than just responding to the injuries and impairments that result from them.”
Some examples of the social model of disability:

- A wheelchair user wants to get into a building with a step at the entrance. A social model solution would suggest that a ramp would be added to the entrance so that the wheelchair user is free to go into the building immediately. Using the medical model, there are very few solutions to help wheelchair users to climb stairs, which excludes them from many essential and leisure activities.

- A child with a visual impairment wants to read the latest best-selling book so that they can chat about it with their sighted friends. Under the medical model there are very few solutions. A social model solution makes full-text audio recordings available when the book is first published. This means children with visual impairments can join in cultural activities like anyone else.

Social model thinking has important implications for the education system, and particularly primary and secondary schools. Prejudiced attitudes towards disabled people and all minority groups are not innate, they are learned through contact with the prejudice and ignorance of others. Therefore, it is appropriate that the challenge to discrimination against disabled people should begin in schools. The fight for the inclusion of all disabled people, however severe their impairments in one mainstream social system will not make sense unless people understand the difference between the social and medical models of disability.

As these lessons and resources are informed by the social model of disability they do not contain or recommend simulation activities (ie. wearing eye masks; trying out wheelchairs etc) as these activities often do not address the everyday social experience of disabled people.
1.4 Core messages
This resource is also informed by the recent research undertaken by disability rights organisation SCOPE, the results of which suggest that many non-disabled people avoid contact with disabled people because they feel awkward. [http://www.scope.org.uk/awkward](http://www.scope.org.uk/awkward)

The core messages of their End The Awkward campaign are:

- **See the person, not just their impairment.** He’s Pete who likes pub quizzes and Coen Brothers films, not “that guy in the wheelchair”.
- **Try not to make assumptions** about what someone can do, how they live or how being disabled affects them. You’d hate it if someone made assumptions without getting to know you, right?
- **Questions, questions, questions.** We all have questions in life. It’s usually okay to ask someone if they might need help (crossing the road for example). But just because someone is disabled doesn’t mean you should ask them intrusive or personal questions. Some people might be happy to chat about why they use a wheelchair, others might not. Everyone’s different!
- **Accept what the disabled person says** about themselves and their impairment. Remember they know themselves better than you do.
- **Remember not all conditions are visible.** Things like epilepsy you can’t see by looking at someone.

This resource also draws on philosophical thinking skills to deepen learning opportunities. See [http://www.sapere.org.uk/](http://www.sapere.org.uk/) for more information.

1.5 For further information on the social model of disability see:

Scope – The Social Model Of Disability

Scope – Life In Britain For Disabled People

Scope – suggested books and resources

World Of Inclusion website [http://worldofinclusion.com/](http://worldofinclusion.com/)

Winne The Witch [https://www.youtube.com/watch?feature=player_embedded&v=O_f95a4MX7M](https://www.youtube.com/watch?feature=player_embedded&v=O_f95a4MX7M)

Additional clips explaining the social model of disability:
[https://www.youtube.com/watch?v=9s3NZaLhcc4](https://www.youtube.com/watch?v=9s3NZaLhcc4)
[https://www.youtube.com/watch?v=ObMG6-3QXws](https://www.youtube.com/watch?v=ObMG6-3QXws)
[https://www.youtube.com/watch?v=gqx7QFDi3bQ](https://www.youtube.com/watch?v=gqx7QFDi3bQ)
[https://www.youtube.com/watch?v=mWkdyMg_-Fk](https://www.youtube.com/watch?v=mWkdyMg_-Fk)
2 How to get the best out of this resource

2.1 Preparation
• Access training to support delivery from pshe@brighton-hove.gov.uk
• Watch the film resources (section 1.5) and explore the further information sections to develop your understanding of the views and cultural experiences of disabled adults and children
• Make sure there is a shared understanding of the social model of disability (section 1.3)
• Review Scope’s End The Awkward campaign (section 1.2)
• Inform parents and carers via the usual communication routes that these lessons are being delivered, perhaps including the core messages that are being delivered.

2.2 Teaching and learning – some things to think about
• This resource references PSHE learning objectives highlighted in Brighton & Hove’s PSHE Education Programme of Study. The school will need to decide where to locate these lessons within the PSHE curriculum.
• Review the learning environment to ensure there are processes and practices in place to enable pupils and students to explore this potentially sensitive and challenging topic. This could include ground rules, thought walls and communication boxes
• Reflect on key terms and language and model these within your practice (section 2.3)
• Use year group planning time to rehearse possible questions and answers
• Reflect on how to challenge stereotypes and prejudice and the appropriate language to use
• Reflect on the wider taught curriculum. For example could a geography project include reviewing the local environment for accessibility? The World of Inclusion website provides other examples. http://worldofinclusion.com/resources/#general-inclusive-education
• Reflect on social model of disability practice within your classroom. For example how can classroom activities, routines, clubs, trips etc be adapted so that everyone can participate? Try to involve the disabled child and family directly in this process as supported by current SEND practice
• Evaluate the learning with pupils and students including those with SEND.
2.3 Language in the classroom

If language and attitudes expressed by pupils and students seems to reflect the tragic but brave view of disabled people (for example I feel sorry for x) reflect on their intention (are they trying to get it right?). Explore ‘pity’ vs ‘empathy’. I understand rather than I feel sorry for you. Try to avoid phrases or language that support this tragic but brave stereotype including phrases such as ‘against all the odds’, ‘courageously battling her impairment’ etc.

Challenge stereotypes and assumptions, not only negative or prejudicial images but also those that suggest all disabled people want to be Paralympians or are only of value if they do something heroic. For further information: Stella Young Ted Talk 2014
https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

When sharing the life story of or introducing a disabled person remember to be mindful of Scope’s key principles from End The Awkward, in particular ‘see the person not just their impairment’.
For example:
This is Sue, she is an artist, she lives in Plymouth and she makes sculptures.
She also uses a wheelchair to move around.

https://www.jeansforgeneseday.org/getinspired/whowehelp/watchourfilms

Further resources can be found here:
Disability: A New History Radio 4: http://www.bbc.co.uk/programmes/b021mdwt

Disability Equality resources on Pier2Peer: http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=1244399&WorkspaceId=2884668
3 Biographies of those involved in this project

The films and photo-pack resources were produced in partnership between Brighton & Hove City Council’s Standards and Achievement Team, Brighton & Hove schools and Carousel.

Carousel is a Brighton–based Arts organisation which works to promote the active involvement of people with a learning disability in the arts, teaching new artistic skills and developing existing talents. Carousel works in Film, Music, Radio and Performance. Carousel's art provision is recognised nationally and internationally for its high quality and unique approach. They work to challenge the perception of what art is and who can make it. (http://www.carousel.org.uk/)

The Carousel team on this project included:

**Sarah Watson** – Photographer
Sarah is the Chair of Trustees at Carousel. She is a learning disabled artist, filmmaker and a member of the Oska Bright Film Festival Team.

**Tina Dickinson** – Camera and Sound
Tina is a learning disabled film-maker who is a member of the Oska Bright Film Festival team and a workshop leader, teaching young learning disabled people to make films and use new technology.

**John Clay** – Camera and Sound
John is a filmmaker and a member of the Oska Bright Film Festival team. He has completed an MA in Film Studies and works independently to support film projects in his free time.

**Junk TV** is an award winning youth and community film production & screening company established 2000.
Film participants:

Try not to make assumptions. Richard’s story

Richard has received an MBE for services to the arts and disabled people in the Queen’s birthday honours list. Richard is deaf and has a learning disability.

Richard has worked with the government to develop policy for improved services for learning disabled people, helped set up the National Forum Of People With Learning Disabilities, was involved in the disabled arts programme for the Olympics 2012 and chaired the Department of Health’s National Advisory Group on Learning Disability And Ethnicity. In addition, Richard was, for many years, a member of the Department for Transport’s Disabled Persons Transport Advisory Committee. He was also one of the original committee who set up Oska Bright in 2004 (http://www.carousel.org.uk/projects/oska-bright-film-festival/), the first film festival showing films made by people with learning disabilities.

Remember not all conditions are visible. Penny’s story

Penny was 16 years old at the time of filming and was attending Varndean College after attending Dorothy Stringer High School. She has had Type 1 Diabetes since the age of six. Although passionate about a range of subjects, she particularly loves biology and philosophy. In her free time, she plays guitar, goes to live music gigs with her friends and helps run the college’s Amnesty International Society. Penny hopes to go to university, before making a career in biology research.
Questions, questions, questions
Stories from students at Blatchington Mill Secondary School

Sonny
Sonny was 16 years old at the time of filming. He has cerebral palsy and he has a have a go attitude for all school activities. He describes himself as very chatty and he likes going on holiday. Sonny wants to go to college and university after school. He feels fully included at school and he enjoys school.

Laoisha
Laoisha was 13 years old at the time of filming. She has Down Syndrome. Laoisha really likes coming to school and enjoys science, form time and reading.

