

Citizenship and Disability

A classroom resource pack for teachers

Key Stages 3 and 4

Disability Rights Commission

<u>Introduction</u>	<u>002</u>
<u>How to use this pack</u>	<u>005</u>
<u>Lesson 1</u>	<u>008</u>
<u>Lesson 2</u>	<u>015</u>
<u>Lesson 3</u>	<u>025</u>
<u>Lesson 4</u>	<u>038</u>
<u>Lesson 5</u>	<u>050</u>
<u>Lesson 6</u>	<u>059</u>
<u>Lesson 7</u>	<u>068</u>
<u>Lesson 8</u>	<u>074</u>
<u>Appendices</u>	<u>084</u>
<u>Bibliography</u>	<u>094</u>

Introduction

About this teachers' resource pack

The Disability Rights Commission (DRC) has produced this pack as a classroom tool on citizenship for Key Stages 3 and 4. It focuses on disability, diversity and equality. The pack is intended to provide a resource for teachers to enable them to provoke thought and reflection amongst students about disability issues. The contents support the award-winning short film "Talk" that is included in the pack. The DfES part-funded the pack and it was researched and written for the DRC by the Humberside Partnership.

The pack will actively engage students in thinking about their roles and responsibilities in society and how they can help make their community a better place for themselves and disabled people. Students will have the chance to think about how they live, learn and work alongside disabled people. They will also look at how society works, the role of government and the laws shaping society.

Students will be encouraged to explore their own feelings about what it means to be a citizen in society. They will need to participate with an open mind and respect the opinions and experiences of disabled people and how equality legislation influences society.

Aims

- To introduce the notion of citizenship.
- To explore what it means to be citizen.
- To raise disability awareness.
- To examine attitudes towards disabled people.

Outcomes

- Understand what it means to be a citizen.
- Know what it means to be a good citizen.
- Be familiar with the experiences of disabled citizens.
- Have insight into their own and others' attitudes towards disabled people.

Disability awareness

The activities in the pack will help teachers develop strategies for the inclusion of disabled students within the classroom and the school in general.

Teachers will be able to use the exercises provided to raise disability awareness.

Students will learn how the media informs and influences opinion, how literature and the arts can reinforce negative or positive images of disabled people and how disability equality legislation can influence society.

Background information

The pack has been written in consultation with

The Department for Education and Skills

Teachers

Disability groups

The Commission for Racial Equality

The Equal Opportunities Commission

OfSTED

The pack has been piloted in

Hessle High School, Hessle, Hull – Sarah Young

Immingham School, Immingham – Howard Bunting

Sir John Nelthorpe School, Brigg – Vic Rowe

Winifred Holtby School Technology College, Hull – Kevin Druce

The "Talk" video is available in the following formats

British Sign Language (BSL)

With subtitles

BSL and subtitles

Audio description

Subtitles, BSL and audio description

Acknowledgements

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RNIB

RNID

SCOPE

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Cover photography

(left) © Anne Worthington

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How to use this pack

Delivering the activities

This pack gives teachers a wide variety of appropriate teaching materials which can be photocopied when necessary.

They have been designed to enable students to share their life experiences with others and actively seek out the knowledge they desire. Using different educational tools, they will not only learn about citizenship and disability. They will also learn about themselves and their attitudes to disabled people.

Ground rules

The issues covered in the pack are personal and sensitive. It is important that students agree ground rules about appropriate behaviour. Teachers may want to suggest that students listen to each other without interrupting, respect the views of others, have time to express themselves, receive comments without criticism and maintain a degree of confidentiality outside the classroom. The aim is to create a classroom culture where students are confident about expressing their ideas without fear of reprisal and where they can expect positive reactions.

There may be disabled students in the class and they are not expected to become the focus of attention in activities. Students are also likely to have disabled family members and disabled friends. Students are not expected to reveal this information, but they may want to. It is important that this is not seen as special or exciting or that being a disabled person is exceptional. However, by identifying themselves and others as disabled people, students may realise that disabled people form an integral part of society and that disability is an issue that affects everyone.

Teachers with disabled students in their class are advised to meet them informally before the lessons so that they can find out their wishes. They may want to take a direct role in the class and feel comfortable about answering questions and sharing life experiences, or they may not wish to be marked out in this way. The discussion with the disabled students and the lessons need to be handled sensitively. Teachers need to know about the school's confidentiality policies, and the rights of disabled students in education (See the DRC Codes of Practice for Schools).