Fletcher
Fletcher was 13 years old at the time of filming. Fletcher has a chromosomal disorder. Fletcher loves playing the drums and guitar. He also has a lot of pets at home.

Accept what the disabled person says. Louisha’s story
Louisha was ten years old at the time the film was made and attending St Luke’s Primary School. She describes herself as blind. She likes school, playing with her friends, art, music and P.E. Out of school, Louisha loves sleep-overs, swimming, birthday parties and visiting parks and farms.
See the person, not just their impairment. Lily’s story

Lily was nine years old at the time the film was made. She attended St Luke’s Primary School and Downs View Special School. She was born with a chromosome disorder which means she learns things in a different way to most people.

Her favourite things about school are seeing her friends and playing games with them. Lily also loves P.E., music and getting creative! Outside of school she loves playing with her mum, going to the park, going to dance club, surfing with her dad and spending time with animals, including feeding her friend’s horses.
Ideas for an assembly for UK Disability History Month

Assembly: UK Disability History Month

Introduction
UK Disability History Month takes place between November 22nd and December 22nd and can be used as an opportunity to focus on disability equality. This assembly could be central to a programme of events at this time of year or could be delivered alongside the lessons contained in the rest of the resource.

This assembly has been written for use in primary schools, but could be adapted for use at all key stages. Schools are invited to adapt this to meet the needs of pupils and students.

Before delivering the assembly or the lessons it is important to consider the needs of any disabled children or those with special educational needs within the community. Every effort will need to be taken to ensure they feel safe and valued in this assembly and not a focus for it. However, in some cases, with appropriate support and scaffolding children and young people with SEND may feel confident and comfortable enough to share their experience and/or use their own experience to help them reflect on the needs of children with different impairments.

Think carefully about how to avoid a them and us approach and talk instead of our whole community and remember that not all disabilities are visible. If you are in the early stages of developing your equality education, equality calendar events provide a good opportunity to launch new areas of learning however these resources should then be embedded in your PSHE curriculum and your whole school approach to inclusion.

Suggested activities

1  Play music as children come in
For example - Staff Benda Bilili: http://www.bendabilili.co.uk/listen_to_benda_bilili

Staff Benda Bilili are a group of street musicians in the Democratic Republic of the Congo. They used to live around the grounds of the zoo in the country’s capital city, Kinshasa, and play music which is rooted in rumba, with elements of old-school rhythm ‘n’ blues and reggae. The core of the band consists of four senior singers/guitarists, who are paraplegic (they had poliomyelitis when they were young) and move around in spectacularly customized tricycles. They are backed by a younger rhythm section consisting of abandoned street children who were taken under the protection of the older members of the band. The soloist is an 18 year-old boy (2009) who plays guitar-like solos on an electrified one-stringed lute he designed and built himself out of a tin can. The group’s name translates roughly from Lingala as “look beyond appearances”. Staff Benda Bilili have earned the 2009 Artist Award at Womex (World Music Expo)
2  Develop and show a Power Point presentation as described below or use the version which is available on Pier2Peer

Slide 1
Show children slide of images of a range of children and young people.
Ask: How might adults describe these children and young people?
Scribe the children's responses and include loud, noisy, wear hoodies, if they don't come up.

Slide 2
How would it feel if everybody assumed that all children were like this?
Check general understanding of the word assumption. An assumption is a thing that is accepted as true or as certain to happen, without proof and being able to identify assumptions is a key thinking skill. Explain that sometimes people make assumptions about other people because they are different.

Slide 3
This month (Nov 22 - Dec 22) is Disability History Month. 2010 saw the UK’s first Disability History Month. This takes place every year to celebrate disabled people’s lives, to challenge assumptions about being a disabled person and to fight for equality for disabled people.

Slide 4
Check understanding of the term disabled and introduce this definition.
A person has a disability if they have a physical or mental impairment which has a long term and substantial effect on their ability to carry out day to day activities.
For example: impairments such as being deaf, diabetic, blind or physical impairments which mean a person might need to use a wheelchair.

Slide 5
In the past, and in some parts of the world today, many negative assumptions have been made about disabled people. For example: a disabled person is less, lacking or faulty in some way. Many disabled children in the 1940s and 50s in Britain were seen as a problem and sent away to live in institutions away from their families and didn’t have lessons or go to school like other non-disabled children.

Slide 6
Many disabled and non-disabled people thought this wasn’t right and argued very strongly that all disabled people have the right to belong and to be valued in their local community. The 2010 Equality Act means that disabled people are protected under the law from being discriminated against. Disabled people may have different needs but they have the same rights and value as everyone else.

Slide 7
In our school everyone has the right to feel safe, valued and made to feel welcomed. A disabled people’s organisation called Scope has recently found out that sometimes disabled young people are ignored or left out because other people feel awkward talking to them mostly not because they want to be mean but because they don’t want to make a mistake. In our assemblies this month and in your PSHE lessons, we are going to explore how to make sure we can find positive and warm ways to get to know everyone and make sure no one feels awkward or left out.
Scope has some top tips:

- Remember if you meet someone who is disabled to see the person not just their impairment. For example ‘that’s Rosie who likes dancing and maths’ not ‘that child who has a hearing aid’.
- Try not to make assumptions about what someone can do or how being disabled affects them. You wouldn’t like it if someone made assumptions without getting to know you.
- If you are unsure or need to know something. Ask! But do it respectfully of course.
- Remember sometimes a disabled person might use a wheelchair because of their impairment and sometimes someone’s impairment may not be visible like diabetes or epilepsy.

Slide 8

Over the next few weeks we are going to find out about the lives of some disabled people.

3 Show a film which focuses on See The Person, Not Just Their Impairment

Example 1: Richard West from Nothing About Me, Without Me (linked to from Pier2Peer)

Richard West is deaf and has a learning disability, has received an MBE for services to the arts and disabled people.

Richard has worked with the government to develop policy for improved services for learning disabled people, helped set up the National Forum Of People With Learning Disabilities, was involved in the disabled arts programme for the Olympics 2012 and chaired the Department of Health’s National Advisory Group on Learning Disability and Ethnicity.

In addition, Richard was, for many years, a member of the Department for Transport’s Disabled Persons Transport Advisory Committee.

He was also one of the original committee who set up Oska Bright in 2004, the first film festival showing films made by people with learning disabilities.


Example 2: Sue Austin

Sue Austin is an artist. This film shows Sue Austin deep sea diving in her power chair.

https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair?language=en
Further assembly ideas

1. Share a story such as The Boy Who Grew Flowers by Jen Wojtowicz.
2. Invite the Carousel Project into school for example by showing the work of a learning disabled film-maker from the award-winning Oska Bright group or a performance by the band Heavy Load, which is made up of learning disabled musicians.
3. Use the Scope’s End The Awkward campaign short films as a stimulus - in particular those about travel and sport.
4. Celebrate the lives of disabled people both in history and locally. For example:
   - Sue Austin [Website link]
   - Candoco Dance Company [Website link]
   - Carousel [Website link]
   - Ade Adepitan [Website link]
   - David Blunkett [Website link]
   - Anne Begg MP [Website link]
   - Women scientists with disabilities [Website link]
   - Speaking For Ourselves [Website link]
   - Ted Talks and disability [Website link]
   - Plan International Listen Up! [YouTube link]
   - Talk To Me: A young girl called Phoebe shares her experiences [YouTube link]
5. Invite disabled parents and or staff members and pupils from the school community to share their experiences. This needs to be sensitively and supportively handled with time offered to discuss what to say and to practice saying it, if appropriate. Brighton & Hove charity Extra- time can also facilitate disabled speakers for assemblies and PSHE lessons. Call 01273 420580 or email info@extratimebrighton.org.uk
6. Further materials including secondary assembly ideas can be found in the Equality & Health Events folder on [Website link]
NOTHING ABOUT ME, WITHOUT ME

Key Stage 1 Lesson Plans
Nothing About Me, Without Me

Key Stage 1 Lesson Plans

Disability Equality Education Lesson plans: Key Stage 1

This series of three lessons are designed to be taught as part of the PSHE curriculum for children in year 1 or 2. They could be included in an equality and diversity unit of learning, as a part of Anti-Bullying Week activities, or as part of the SEAL unit Getting on and Falling out.

Learning Objectives (R1.8, R1.12, R1.13 Brighton & Hove Programme of Study for PSHE)

To identify and respect the similarities and differences between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010).

To know that there are different types of teasing and bullying, that these are all wrong and unacceptable.

How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Suggested learning outcomes:
• I know what having an impairment means.
• I know what being disabled means.
• I know what is the same and different about children in my class.
• I know how to make everyone feel welcome.
• I know that it is wrong to tease someone because they are different.
• I can support others when someone is being unkind to them.

Notes: Teachers need to be mindful whilst teaching these lessons that not all children have a clear sense of their identity and may or may not identify as a disabled child.

Reflect on the needs of any disabled children or those with special educational needs within your class (or with a disabled member of their family).

Consider how you will make sure they feel safe and valued in these lessons and that they are not, for example a focus unless they feel confident and comfortable to share their experience and/or use their own experience to help them reflect on the needs of children with different impairments.

Try not to create a them and us approach and talk instead of our whole community and remember that not all disabilities are visible.
Key Stage 1 Lesson 1

Suggested outcomes:
I feel good about the ways we are similar and the ways we are different.
I can tell you some ways in which I am the same as and different from my friends.
I know that there are similarities and differences between every child in the class.

Resources
Key Texts: ‘Our House’ by Michael Rosen, ‘It’s Ok To Be Different’ by Todd Parr
Ready-made class set of stars.
Supplementary texts to read during this week could include: ‘Friends Together’, ‘Julie And Letang’ series, ‘Don’t Call Me Special’, see Scope story book list http://www.scope.org.uk/support/families/books/children

Activity and organisation
Introduce the new unit of learning. Explain learning journey and the success criteria for lesson 1

Ground rules:
How will we keep each safe and valued in this lesson?

Warm up:
Sitting in a circle. Silently Cross the circle if...
you have red hair; glasses; short hair; brown eyes; freckles; etc.

Read story: ‘Our House’ by Michael Rosen
Ask the children to think quietly on their own for a moment about the story. Anything that they liked or didn’t like in the story? Share this with a talk-partner. Can you use the word because in your sentence?

As a class re-tell the story. What happened in the beginning, the middle and the end of the story? Volunteers could make freeze-frame body shapes and add thought clouds to match these sections of the story.

Ask children how it might feel to be one of the characters at different points in the story.

Explain that some stories have messages.
Ask: Which of these words would fit the message of this story? Include words and phrases that link to the key themes of the ‘Our House’ story (for example: friendship, being different, being left out, being mean, being welcome, fair/unfair) and a few red herrings.

Guidance
Choose an activity to encourage participation non-verbally that highlights common differences e.g. hair colour, glasses, freckles, hair length, skin colour etc. This could be silently crossing the circle and changing places or on the carpet - standing up, raising a hand, smiling, clap etc. depending on what suits the needs of your class best.

Reflection time on their own is important to allow them some thinking space for their own responses.

You could use feelings fans or similar here to encourage greater participation.

This selection activity would support children develop their thinking skills in identifying the big ideas in a story.

This will support the development of the thinking skill of concept clarification.
Activity and organisation

Check understanding with the children of key concepts like left out and different. Refer back to the story: How were the children different? Who was left out?

Paired talk:
Take it in turns to complete the sentence:
‘I think it was unfair when...’
‘It wasn’t fair because...’

Share thoughts and the teacher scribes a selection.

Read: ‘It’s Ok To Be Different’ by Todd Parr
Teacher models and then children record a sentence inside a ready-made star, describing something that is different about them that they like or think makes them who they are. These could then be displayed from the ceiling in the classroom or corridor.

Explain that in the next 2 weeks we will be thinking and learning about how to make sure that whoever we are, whatever you look like, however you move, however you communicate, however you hear, however you see you can join in and be welcome in our class.

Guidance

Giving children the opportunity to explain the message of the story in their own words.

You could use sentence starts like:
‘I am special because...’
‘I am proud of...’
‘I like my...’
Key Stage 1 Lesson 2

Suggested outcomes:
I know that there are similarities and differences between every child in the class.
I can tell you what I have in common with someone else.
I am beginning to understand what having an impairment and being a disabled child means.

Resources
Nothing About Me, Without Me photo-cards and ‘Lily’s Film’

Recap Lesson 1
What happened in the story ‘Our House’?

Ground rules:
How will we keep each safe and valued in this lesson? Success criteria for today’s lesson.

Warm up:
Cross the circle if you have: had school dinner today, walked to school, asked a question today, had a happy play-time, taken a challenge in their learning today etc.

Ask: how does it feel to know we have things in common with each other? What did the children in the ‘Our House’ story have in common with each other? What did they all like doing?

Photo-card activity:
Choose a selection of photo-cards from the Nothing About Me, Without Me resource. Put a photo-card, a large piece of paper and pens on each table.

Ask the children to look carefully at each photo-card and record anything that they think is the same as them and the child in the photo. If time permits, pass the photo-cards and sheets around each table so that children can look at, reflect on and record ideas about the different images.

Ask the children to share a selection of what they have noticed that they have in common with or the same as the children in the photo-cards and the class teacher then scribes on a flipchart.

Ask: Did you notice anything different about these children? If the children have not noticed, explain that these children have impairments – this means that parts of their bodies or brains work differently and as a result they might need some support or help to join in at school.

Guidance
Choose an activity to encourage participation non-verbally that highlights common differences e.g. hair colour, glasses, freckles, hair length etc. This could be silently crossing the circle and changing places, or on the carpet - standing up, raising a hand, smiling, clap etc. depending on what suits the needs of your class best.

Knowing that we have things in common with each other – can be a starting point to getting on well and also help us if there is something different about us.

Refer to the section of this resource that explains the social model of disability and in particular, the use of key terms and preferred language.
Recap Lesson 1

For example that child w is wearing a hearing aid because her ears work differently to some other children, child w has a hearing impairment (her ears don’t function/work like other children’s) and she may or may not describe herself as deaf. Continue to explain that child x is holding hands to play skipping because she doesn’t see where she is and she needs to touch to join in with games and she feels where she is in the playground (explain that her eyes do not work/function like other children’s and also make clear the difference between visual impairment and blind).

Continue to explain that child y wears a calliper on her leg because her legs don’t work or move like other children’s and it helps her to move and that child z has a learning disability so she has support from a grown-up (Individual Needs Assistant) so that she can join in with the learning in lessons. Explain also that some children have hidden or invisible differences where their bodies work in different ways and they might need, for example, an inhaler to help them join in etc. Explain they are going to watch a short film about a disabled girl called Lily who was in Year 4 when the film was made – she has a learning disability which means she communicates and learns in a different way.

Watch ‘Lily’s Film’:

Ask: What do you have in common or the same as Lily? What have you found out about Lily? What does she like? What does she like doing? What do her friends like about her? What do you think she likes about her friends?

If you could ask her a question, what would it be? What do you think Lily would record on a star about herself? (link to activity in lesson 1)

In pairs: share your favourite: food; club or activity after school; story; colour; animal. Did you find out anything new about your classmate?

Highlight getting to know someone and finding out what they like can help us to get on well together.

Read a related text:
‘Susan Laughs’ by Jeanne Willis
‘Just Because’ by Rebecca Elliott
‘What I Like About Me’ by Allia Zobel-Nolan

Guidance

Highlighting that for everyone to join in at school fair means ‘…everyone gets what they need but not everyone gets the same’.

‘Lily’s Film’ is approx 2 mins long so it would be possible to watch twice to enable children to watch and think and reflect.

This links to the Scope campaign: End The Awkward
http://www.scope.org.uk/awkward and helps children think about ways to get to know each other and what sort of questions we ask each other when we are first making friends. We might ask someone (respectfully) about their impairment but not as a first conversation.
Key Stage 1 Lesson 3

Suggested outcomes:
I can tell you what I have in common with someone else.
I am beginning to understand what having an impairment and being a disabled child means.
I know how to make everyone feel welcome.
I know that it is wrong to tease someone because they are different.
I can support others when someone is being unkind to them.

Recap Lesson 2
What did we find out about a girl called Lily?

Guidance
Include:
Do: smile, wave, shake hands, hug (remind about safe touch) etc.

Say: Good morning (and name)

Ask friendly questions: ‘Did you have a nice time in the park?’ ‘Shall we play together at break time?’ ‘Will you sit next to me?’ etc.

Links could be made here to protective behaviours and safe touch including the Feeling Good, Feeling Safe resource.
http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=1205319&WorkspaceId=2919526

See the introduction to the resource about being mindful of Scope’s principle of seeing the person first when talking about or introducing a disabled person.

For example this is Priya and she loves playing clapping games, duck, duck goose and eating spaghetti. She also has an impairment called cerebral palsy which means her legs work differently and she wears a calliper (or support) on her leg to help her move around. You could repeat this activity during this unit with different personas and impairments such as deafness, speech impairments etc and practise friendly and caring questions.
Activity and organisation

**Introduce** caring thinking questions.
Example caring, thinking questions: Is there anything that would help you join in?
For a child with a physical impairment like the puppet character keeping chairs pushed in, sitting down on a chair rather than the floor to play duck, duck goose.
Watch ‘Lily’s Film’ again. What friendly questions would you ask her? What caring thinking questions would you ask her?

**What would you say if ...?**
What could you say or do if you heard someone say this in the playground?
‘Don’t ask her to join in, she is too slow’
‘You can’t join in because your legs are weird’
‘You can’t join in because your hair is brown’ etc.

**In pairs:**
Try out an answer starting with...
‘That’s not fair...’
‘That’s not kind...’
‘Everyone in our school can join in...’
Share strategies and teacher scribe.