The Social Model of disability

The pack utilises the "Social Model of disability". Here the notion of discrimination is key, in other words, disabled people do not face disadvantage because of their impairments but experience discrimination in the way we organise society. This includes failing to make education, work, leisure and public services accessible, failing to remove barriers of assumption, stereotype and prejudice and failing to outlaw unfair treatment in our daily lives.

"Disability....the disadvantage or restriction of activity caused by contemporary social organisation which takes little or no account of people who have physical impairments and thus excludes them from the mainstream of social activities". (UPIAS 1976)

The "Talk" video uses the social model of disability by identifying the ways in which the arrangement of transport, leisure facilities, public services and work excludes disabled people and how people's attitudes also demean and isolate. The main character in the video is a non-disabled man and the world is made up of disabled people who discriminate against him. In this way the video shows how having an impairment does not create disadvantage, but that the problems disabled people experience are caused by social exclusion.

The lessons in this pack aim to help teachers and students understand the social model of disability so that everyone can act against disability discrimination when they encounter it in themselves and others.

Inclusive teaching practice

Inclusive teaching relies on teachers being able to ensure that they and classroom support staff have the resources to assist students with additional requirements. The activities are designed so that teachers can choose the most appropriate for all students, including those with impairments.

Citizenship – Schemes of work for Key Stages 3 and 4

The materials in the pack meet the criteria set out in the Citizenship scheme of work for Key Stages 3 and 4. Please see appendix 1.

Attainment targets for citizenship

See appendix 2 and 3.

Cross-curriculum links

See appendix 4.

The lesson plans

Each lesson focuses on a different theme of Citizenship and Disability.

1. Introductory activity

Lessons have an introductory activity to lead into the core activity.

2. Core activity

The core activity is broken up into two or three. A variety of activities allows for time constraints and differing student ability.

3. Plenary

The plenary time is an opportunity for the teacher and students to think about the issues explored in the lesson.

4. Homework

Homework gives students a chance to follow up an idea or activity and report their findings.

5. Alternative activities

These sessions allow teachers more choice as they vary in length making it possible to take into account the class size and space. Homework can also be chosen from these activities.

The activities are writing, reading, discussion, drama (including improvisation and role-play), video, photographs, research, looking at media and research data and inviting visitors or organisations to speak to the class.

The lessons allow students to develop their communication skills. They also have the chance to present their own ideas, and to listen to and understand the views of others. The lessons explore people's rights in society and issues of fairness, discrimination and diversity.

The activities give students the maximum opportunity to work in small groups. The topics can be introduced to the whole class and then the students can work in private on the ideas explored in the lesson.

Lesson 1 – Talk video

Talk video – A Disabling World

LESSON 1

Aims of lesson

- To give students an opportunity to think about the world in which they live.
- To reflect on what it means to be disabled by attitudes and the ways we organise society.

Learning outcomes

Students will be able to

- empathise with disabled people and appreciate that people have different experiences of the world
- understand that disabled people face physical and social barriers.

Resources

"Talk" video supplied with pack

Worksheets

1. Introductory activity

a. Whole group activity b. Individual activity

a. First thoughts

Write the words "disabled person" on the board. Ask students to record words, images or pictures that come to mind. Everything suggested by the students needs to be discussed and identified as having negative or positive connotations,

and/or

b. Questionnaire about disability

See Lesson 1, worksheet 1.

2. Core activity

Watching "Talk" video – whole class

a. Students watch the "Talk" video

Video length = 12 minutes

Discussion – whole class/group activity

Either

Discuss the video with the whole class, using the questions overleaf,

or

Divide the class into groups and give each group different questions from the list overleaf. The groups can then share their answers with the rest of the class.

Questions

What is the most noticeable thing about the video?

What did you like/dislike about it?

Was there anything unusual about it?

What was the video trying to show?

What is the non-disabled man, Robert, experiencing when he tries to travel to his job interview?

Is public transport accessible for disabled people?

How did the people at the job interview treat Robert and why?

What do you think happens to deaf and blind people when they go for job interviews?

What attitudes are shown by the customers and the head waiter in the restaurant?

Where have you heard comments like this before?

At the nightclub how do people treat Robert?

How does Robert's new friend view him at first?

Why do you think Robert says "Let's not talk" at the end?

b. Discrimination**Questions**

What is discrimination?

In what ways did Robert face discrimination in transport arrangements, in the restaurant, in the job interview, at the nightclub and in relationships?

How might this discrimination have been prevented?

Have any of you ever experienced discrimination or witnessed it? How did it make you feel?

How do you think society should respond to discrimination?

Rights and responsibilities in the work place

Employees and employers have rights and responsibilities.

Questions

Were any of Robert's rights infringed when he went for the job interview? How?

How was Robert at a disadvantage at the interview?

How could the employer make sure that Robert did not experience discrimination at the interview?

Why was Robert discriminated against at the interview?

Further questions – suitable for older students

In pairs activity

The film won Best Short Film at the Rushes Short Film Festival in Soho, London. Why do you think the judges liked the video?

Some critics have said that the film is not realistic enough. Why do you think they said that? What do you think?

The "Talk" video was commissioned by the Disability Rights Commission (DRC) as part of a campaign to raise disability awareness in business. What do you think the response of business people might have been?

How are the disabled characters portrayed in the video? Do they come across as "goodies" or "baddies"?

Would you pick out parts of the video as positive or negative? Overall, do you think the message is positive or negative? In what ways?

Would it have been different if the lead character had been a woman or black? What additional issues of discrimination could have been raised?

c. The impact of the video

From whose point of view is the story seen?

What techniques were used in the video to get the message across?

For example, visual images, words, sound effects or camera techniques?

Which scenes kept your attention more than others? Why?

Did the film makers use any surprise tactics?

3. Plenary

Ask the students to think about the issues explored in the lesson.

In what way did it help to imagine living in a world that discriminates against non-disabled people?

How does society "disable" disabled people?

Further ideas for discussion

a. Watching the video will help students understand what it can be like to face discrimination and help them to link this to other forms of discrimination eg sexism, racism and homophobia. Many people face multiple forms of discrimination. Robert was disabled by the people's attitudes and by the unwritten rules to access transport, employment, relationships and leisure activities.

b. Disabled people constantly encounter the discrimination that Robert experiences. They are perceived as unemployable, unable to use public transport, and incapable of having relationships, getting married or having children. They are therefore seen as pitiable and needy. The point is that it is not the person's impairment or condition that prevents them from making progress in life, but the attitudes and barriers that society puts in their way that are the major disabling factors.

4. Homework – writing

Either

a. Characters from "Talk" video

Ask the students to select one or two of the minor characters in the Talk video and write a short story with them as the central character/s. For example, the women using British Sign Language (BSL) in the street, the head waiter, the porter, one of the wheelchair users waiting for the bus, Olivia, or the characters in the night-club.

b. Write a poem

Ask the students to write about the life of one of the characters in a poem.

c. Facing discrimination

Ask the students to think of a time when they were in an unfair situation, facing discrimination. Ask them to write about the situation and describe how they felt.

5. Alternative activities

a. Drama activity – Hot seat

Individual/whole class

“Living in a disabling world – how I felt”

Ask the students to imagine changing places with Robert, the young man in the video. A chair is placed at the front of the class, students are asked to volunteer to sit on it and the class is invited to ask "Robert" about how he felt about what happened to him in the video.

The teacher can help the class focus on particular scenes in the video, for example, the meeting at his work place, trying to get a taxi, arriving for the interview, going into the interview room, the restaurant scene, the night-club and so on. The aim is to get the students to think about how Robert felt and how they would have felt in his position.

Help the class to identify the change in Robert's attitude towards disabled people by the end of the video.

Other characters that could go in the "hot seat" are

- Olivia
- the headwaiter
- the chair of the interview panel.

b. Taking action

Arrange a visit from somebody in the Disability movement.

Students invite a member of the Disability movement or organisations of disabled people to talk to their class about disability issues. For contacts – see appendix 5. Or the students could invite someone from a local disability access group or disabled arts/ theatre group. They could ask in their local library or look in the telephone directory for addresses.

Caution: you may want to avoid organisations that use exercises where people pretend to be a disabled person. These exercises locate the "problem" with the disabled person rather than the world in which we live.

Questionnaire

What does the phrase "disabled person" mean to you?

Can you name five famous disabled people?

1.

2.