Also ask children what might stop them from saying something? Highlight how to challenge safely and remember who you can talk to if you are worried in the playground.

**Next time you are in the playground what will you do to make sure everyone can join in and have fun?**
Which friendly or caring thinking questions would you ask?

**Share a story to end:**
‘Moon Bird’ by Joyce Dunbar
‘The Five Of Us’ by Quentin Blake
‘Ringo The Flamingo’ by Neil Griffiths

Guidance

This links to the Scope campaign: End The Awkward [http://www.scope.org.uk/awkward](http://www.scope.org.uk/awkward) and helps children think about ways to get to know each other and what sort of questions we ask when we first make friends. We might respectfully ask someone about their impairment but not as a first conversation. In keeping with the spirit of Nothing About Me, Without Me, highlight the importance of including and checking the idea with the disabled friend so that they are central to the decision-making process.

**Philosophy for Children (P4C)**
P4C focuses on thinking skills and communal dialogue (‘philosophising’), where participants develop the 4 C’s: creative, critical, caring and collaborative thinking skills.

- **Caring = listening** (concentrating) and valuing (appreciating) (e.g. showing interest in, and sensitivity to, others’ experiences and values)
- **Collaborative = responding** (communicating) and supporting (conciliating) (e.g. building on each other’s ideas, shaping common understandings and purposes)
- **Critical = questioning** (interrogating) and reasoning (evaluating) (e.g. seeking meaning, evidence, reasons, distinctions, and good judgements)
- **Creative = connecting** (relating) and suggesting (speculating) (eg providing comparisons, examples, criteria, alternative explanations or conceptions)

“Missing Voice” is a technique from P4C which allows a different or opposing point of view to be introduced and then challenged in a safe way. Using an empty chair can symbolise an opposite or more difficult point. The teacher might need to provide the “missing voice” here, as children can be reluctant to admit that actually taking action would be hard for them. If the teacher says “I might not actually say ‘You shouldn’t talk about children like that’, because I would be worried about what people might say to me”, it can give the children permission to voice their fears. Encourage children to feel that if they aren’t yet confident about verbally challenging disablist comments, being able to think through that challenge inside their own heads is a good start.

Make sure that the unit of learning ends with a positive focus.
NOTHING ABOUT ME, WITHOUT ME

Key Stage 2 Lesson Plans
Nothing About Me, Without Me

Key Stage 2 Lesson Plans

Disability Equality Education Lesson plans: Key Stage 2
This series of three lessons are designed to be taught as part of the PSHE curriculum for children in year 4 or 5. They could be included as one of the equality and diversity units of learning, as a part of Anti-Bullying Week or as part of the SEAL unit Getting On And Falling Out.

Learning Objectives (R2.11, R2.12 Brighton & Hove Programme of Study for PSHE)
To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and transsexual and those with a mental health condition), and how to respond to them and ask for help.

Suggested learning outcomes:
• I can think about what it means to make an assumption.
• I can reflect on the effect of language chosen to describe someone.
• I can reflect on ways to get to know someone.
• I can think about how to welcome everyone including disabled children.

Notes: Teachers need to be mindful whilst teaching these lessons that not all children have a clear sense of their identity and may or may not identify as a disabled child.

Reflect on the needs of any disabled children or those with special educational needs within your class (or with a disabled member of their family).

Consider how you will make sure they feel safe and valued in these lessons and that they are not, for example a focus unless they feel confident and comfortable to share their experience and/or use their own experience to help them reflect on the needs of children with different impairments.

Try not to create a them and us approach and talk instead of our whole community and remember that not all disabilities are visible.
### Key Stage 2 Lesson 1

**Suggested outcomes:**
- I can think about what it means to make an assumption.
- I can reflect on the effect of language chosen to describe someone.
- I think about how to welcome everybody including disabled children.

**Resources:**

**Key Texts:** ‘The Boy Who Grew Flowers’ by Jen Wojtowicz

**Films and photo:** This mini-topic could be enhanced with reading a selection of texts from the Scope story book list [http://www.scope.org.uk/support/families/books/children](http://www.scope.org.uk/support/families/books/children)

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**Activity and organisation**

Introduce new unit of learning. Explain learning journey and success criteria for lesson 1.

**Reflect** on any prior learning about disability (from KS1 or activities as part of UK Disability History Month).

**Ground rules:**
How will we keep each safe and valued in this lesson?

**Warm up:**
Sitting in a circle. **Cross the circle if...** you have curly hair, wear glasses, have brown eyes, bilingual, have red hair etc

**Break the silence:**
Ask each pupil to say a word or short phrase that describes something about themselves that they like or are proud of. Model the first example yourself: ‘I like my curly hair’, ‘I like my red glasses’, ‘I’m proud of my maths skills’, ‘I can swim’, ‘I can ride a bike’, ‘I speak Polish’, ‘I use Braille’, ‘I use Makaton’ etc.

**Read story:** ‘The Boy Who Grew Flowers’ by Jen Wojtowicz

**Ask:** How does this story link to the learning journey?

**Ask** the children to think quietly on their own for a moment about the story. Anything that they liked or didn’t like in the story? Share this with a talk-partner. Can you explain your idea and give a reason or an example?

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**Guidance**

This lesson would work extremely well in a circle, to encourage sharing of ideas.

Choose an activity to encourage participation non-verbally that highlights common differences e.g. hair colour, skin colour, hair type, glasses, freckles, eye colour etc.

This could be silently crossing the circle and changing places or on the carpet - standing up, raising a hand, smiling, clap etc, depending on what suits the needs of your class best.

This activity is designed to encourage children to share an aspect of their self-identity and say their first words in the lesson.

If your school has access to a Kindle account you may be able to share the story on your interactive whiteboard and see the illustrations more easily. Reflection time on their own is important to allow them some thinking space for their own responses.
Activity and organisation

Invite the children in pairs to tell each other in one sentence what the story is about. As a class re-tell the story. What happened in the beginning, the middle and at the end? Volunteers could make freeze-frame body shapes to match these sections of the story.

Ask children how it might feel to be one of the characters at different points in the story.

What are the ‘Big Ideas’ or themes in this story (for example friendship, courage, difference, fear, welcome, rejection and kindness.)

Class teacher to scribe on an easel.

Do you have any questions?

In 2s and 3s using sentence stems like: ‘I wonder if...?’, ‘Should...?’ ‘Is it always right to...?’ raise questions from the story stimulus or linked to the big ideas.

Ask: Can we sort or group the questions? Can you see any links between the questions? What is the same about this group of questions?

Ask: Which question would help us understand more about the learning journey for this unit? As a class select a question; have a brief discussion about the question in pairs to warm up thinking and then have a class discussion.

Closing round:

Take it in turns to say a final word or phrase about your thinking at the end of the discussion. They could also record their thoughts in PSHE or think books.

Explain that in the next 2 weeks we will be thinking and learning about how assumptions can be made about children if they look, move, communicate, hear, see, learn in a different way and the effect of the language we use to describe people.

We are going to think about what it is like to be a disabled child in Britain today and how we can make sure that everyone is welcome in our class and school.

Guidance

When asking for ‘Big Ideas’ – ask the children to try and come up with single words.

Support questioning. For example use of questions stems or ask: can you come up with a should question?

You could vote for one of the big ideas and come up with questions about the selected theme.

Make a display of the story stimulus, with the associated emotions and questions – so that you can refer back to this during the unit.

Decide as a class any rules or working agreement for having a discussion, for example: good listening, how to indicate you want to speak, time limits etc.

Alternatively, this lesson could be done as a Philosophical Enquiry – see SAPERE and P4C websites for information and training.
Key Stage 2 Lesson 2

Suggested outcomes:
I know what being disabled means.
I can think about what it means to make an assumption.
I know how to welcome someone and make friendly conversation.

Resources:
Nothing About Me, Without Me photo-cards and film resources

Recap Lesson 1
What happened in the story ‘The Boy Who Grew Flowers’?

Ground rules:
How will we keep each safe and valued in this lesson? Success criteria for today’s lesson.

Warm up:
In pairs: Can you say 3 words about yourself (think about your likes, hobbies, your family, how you look etc.) that you are happy to share with your partner? Choose one of these words to share around the circle.

Language and terms:
Recap meaning of term ‘disabled’. Ask children what they understand by this term? Discuss the child friendly version of the social model of disability introduced in KS1 and model use of appropriate language.

Guidance
This activity is designed to encourage children to share an aspect of their self-identity and say their first words in the lesson.

Disabled children have impairments – this means that parts of their bodies or brains work differently and they might need some support or help to join in at school. For child w is wearing a hearing aid because her ears work differently to some other children, child w has a hearing impairment (her ears don’t function/ work like other children’s) and she may or may not describe herself as deaf.

Continue to explain that child x is holding hands to play skipping because she doesn’t see where she is and she needs to touch to join in with games and she feels where she is in the playground (explain that her eyes do not work/ function like other children’s and also make clear the difference between visual impairment and blind).