3.

4.

5.

What do these words mean?

Prejudice

Discrimination

Stereotype

What might prevent a child, who uses Braille, from taking part in lessons?

Can you think of something that would prevent a person with a hearing impairment getting a job?

Which negative words are used to describe disabled people?

Which positive words are used to describe disabled people?

Lesson 2 – Citizenship and Disability

"There's this new Disability Act ... " Talk video

Aims of lesson

- To explore the idea of citizenship and what it means to be a citizen.
- To think about what it means to be a disabled citizen.
- To reflect on our own attitudes to disabled people.

Learning outcomes

Students will

- understand what it means to be a citizen in society
- understand what it means to be a disabled citizen
- have thought about their attitudes to disabled people.

Resources

"Talk" Video supplied with pack

Worksheets

Newspapers

1. Introductory activity

"Talk" video – whole class

"There's this new Disability Act..."

Play the beginning of the video where the woman mentions "the new Disability Act".

Ask the class to listen to the responses of the people at the meeting when they hear about this new act. Ask the students to fill in the spaces on lesson 2, worksheet 1 with their impressions.

Ask if the responses are positive or negative.

What is the response when the manager asks if they support the act?

Give out Lesson 2, worksheet 2.

Ask the students to fill in the spaces on the worksheet with the words and attitudes of the people when they are told that they have to do something about the act.

Questions

What does Robert say they should do about the act?

What is the response to what Robert says?

One of the team says that the ramps would make good publicity. What does this imply?

The final comment that the manager makes is that they will, "talk some more".

Why do you think this scene ends with the manager saying this?

Do you think the people at the meeting are good citizens?

2. Core activity

a. Being a citizen "Head to Head"

Lesson 2, worksheet 3

Ask for two volunteers to act the parts of Betty and Bob.

The characters sit facing each other at the front of the class and read the script. Another pair may want to take a turn, trying different tones of voice or accentuating different parts of the script.

Ask the class to identify the characters' attitudes to citizenship and their own understanding of what it means to be a good citizen.

b. Pair activity

Materials

Photograph numbers 1 and 2 from the pack, showing the effects of being a good or bad citizen.

A selection of newspapers, scissors.

A collection of magazine/newspaper articles depicting disabled people in words and photographs.

Divide the students into pairs. Give them the photographs from the pack.

Ask the students to think about what being a good citizen really means.

Citizenship is about living in a community with other people. People benefit if that community is living in harmony. The important point for the students to grasp is that people living together need to be responsible for themselves and to respect each other.

Ask the students

What are their reactions to the pictures?

Why does it matter if people steal cars, burgle houses or if children have nowhere to play? Why does it matter if there is racist graffiti on street walls?

If their neighbourhood is clean and safe, should the students care what happens in other parts of their community?

c. The portrayal of disabled people in books, cinema and television

Ask the students how disabled people are generally portrayed in films, TV and books. Can they give examples of disabled people in soap operas, fairy tales, nursery rhymes and film? Are disabled people portrayed using positive images and characters, or not?

Ask the students to think about or find out more about the disabled characters in the books and films listed below. Ask them also to think about the colours and characteristics associated with disabled people.

The Office (TV)

My Left Foot (book, film)

Treasure Island (book, film)

Forest Gump (book, film)

Hunchback of Notre Dame (book, film)

Rain Man (film)

Peter Pan (book and film)

Snow White and Seven Dwarfs (book, film)

Phoenix Nights (TV)

d. Newspaper images

Pictures can provoke powerful reactions. Newspaper editors carefully choose the photographs they use to illustrate an event.

Ask the students why they think newspaper editors might choose a particular image?

Ask the students to find a picture in a newspaper that attracts their attention.

Why are the students attracted to the image?

How does it make them feel?

What message do they think it is trying to convey?

Show the students newspaper articles and photographs depicting disabled people. Words and images generally portray disabled people as brave, pathetic, suffering victims of tragedy, overcoming their disabilities or coping with extreme circumstances. These are generally patronising and degrading images.

Ask the students to write a newspaper article about disabled citizens that avoids this imagery and language and shows them in a positive, strong, independent way, contributing to society.

Ask the students to draw a picture or find a newspaper photograph showing disabled people in a positive way or using strong imagery.