Continue to explain that child y wears a caliper on her leg because her legs don’t work or move like other children’s and it helps her to move and that child z has a learning disability so she has support from a grown-up (Individual Needs Assistant) so that she can join in with the learning in lessons. Explain also that some children have hidden or invisible differences where their bodies work in different ways and they might need, for example, an inhaler to help them join in etc.

(Continued over)
Activity and organisation

Photo-card activity:
In pairs: ask them to find ways to sort a selection of images (photos of disabled adults and children) and words (for example: brave; handsome; athletic; ordinary; fast etc) related to disability. (See photos and images and smart board slides in the resources folder on www.pier2peer.org.uk).

After a set amount of time give out second envelope with the words ‘always’ ‘never’ ‘sometimes’ and see where they would place these headings.

For example: encourage children to reflect: is the child in the image always brave, never left out, sometimes happy?
Silent visit to other tables.
Feedback – any surprises?

Can you spot the assumption?
Show concept cartoon style – image of a person in a wheelchair surrounded by different descriptions in speech bubbles, that include statements that make assumptions (for example: ‘He’s so cute’; ‘I feel sorry for him’ and ‘I expect he likes wheelchair racing’) and one statement which sees the person first (for example: ‘Look there is Pedro, he likes Mine-craft’). (See smart board slides in the resources folder on www.pier2peer.org.uk).

Ask the child if they can pick out the statements that make assumptions. What is the problem with assumptions? Who do they hurt?

Watch a section of Sue Austin film https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair?language=en

Discuss
What assumptions does this film challenge?
Why do you think Sue made this film?

Review learning:
What have you learnt from this lesson?
What will you do differently?
What will you think more about?

Guidance

(Continued from page 31) Explain also that once a child gets used to their impairment, the idea of being disabled comes from not being able to join in – in the same way as other children – for example being able to catch a bus into town if you use a wheelchair, or play at the park on the equipment, watch a film in class if you have a hearing aid and need subtitles, playing games with friends.

Barriers to joining in are not just physical. Attitudes found in society, based on prejudice or stereotype (also called disablism), also disable people from having equal opportunities to be part of society. See: http://www.scope.org.uk/awkward/disability-language-1

If someone says: “I feel sorry for x because of their impairment” accept the kindness behind this intention but gently suggest that disabled people have said that they don’t really want people to feel sorry for them but to turn this into understanding of their rights to join in like everyone else and help remove the barriers to this. Turn ‘I feel sorry for you’ into ‘I understand’.

Some children may not wish to / or feel uncomfortable labelling children and you could offer the question: ‘How do you think someone might match the words to the photos?’

For example: reflect: is the child in the image always brave, never left out, sometimes happy?

Key Stage 2 Lesson 3

Suggested outcomes:
I can reflect on the effect of language chosen to describe someone.
I can reflect on ways to get to know someone.
I know how to make everyone feel welcome.

Activity and organisation

Ground rules:
How will we keep each safe and valued in this lesson?
Success criteria for today’s lesson.

Recap Lesson 2:
What did we find out about making assumptions about people?
Does language matter?
Show children a slide with an image of a person in a wheelchair – with different labels such as
• confined to a wheelchair
• wheelchair bound
• person who uses a wheelchair
• power-chair
• faker
• racer

Ask: what difference does this description make? What do these words suggest about the disabled person who uses a wheelchair?

Next show a slide with photographs of real people who use wheelchairs – how do these photographs affect our thinking?
What do the words suggest someone who uses a wheelchair can and cannot do?

Guidance

This links to the Scope campaign: End The Awkward http://www.scope.org.uk/awkward and helps children think about ways to get to know each other and what sort of questions we ask each other when we are first making friends. We might ask someone (respectfully) about their impairment but not as a first conversation.
**Activity and organisation**

**End The Awkward activities:**
Recap Scope research: sometimes disabled young people are ignored or left out because other non-disabled young people feel awkward talking to them - mostly not because they want to be mean but because they don’t want to make a mistake.

Watch End The Awkward film: ‘Person In A Wheelchair’
https://www.youtube.com/watch?v=6wG_p7nc3wk

**Ask:** Why does the person feel awkward? Are they trying to be mean or friendly? How do you think the person who uses the wheelchair would be feeling? How does he resolve the situation?

Introduce Scope’s key principles to help us End The Awkward.

**‘Louisha’s Film’**
Introduce and watch ‘Louisha’s Film’. For example: We are going to watch a film about a girl called Louisha who was in year 5 when the film was made and watch and listen to see what we find out about her and how her story might help us understand how to End The Awkward.

**Ask:** What does Louisha like to do? What are her hobbies? What friendly questions would you ask her? (recap KS1 friendly and caring thinking questions).

What might someone assume about Louisha and the impact of her disability on the games she plays at break-time?

**Louisha photo-cards**
Look carefully at the photo-cards of Louisha playing.

What do you think Louisha told her friends about what she needs to join in with skipping games? What do you think Louisha told her friends about what she needs to join in with chasing games? Is everyone having fun? Do the adaptations just support Louisha to join in?

**Thinking question:**
Reflect that fair means everyone gets what they need not everyone gets the same.

**Guidance**

- See the person, not just their impairment. He’s Pete who likes pub quizzes and Coen Brothers films, not “that guy in the wheelchair”.
- Try not to make assumptions about what someone can do, how they live or how being disabled affects them. You’d hate it if someone made assumptions without getting to know you, right?
- Unsure or need to know something? Ask! Do it respectfully of course.
- Accept what the disabled person says about themselves and their impairment. Remember they know themselves better than you do.
- Remember not all conditions are visible. Things like epilepsy you can’t see by looking at someone.

In keeping with the spirit of Nothing About Me, Without Me, highlight the importance of including and checking with a disabled class-mate – so that they are central to the decision-making process.

“Missing Voice” is a technique from the ‘Philosophy For Children’ (P4C) approach which allows a different or opposing point of view to be introduced and then challenged in a safe way.

The teacher might need to provide the “missing voice” here, as the children can be reluctant to voice negative attitudes and assumptions. If the teacher says: “Some people might think that Louisha might not be able to skip because she is blind or take part in running around and playing fast chasing games because she might hurt herself” This can give children the opportunity to explore difficult ideas more safely.

Louisha uses a skipping rope that makes a noise as it hits the ground, she holds her friend’s hand and the children count out loud to support the rhythm of the rope turns.
**Activity and organisation**

Recap friendly and caring thinking and questions from KS1 Disability Equality activities.

Introduce 5 characters, for example: this is Anwar. He likes minecraft, playing football and eating bananas. Rudi is also deaf and wears a hearing aid and reads lips to communicate.

On your table identify the friendly questions that you would ask him. What caring thinking questions would you ask so that Anwar can join in at playtime? ‘What would help you to join in?’ ‘Would it help if ...?’

Give each table group a disabled child character (see resources) and children practise in pairs asking friendly questions and caring questions to make sure they can join in with a playtime game.

**If time:**

Watch ‘Wheelchair’ film clip from bfi resource ‘Disabling Imagery’ available from: [http://explore.bfi.org.uk/4ce2b8a2af190](http://explore.bfi.org.uk/4ce2b8a2af190)

**Ask:**

What does Ade want?

Review learning:

What have you learnt from this lesson?

What will you do differently?

What will you think more about?

**Plenary**

Nothing About Me, Without Me: If someone is thinking about ways to help you learn, join a club, go on a trip or have fun at playtime… Do you think they should ask you what you think?

**Guidance**

You could adapt the character profiles to meet the needs of your year group.

In keeping with the spirit of Nothing About Me, Without Me, highlight the importance of including and checking with the disabled class-mate – so that they are central to the decision-making process.


If children don’t make the link … what friendly questions does Ade want you to ask him?

The title of this resource was chosen to be Nothing About Me, Without Me because this is a slogan which was adopted by the Disability Movement in the 1990s to communicate the idea that no policy should be decided by any representative without the full and direct participation of members the group(s) affected by that policy. It seemed fitting to choose a title that promotes the idea that disabled children’s views and experiences should be central to discussing and promoting disability equality education.
Key Stage 2 Lesson 4 (optional extra)

Exploring the social model of disability

I can tell you about the social model of disability.
I know that disabled children and adults have the right to be who they are and do not need to be fixed to fit in.
I know that it is society that needs to change rather than the disabled person so that disabled children and adults can join in and take part like everyone else.

Resources

This lesson draws on the resource outlined on the Scope website:
http://www.scope.org.uk/support/families/books/kids/social-model-disability

Introduce the class to the social model of disability.
Disabled people have developed a way of thinking about disability called the social model of disability. This helps to explain the everyday or personal experience of having a disability. Many disabled people experience prejudice and discrimination (disablism) and many disabled people don’t have the same or equal chances in life as non-disabled people.

The social model of disability says that the barriers to everyone being able to join in and have equal chances are not because someone’s legs, eyes, ears or the way they communicate are different, but because society is not accessible, adapted or fair to those who have impairments (parts of their bodies that work differently).

Explain also that once a child gets used to their impairment, the idea of being disabled comes from not being able to join in – in the same way as other children – for example being able to catch a bus into town if you use a wheelchair, or play at the park on the equipment, watch a film in class if you have a hearing aid and need subtitles, know you can play games with friends. Explain that we are going to watch a story to help us understand the social model of disability.

Watch ‘Winnie the Witch’
https://www.youtube.com/watch?feature=player_embedded&v=O_f95a4MX7M

Pause at 1min 40 sec
Ask: What is the problem?
Winnie finds Wilbur a problem because his black fur can’t be seen in her black house. He gets in the way.
Ask: ‘How is Wilbur like the person in a wheelchair who couldn’t get into the building?’
Social model of thinking says: Society treats disabled people as a problem.

Pause at 2min 28sec
Ask: ‘What does Winnie do?’ ‘Does she ask the cat?’ ‘Does the cat need fixing?’
Winnie uses her skills to change Wilbur a little, thinking a green Wilbur will be less trouble in her black house. She doesn’t ask if he wants to be green, because she thinks she knows best.
Activity and organisation

‘Fixing’ disabled people
Social model of thinking says: Society tries to change or ‘fix’ individuals with impairments or differences, even when they are not ill or in pain.

Pause at 3min 19sec
Ask: ‘Why does Winnie change the cat again?’
‘What happens to Wilbur now?’
‘What do the birds do?’
‘How does he feel?’
Wilbur is still a problem. Winnie makes another, bigger change to Wilbur but makes Wilbur very unhappy because he wants to be himself. Winnie has created an attitude that lets even the birds think they can laugh at Wilbur.

What is ‘normal’?
Social model of thinking says: People with impairments or differences don’t want to be changed to fit in to "normal" society. They want to be themselves, equals just as they are, taking part and contributing to society. The wrong change creates social attitudes that lead to individuals being treated disrespectfully, just as the right change can make sure everyone is equal and respected.

Watch to the end of the story.
Ask: ‘What does Winnie decide to do?’
How is changing her house like providing a ramp instead of a step? Or making sure that books come out in Braille and audio text at the same time as the printed copies or all DVDs at school have subtitles?

Winnie decides to change her house and keep Wilbur as he is. They can both live happily in the colourful house.

Change society!
Social model of thinking says: Changes in society remove barriers for everybody.

Ask: what is the message or moral of this story?
The moral of the story is it is better to change our environment and attitudes rather than try to change people with impairments or differences!
‘Winnie The Witch’ by Valerie Thomas.

Plenary
Ask the children to reflect on their learning.
What have you learnt today?
Ask: Do you think our school is welcoming to disabled children and adults?
What could we change or adapt?
Can we show our school is welcoming to everyone?
Disability Equality Education KS2

Character profiles for Lesson 3

Anwar
This is Anwar. He likes playing minecraft, playing football and eating bananas. Anwar is also deaf and wears a hearing aid and reads people’s lips to communicate.

Maya
This is Maya. She likes going swimming and taking her dog for a walk. Maya also has a speech impairment and uses words and Makaton to communicate.

Phoebe
This is Phoebe. Phoebe likes football and going to watch Brighton & Hove Albion football matches. She also likes chasing games and playing the recorder. Phoebe also has cerebral palsy and wears a leg splint and sometimes uses a crutch to help her move around.

Omar
This is Omar. Omar likes playing basketball, reading and baking cakes. Omar also has a physical impairment and uses a wheelchair to move around.

Anya
This is Anya. Anya likes playing with lego, goes to a comic drawing club and really likes any kind of running game. Anya also has an invisible disability called diabetes which she takes medicine and sometimes means she needs to eat or drink when it is not break or lunch time to feel well.
NOTHING ABOUT ME, WITHOUT ME

Key Stage 3 Lesson Plans
Nothing About Me, Without Me

Key Stage 3 Lesson Plans

Disability Equality Education Lesson plans: Key Stage 3
These lessons are designed to be taught as part of the PSHE curriculum for young people in years 7-9. They could be included as one of the equality and diversity units of learning, as a part of Anti-Bullying Week or as part of a SEAL unit of work on empathy.

Learning Objectives (R3.20, E3.2 Brighton & Hove Programme of Study for PSHE education)
About the unacceptability of racist, sexist, homophobic, biphobic, transphobic and disablist language and other prejudiced behaviour; the need to challenge it and how to do it safely and appropriately.

About the Equality Act 2010, the similarities, differences and diversity among people with protected characteristics and the impact of stereotyping prejudice, bullying, discrimination on individuals and communities and to develop the skills, attitudes and strategies to reflect the spirit of this act in their approach to differences reflected in themselves and in other people.

Suggested learning outcomes:
• I can recognise stereotyping and begin to challenge it appropriately.
• I can explore what the social model of disability is.
• I understand the impact of prejudice, bullying and discrimination on disabled people.
• I understanding that labelling people and using disablist language is hurtful.

Notes: Teachers need to be mindful whilst teaching these lessons that not all children have a clear sense of their identity and may or may not identify as a disabled child.

Reflect on the needs of any disabled children or those with special educational needs within your class (or with a disabled member of their family).

Consider how you will make sure they feel safe and valued in these lessons and that they are not, for example a focus unless they feel confident and comfortable to share their experience and/or use their own experience to help them reflect on the needs of children with different impairments.

Try not to create a them and us approach and talk instead of our whole community and remember that not all disabilities are visible.
**Key Stage 3 Lesson 1**

**Suggested outcomes:**
- I can identify differences between myself and others.
- I can understand the meaning of the term the social model of disability.
- I know that society needs to change rather than the disabled person so that everyone is included.
- I understand what it means to make an assumption.
- I have a number of strategies which I can use to challenge assumptions.

**Resources:**
- Donna Yates article - English And Croatian
- PowerPoint on 'See The Person, Not The Disability' (available on Pier2Peer)
- Nothing About Me, Without Me: ‘Richard’s Film’
- Scope video – ‘Social Model Of Disability’
- YouTube video – ‘Social Model Animation’ [https://www.youtube.com/watch?v=9s3NZaLhcc4]
- I-phone template for text summary (optional)

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**Activity and organisation**

**Introduce** the new unit of learning. Explain learning journey and success criteria for lesson 1.

**Ground rules / Working agreement:**
Revisit and develop this. Remember to be mindful of people’s circumstances and that everyone needs to feel safe and valued.

**Warm up:**
Open a bag of sweets or other treat. As you take the register, hand out a sweet or other treat to students who do not have brown hair (for example).

**Activity:**
Handout out the article about the ‘EastEnders’ actress Donna Yates. Hand out the English article to the students who do not have brown hair and the Croatian article to everyone else.

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**Guidance**

Choose a common difference e.g. hair colour, glasses, freckles, eye colour etc. This activity is designed to get the students to think about how it feels to be treated unfairly.

Don’t tell the students who she is (although ‘EastEnders’ fans will know!) She was the first disabled actor to perform in this soap. This activity serves as a good introduction into discussing the social model of disability. The students with the Croatian script had the material presented in the wrong way which impeded their understanding of the topic.

Disabled people have impairments – this means that parts of their bodies or brains work differently and they might need some support or help to join in at school, such as wearing a hearing aid because you have a hearing impairment, using a visual aid if you have a visual impairment, using a wheelchair if your legs don’t work as well as (continued over)
Activity and organisation

Ask everyone to answer the following question: Using the text describe Donna's personality in your own words.

Key Question:
Discuss how you feel about your treatment so far in this lesson? Ensure that you get responses from representatives from all groups.
In pairs discuss what this activity might have to do with our topic of disability issues.
Discuss the social model of disability as seen on the PowerPoint.
Watch Scope video about the ‘Social Model Of Disability’ or the ‘Social Model Animation’ which clearly explains this point.
https://www.youtube.com/watch?v=9s3NZalhcc4

Groupwork
How can you sum up the social model of disability in a text?
Discuss barriers that disabled people may have in their lives. Record your answers.

Read out four statements in turn which relate to statistical information on disabled issues leaving out the reference to the %. For example:
- (47%) of disabled people say that the services they receive do not enable them to take part in community life.
- Six in 10 (62%) families with disabled children can’t access the services they need in their local area.
- Half (52%) of disabled adults say they have problems getting into or moving about within their own home because of a lack of ramps or lifts.
- Nearly one in five (19%) disabled young people (aged 16 – 24) who require specially adapted accommodation live in homes which are not suitable for their needs.

Update these if they are becoming outdated.
Have the 4 different percentages around the room (ie 47% / 62% / 52%, 19%). Ask the students to move to the percentage which they think best fits the statement.
Discuss the correct answer before moving on to the next question. Are there any surprises here?

Guidance

(continued from page 41) other students or having a learning disability and needing support from a TA (teaching assistant).