3. Plenary

Ask the students to think about the issues explored in the lesson. Ask what have they learned from the lesson? What do they do that makes them a responsible citizen at home, in their community and in society? Are they involved in any youth groups, voluntary work, or caring for a family member? What can they do if they see something they think is wrong or hurtful to another? Who should they tell? What should they do if their friends do not want them to tell?

4. Homework

Think about a friend and list five things he/she might do to show he/she is a good citizen, responsible for themselves and to others.

As a follow up to the homework, students could be asked what might prevent disabled people taking part in these activities. For example, voting in elections – being prevented from accessing polling stations or an unsuitable method of voting. Being prevented from joining a youth group or voluntary activity.

5. Alternative activities

a. Drama activity – mime

Small group activity

Students devise a scene that is an example of being either a good or bad citizen. They perform their mime in front of the class. Other students guess what is going on in the mime and whether they are being good or bad citizens. For example, stealing from a shop, helping someone to cross the road, bullying someone, taking part in an event to raise money for charity.

b. Voting

Why do the students think voting might be important for a citizen? What might prevent disabled people voting in elections? For example, access to the building, the voting procedure. How could the election and voting procedure change to include disabled citizens?

Internet research Ask the students to look up Scope's research, "Polls Apart", on access to the electoral process.

SCOPE

Postal Market Road, London N7 9PW

Telephone 020 7619 7100

Helpline 0800 800 3333

Fax 020 7619 7399

Website www.scope.org.uk

Ask the students to find out the procedures to ensure disabled people can vote in their town. They could ask at their local library or write to their local council.

c. Human rights

Ask the students what is meant by the phrase "human rights". Why do we need these rights?

Briefly explain to the students that the Human Rights Act 1998 was passed so that these rights could be enforced in law.

There are 16 basic rights. They include the right to life, the right to liberty and security, and the right to education. These rights are divided into articles. They include

Article 2 – Right to Life

Article 8 – Right to Respect for Private and Family Life

Article 14 – Prohibition of Discrimination

Ask the students if they can think of any instance in the video where Robert's rights under Article 14 are infringed (for example, access to the taxi/bus).

Ask the students to think about how human rights sometimes have to be limited to protect the rights of others.

The Human Rights Act 1998 also includes the right to freedom of thought, conscience and religion, the right to freedom of expression and the right to enjoy one's possessions.

But it does not include the right to do anything anti-social.

Discuss how the right to freedom of expression might conflict with a wish to express yourself, for example, by drawing graffiti or dropping litter. Identify the activities that students see as anti social and debate the difference between "wants" and "rights". For example, when neighbours are playing loud music and disturbing other citizens, are they using their right to enjoy their possessions or curtailing the rights of others?

Human rights Group discussion

Having rights means having responsibilities too, responsibilities for yourself, and being responsible for others. Ask the students:

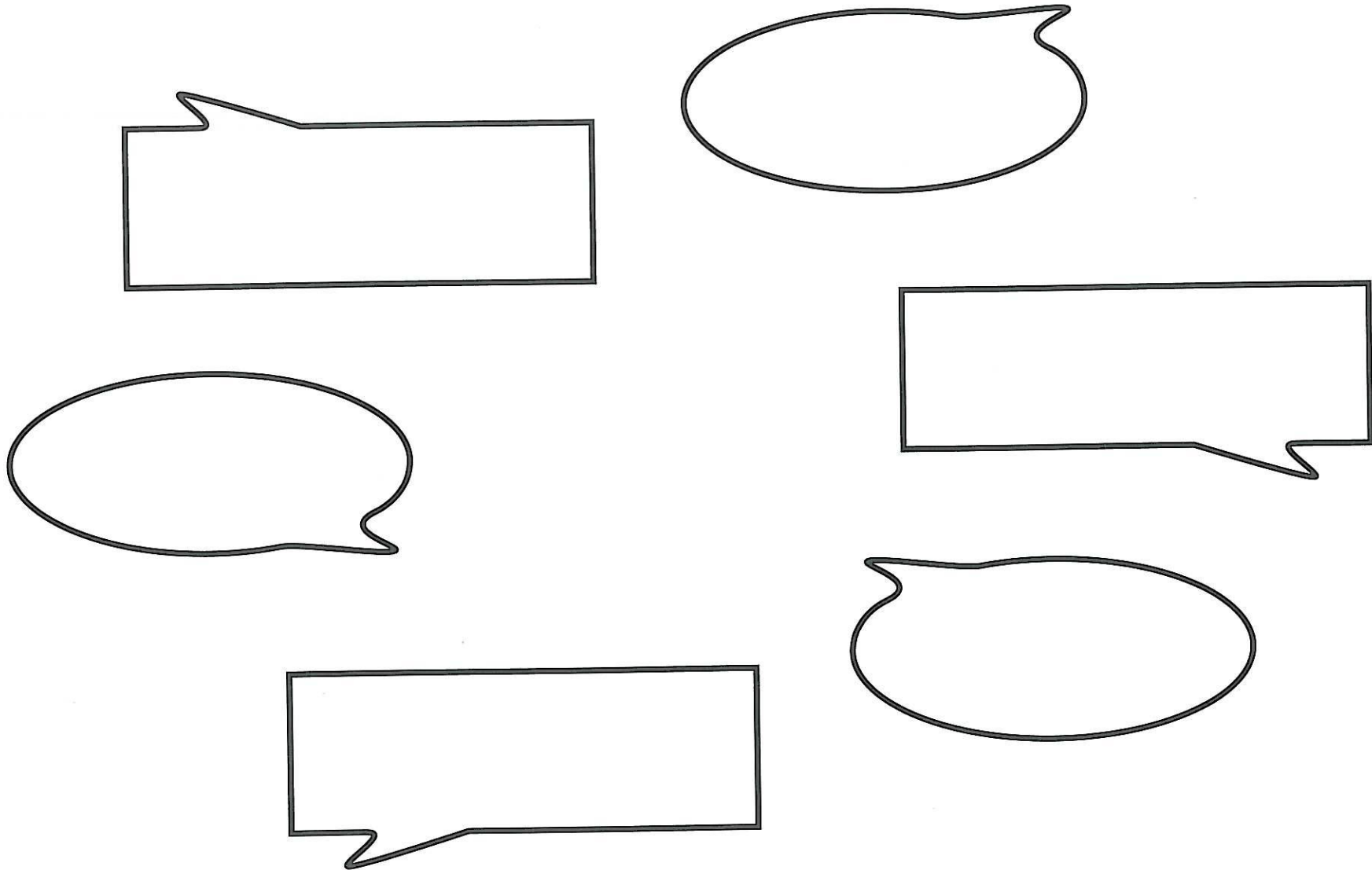
When being responsible for others what might we do?

In being responsible to others what might we do?

Who benefits when people behave responsibly towards one another?

What behaviour would you expect from a responsible citizen in an emergency or if they saw someone doing something that hurts another?

"There's this new Disability Act..." Talk video



"The act has already come into effect. We have to decide what we are going to do about it".
Talk video

What does that mean?

Head to Head, citizenship role-play – dialogue between two characters

Two characters, Betty and Bob are sitting facing each other and have the following discussion.

Betty: Did you see that programme last night about citizenship?

Bob: About what?

Betty: Citizenship. About what it takes to be a good citizen. Like recycling your rubbish.

Bob: Fred down the road wouldn't qualify then. I counted five fridges in his front garden the other day. He won't get rid of them, says he never knows when they might come in handy.

Betty: (pauses) Being responsible. They want you to be responsible.

Bob: Ow's that then?

Betty: Didn't quite get that one. Not keeping ten Rotweillers in your back garden barking all night, I think was one example they gave.

Bob: You know Billy at number eight, he's just got a Rotweiler puppy. Just found out it can't bark. Problem with it's throat. Can't utter a sound.

Betty: That's good then.

Bob: Not really. Billy only got it for the barking. Wanted to annoy the hell out of the neighbours. They keep him up all night playing country and western music.

Betty: (pauses) Know your rights. That was another one.

Bob: What left and right, kind of thing?

Betty: More knowing your own and respecting other people's rights, I think.

Bob: Tell that to the youth of today. They've no respect for their elders. I remember when I was a kid...

Betty: Not just kids. Everyone should respect everyone else. I think they just mean being nice to people.

Bob: Now, that's a hard one. Being nice to people.

Betty: I think they want to go back to the old days. When people got together and did things. Like street parties. You know, when you felt safe to go out and leave your door open.

Bob: If you did that today, you'd come back and find your TV and video'd been nicked.