Explain also some students have hidden or invisible differences where their bodies work in different ways and they might need, for example, an inhaler to help them join in or help sheets if they are dyslexic.

Explain also that once a child gets used to their impairment, the idea of being disabled comes from not being able to join in – in the same way as other children – for example being able to catch a bus into town if you use a wheelchair, or play at the park on the equipment, watch a film in class.

Barriers to joining in are not just physical. Attitudes found in society, based on prejudice or stereotypes (also called disablism) disabled people from having equal opportunities to be part of society, eg. if the bus with spaces for a wheelchair is full then the bus won’t stop.

Reflection time on their own is important to allow them some thinking space for their own responses. Encourage students to be individual and not follow the crowd.

You will need to print out 47%, 62%, 52%, 19% and put them on different walls in the classroom.
Activity and organisation

In your PSHE books record your feelings about barriers faced in our society by disabled people. Show the PowerPoint slides 4-7 or show the picture of Richard as a DJ from the Nothing About Us, Without Us photo-pack.

Play Nothing About Us, Without Us: ‘Richard’s Film’ once the students have completed the task.

What assumptions did you have about Richard when you only saw his photo?
What assumptions did you have about Richard as you watched the film?
In what ways have you had your assumptions challenged from watching the film?

In groups look at the Scope 6 principles (End The Awkward) in detail (slide 8 or hand-out from pack)

Guidance

Don’t give the students any clues as to who this is or what he does. We are trying to tease out what we mean by an assumption.

Richard is deaf and has a learning disability. He has received an MBE for services to the arts and disabled people in the Queen’s birthday honours list.

Richard has worked with the government to develop policy for improved services for learning disabled people, helped set up the National Forum of People with Learning Disabilities, was involved in the disabled arts programme for the Olympics 2012 and chaired the Department of Health’s National Advisory Group on Learning Disability and Ethnicity.

In addition, Richard was, for many years, a member of the Department for Transport’s Disabled Persons Transport Advisory Committee.

He loves being a DJ.

Scope, the disability rights organisation have recently created 6 principles which challenge assumptions but are also fundamental in helping people to better interact with disabled people.

To further explore the concept of assumptions you may want to watch ‘Talk’ DVD (this was made by the Disability Rights commission in 2006). The principle is that the lead role is an able bodied person who finds himself in a disabled world where disability applies to the majority of society. He finds himself unable to complete tasks in life such as catching a bus or completing a form because he does not have a disability. He also finds that people speak to him differently and treat him differently which leads to frustration. There is a lot of scope here to explore assumptions that are made.

Review Learning

If you were meeting Richard for the first time how would this advice help you in developing conversations?

Plenary

Feedback in whole class discussion.
Who has the best lines which will help to see the person and not the disability?
Next lesson we will be examining how we can end theawkward with some practical ideas for talking to people with disabilities.
**Key Stage 3 Lesson 2**

**Suggested outcomes:**
I understand the difference between appropriate and inappropriate language to describe someone.
I can identify commonalities between myself and others.
I know the correct way to treat people who are different.

**Resources:**
*Nothing About Me, Without Me photo-cards* and *film resources*
*Accompanying PowerPoint* available on [www.pier2peer.org.uk](http://www.pier2peer.org.uk)
*‘Talking About Disability’ sheet* made from *Scope website information*

**Recap Lesson 1**
Using mini white boards write down one of the 6 Scope principles that we covered last lesson

**Warm up:**
*Circle Activity*: In their groups students have 5 minutes to talk to the others in group and find something that they have in common. Try to make it interesting and unusual. Each group to share their sentence with the other groups around the circle.

**Language and terms:**
Recap on your text version of the social model of disability from the previous lesson and model use of appropriate language.


Circle the terms that you think are acceptable to be using and put a cross through ones that you would avoid using. Are there any terms that you think are missing from the acceptable list? Are there any terms or phrases that you don’t fully understand?

**Photo-card activity:**
*Circle Time Activity*: Choose a selection of photo-cards from the Nothing About Me, Without Me photo-cards or find some images yourself. Spread all the cards out the centre of the circle. Give the students a few minutes to scan over them and then ask each student to select a photo.

**Guidance**
Teacher walks around the circle and gives each student a number 1-5 then repeat. Students need to remember their number and sit with other people who have the same number. This activity starts to explore the idea of commonalities between people who you may not know socially.

See someone who’s disabled as an individual, and treat them like anyone else. There are some words that many disabled people find hurtful or harsh because they: suggest disabled people are helpless, are pitiful, or are often used abusively.

Some disabled people may use controversial language when talking about themselves. That’s their choice, but it doesn’t mean they’d be happy for you to use it. If in doubt, ask the person what language they prefer.
Recap Lesson 1
Students will be asked to talk about why they selected that photo and to think about what it is in the photo that they liked. Is there a message contained in the photo? What is it saying?

Group work activity
Show slides 9-14 or a selection of secondary students from the Nothing About Me, Without Me photopack.
What are the commonalities between you and the students in the photo?

End The Awkward Campaign
Choose one of these clips or show all of them if you have time:
https://www.youtube.com/watch?v=f0Ud5q5oxQ&list=PLEJWI99Hx3tGg7eyEi8DSWNoY_9r2hD_G&index=1 Warwick Davies introduces awkward disability stories
https://www.youtube.com/watch?v=d2GfOiq4LWA&list=PLEJWI99Hx3tGg7eyEi8DSWNoY_9r2hD_G&index=6 Handshake awkward
https://www.youtube.com/watch?v=-UKLtWbD51g&index=7&list=PLEJWI99Hx3tGg7eyEi8DSWNoY_9r2hD_G Wheelchair awkward

Who in the film clips feels awkward?
Revisit our picture slide 16.
Write a script of a friendly conversation between you and one of the people in the photo.
How would you ask if someone needed support?
You may also want to consider when it would be appropriate to ask personal questions.

Final Word
https://www.youtube.com/watch?v=c8ma-VAQc2Q
Vloggers response to the End The Awkward campaign

Review learning:
What have you learnt from this lesson?
What will you do differently?
What will you think more about?

Plenary:
On a post it note write down a tip or a piece of advice that has had the biggest impact on you in this lesson.

Guidance
Students need to be reminded of the working agreement here. They could also think about incorporating some of the ideas from the previous lesson to embed learning.

An example might be - I chose this picture of the boy cooking in school. It shows that he clearly loves being in school and it challenges the assumption that being disabled means that there are activities that you can’t do.

The activity will get the students to explore a moment in more detail and to prompt deeper thinking.

This links to the Scope campaign: End The Awkward http://www.scope.org.uk/awkward and helps students think about ways to get to know each other and highlights what not to do in social situations.
Donna Yates

Donna Yates is a brash woman – Queen of Spring Lane market. She’s worked hard all her life and never taken a hand-out from anyone. Proud to a fault, Donna has fought tooth and nail for her independence and won’t let anyone take it away from her. Her self-started business is her livelihood and success is everything. She wants to win. She wants respect. She’d rather be feared than loved.

However, Donna’s abrasive personality covers hidden depths. Donna is an intelligent, though opinionated, woman. She works hard and swears by her unflinching work ethic but by throwing herself so hard into her business other things have slid… primarily her love life. Donna hopes Mr Right is round the corner but her abrasive personality will probably put pay to finding him.

Played by Lisa Hammond

Donna Yates


Međutim, Donnina krutost pokriva skrivene dubine. Donna je inteligentna i svojevoljna žena. Ona radi naporno i pošteno, ali zbog svog posla i principa druge stvari su skliznule ... prije svega njezin ljubavni život. Donna se nada da se pravi muškarac krije iza ugla, ali njezine krute osobine će vjerojatno otežati njegov pronalazak.

Uloga Lisa Hammond
Key Stage 3 Lesson 1 Resource

Work with your group to define the social model of disability in a text
Key Stage 3 Lesson 1 Resource

Scope About Disability
Key Principles

1. See the person, not just their impairment. He’s Pete who likes playing guitar and science lessons, not ‘the boy in the wheelchair’

2. Try not to make assumptions about what someone can do, how they live or how being disabled affects them.

3. Unsure or need to know something? Ask and involve! Do it respectfully of course

4. Accept what the disabled person says about themselves and their impairment. Remember they know themselves better than you do.

5. Remember that fair does not mean we all get the same, it means getting what we need.
NOTHING ABOUT ME, WITHOUT ME

Key Stage 4 Lesson Plans
Nothing About Me, Without Me

Key Stage 4 Lesson Plans

Disability Equality Education Lesson plans: Key Stage 4
These lessons are designed to be taught as part of the PSHE curriculum for young people in years 10-11. They could be included as one of the equality and diversity units of learning, as a part of Anti-Bullying Week or as part of the SEAL unit on empathy.

Learning Objectives (R4.18, E4.2 Brighton & Hove’s PSHE Education Programme of Study)
About the Equality Act (2010) and the securing of access, treatment and opportunity, human rights, respect, social movements (such as Civil Rights, LGBT, Feminist and Disability Movements) in the UK and wider and the relationship between these and cultural attitudes, individual aspirations and personal relationships.

About the unacceptability of all forms of discrimination, and to challenge it in the wider community including the workplace

Suggested learning outcomes:
- I can use appropriate strategies to support people who are experiencing bullying, harassment and prejudice.
- I know how to respond to intolerance, in particular towards people with a disability or impairment.
- I can use the Equality Act to bring about change in school and the local community.
- I know about at least one Disability Movement and understand what they do in society.
- I can understand the correct way to treat someone with an impairment and I also know about ways which are unhelpful.
- I am aware of disability rights, to promote disability awareness and to encourage others to do so.

Notes: Teachers need to be mindful whilst teaching these lessons that not all children have a clear sense of their identity and may or may not identify as a disabled child.

Reflect on the needs of any disabled children or those with special educational needs within your class (or with a disabled member of their family).

Consider how you will make sure they feel safe and valued in these lessons and that they are not, for example a focus unless they feel confident and comfortable to share their experience and/or use their own experience to help them reflect on the needs of children with different impairments.

Try not to create a them and us approach and talk instead of our whole community and remember that not all disabilities are visible.
Key Stage 4 Lesson 1

Suggested outcomes:
I can make connections with different groups of people.
I know the correct way to treat people who are different to me.
I can identify unhelpful ways to treat someone with a disability or impairment.

Resources:
Nothing About Me, Without Me photo-pack
Ball of string
Nothing About Me, Without Me: ‘Blatchington Mill Students’ Film’
Nothing About Me, Without Me: ‘Penny’s Film’
Scope clips
Mini-white boards

Activity and organisation


Ground rules / Working agreement:
Revisit and develop this. Remember to be mindful of people’s personal circumstances everyone needs to feel safe and valued.

Warm up:
Snowball exercise: Give everyone a piece of paper and ask the question - ‘What is it about you that is different to everyone else?’
Now ask each student to select a statement each and go around the circle reading them out. Even though these are differences, have we found any commonalities between the statements?

Photo card activity:
Select relevant photos from the Nothing About Us, Without Us photo-pack. Ask the students to look at the photos laid out on the floor and pick ONE that appeals to them in some way. It’s important that all students have their own photo.
Ask the students to hold their chosen photo in front of them so everyone can see it. Ask for a volunteer to make a CONNECTION between their photo and someone else’s.
Using the ball of string begin to construct a web of connections across the circle.

Guidance

This may work best as a circle time activity. The paper should now be snowballed and thrown into the centre of the circle. The aim is to highlight difference between people. Encourage students to keep this light-hearted. For example, ‘I dip bananas into marmite’, ‘I am double jointed in my wrists’.

If there is a time constraint then aim to link in 6-8 ways crossing over the circle.

This activity encourages people to listen to other people’s ideas and to make connections between them.
Activity and organisation

The first person to make a connection holds the end of the string and passes the ball across the circle to the person whose photograph they have made a connection with. This person now makes a connection to another photo and passes the string on. Continue until each photo has been linked together through the string. Draw attention to the web of ideas the young people have generated as symbolised by the string. Roll up the ball of string.

Show a film:
Nothing About Us, Without Us: ‘Blatchington Mill Film’ and/or ‘Penny’s Film’

Guidance

In keeping with the spirit of Nothing About Me, Without Me, highlight the importance of including and checking with any disabled students – so that they are central to the decision-making process.

The teacher might need to provide the “missing voice” here, as the students can be reluctant to voice negative attitudes and assumptions. If the teacher says: “some people might think that Sonny might not be able to cook unaided as he is in a wheelchair”. This can give students the opportunity to explore difficult ideas more safely.

See the person and not the disability
What do the students in the video like to do? What do they enjoy? What might people who haven’t engaged in a conversation with the students assume about them?

Consider when it would be appropriate to ask if the person needs any help? When might it be appropriate to ask the students about their impairment or disability? For students with a disability one of the biggest barriers is the attitude of other people. People are so worried about saying the wrong thing or acting the wrong way that they would rather not say or do anything at all. It’s just not that hard to get it right.


Hand out a sheet of the Scope principles. In groups discuss how applying these principles would work if you were meeting Penny and/or one of the Blatchington Mill students seen in the films.
Activity and organisation

Show the End The Awkward new video
https://www.youtube.com/watch?v=kzfs-pNuJxI&index=1&list=PLEJWI99Hx3tFnI0CSFuALp-dXiVqJVYoW ‘Hairdressers’

https://www.youtube.com/watch?v=tz8eoYNAn5E&list=PLEJWI99Hx3tFnI0CSFuALp-dXiVqJVYoW&index=2 ‘Nail Bar’

Sum up in three words the clips that you have just been shown. Write them on mini white boards to show to the other class members. How many ‘what not to dos’ did you spot? If you were one of the real people in the salon how would you have responded? Do you think it would be acceptable to intervene? At what point might you say something?

Review learning:
What have you learnt from this lesson? What will you do differently? What will you think more about?

Plenary
Re-visit the photos from the start of the lesson. In pairs choose a photo which you feel best represents the theme of the lesson. On a post-it add a caption underneath the picture which best explains the theme.

Show a film:
Nothing About Us, Without Us: ‘Blatchington Mill Film’ and/or ‘Penny’s Film’

Guidance
Scope have a new End The Awkward campaign surrounding What not to do.
The main characters in the film are actors but everyone else in the film is real.

If you have time you could freeze frame the point where you would intervene and explain to the class what you might say.

Blue tac up the photos. If you have time students could vote for the best one.
Key Stage 4 Lesson 2

Suggested outcomes:
I can examine the role of the media in disability issues.
I know how to challenge assumptions that people may make about others.
I can think about whether the media presents a positive or negative role in discussing disability.

Resources:
Nothing About Me, Without Me photo-cards
Kylie Jenner photo (Search Kylie Jenner Golden Wheelchair on google images) or replace this with another controversial disability related image.

Recap Lesson 1
Tell the person next to you a good tip to ‘end the awkward’.

Warm up:
Photo-cards: Hand out a photo card from the Blue Camel club at random to each student in the class. Focus on one person and thought track how they may be feeling in the photograph.

Disability and the media activity:
Get into groups of 4/5. Hand out picture of Kylie Jenner in a wheelchair. Students should write comments and words around the image. They should also be encouraged to pose questions about the photo.

Guidance
The Blue Camel Club is a nightclub held once a month at Brighton Dome for learning disabled people and their friends. The evening also includes disabled DJs, musicians and performers.

Students could also develop this into inner thoughts and outer voice. Being misinterpreted or misrepresented particularly by the media causes frustration. Students could reflect these issues using the inner thoughts and outer voices.

Kylie Jenner is a model and American reality star, famous for being one of the siblings in ‘Keeping Up With The Kardashians’. In Dec 2015 she took part in a photo shoot to pay homage to controversial pop artist Allen Jones. There were many photographic poses but this one in the golden wheelchair sparked controversy. Don’t reveal any information about the photo at this point although many students may have followed the story. It may be an idea to copy the photo in colour on A3.
Recap Lesson 1

Once finished move to another table and add comments / counter comments to other groups’ photos. Each group needs to choose the best comments to share with the rest of the class.

Review the vlog if appropriate:
Look at the power point responses to this. You may also want to show the disability vlogger ‘This Is Cripple’ who looks at the pros and cons of the photo, although she does swear in a couple of places so use your judgement.
https://www.youtube.com/watch?v=jGJDVCXRGE&list=PLEJWI99Hx3tFp-IZCnm6xJGIYofMvPkAh&index=1

Reflect on the way the vlogger uses the word ‘cripple’. Would it be OK for anyone to use this term? (Some disabled people ‘reclaim’ terms such as cripple, but this would still be seen as derogatory language particularly when used by someone who is not disabled.)

Key Question:
Do you think that the Kylie Jenner photo has had a negative (no) or a positive impact (yes) on society’s views on disability and impairment? In your books write a paragraph and give reasons to explain your answer. Include your thoughts about the reaction to the photo.

Plenary
Use a ballot box to give a yes or no answer to the above question. Write the answer on a piece of paper and put it in the box.
What was the final class verdict?

Review Learning
What have you learnt from this lesson?
What will you think about differently in the future?

Guidance
You are aiming to create a paper debate which can be referred to in the feedback.

The vlogger refers to the fact that most mainstream films have non-disabled actors playing the roles and that this is disempowering.
If time you could discuss the clip from: ‘Breaking Bad’s RJ Mitte. He is an actor with cerebral palsy.
https://www.youtube.com/watch?v=iqCRELi8T8&index=4&list=PLEJWI99Hx3tEro5bU6HGypDpKnMpbhd9
This is part of a series of interviews with him from Scope.

Choose one or two members of the class to justify the answer that they placed in the box.