Betty: They do it for drug money, don't they? I feel sorry for them.

Bob: I don't. Lock 'em away and throw away the key, if I had my way.

Betty: They need help that's all. Oh yes, another thing in the programme was knowing about your government and what laws there are and how they can help you.

Bob: Ah! Now then! Mrs Watkins at number six fell down a manhole last week. Sue the so and so's I said. It's against the law leaving it uncovered like that.

Betty: I thought she died of the shock.

Bob: She did. But it might have helped her if she'd known her rights beforehand.

Betty: (pauses) It's Eastenders tonight.

Bob: Now, there's a happy little group of citizens.

Betty: Absolutely.

Lesson 3 – Understanding disability

"I know what it's like for them" Robert – Talk video

Aims of lesson

- To look at how disabled people have been treated in the past.
- To understand, compare and contrast the Medical and Social Models of disability.
- To explore the concepts of segregation, integration and inclusion applied to disabled people.

Learning outcomes

Students will understand

- how disabled people have been treated in the past
- the Medical and Social Models of disability and how these can affect how disabled people are treated
- the meaning of segregation, integration and inclusion.

Resources

"Talk" video supplied with pack

Worksheets

1. Introductory activity

"I know what it's like for them" Robert – Talk video

Introduce the lesson with this quote from the video.

Ask the students what Robert meant when he said this.
Why did he feel he knew what it was like for "them"?
Who are "them"?

2. Core activity

a. **How disabled people were treated in the past** (Photographs/discussion)

Photograph numbers 3 and 4

The photographs are of people with learning disabilities and mental health issues. These can help students to realise that disabled people are a diverse group that is and have been treated badly.

Questions

What are your reactions to the pictures?

What do the pictures tell you about how disabled people have been treated in the past?

Do you think the situation has improved for disabled people?

Which picture do you find the most disturbing? Why?

If you had to draw a picture to show how the same people are treated today, what would you draw?

and/or

Bethlem Royal Hospital Photographs of two patients

Lesson 3, worksheets 1 and 2

Ask the students how people with mental health issues and learning disabilities are treated today. Discuss the idea that we now try to integrate and include disabled people in society.

Ask the students if they have heard of "Bedlam". This was how the Bethlem Royal Hospital was known for several centuries. It was a hospital in London for the treatment of people with mental health issues and learning disabilities.

The first hospital was sited at Bishopsgate, London from 1247 – 1676. The second was at Moorfields, London from 1676 – 1815. The third was at St George's Fields 1815 – 1930.

These extracts are from "The Bethlem Hospital, An Illustrated History"

"On each of the two main floors huge galleries 16 feet wide ran the full length of the building, broken only by iron grilles which separated the men's wing from the women's. Opening off them were individual cells, each measuring just over 12 by eight feet. The galleries were the day rooms for those who were considered fit to walk about in them, though dangerous or violent patients would be kept locked in their cells even by day. These galleries became notorious for the sightseers who thronged them during most of the 18th century, until the habit of indiscriminate public visiting was ended in 1770".

"In the early years at St George's Fields the hospital was bleak and sparsely furnished, with small windows placed high in the walls and laden with iron bars. The 1850s saw a dramatic reform in conditions. Windows were enlarged, comfortable furniture was introduced, and aviaries, flowers, pictures, statuary, and even animals appeared in the wards. Improvements continued throughout the rest of the century".

"Contrary to popular belief, mental disorder has been regarded as potentially curable throughout the hospital's history ... both medical and psychological methods of treatment have long been in use... medicines have probably always been administered... however, under the Monro family's long reign as physicians, medication made little progress. Their practice handed down from father to son, can be summarised as "purges, vomits, and bloodletting" – standard treatment in the early 18th Century, but distinctly outmoded by the mid 19th.

Cold and warm bathing, introduced in the 1680s seems more likely to have benefited the patients...occupation, and distraction from false, deluded or melancholy thoughts were also considered to be important. In the 19th Century occupation and entertainments multiplied. Dances were held in Bethlem as early as the 1840s, outings and excursions took place, and many other activities were introduced".

Examine the descriptions of the hospital with the students. Are the patients' human rights infringed in any way? In what ways? Would hospitals like these be built today? Do the students know of local hospitals like these? How have conditions for patients improved?

Give out Lesson 3, worksheet 1: Photographs of William G and Eliza J.

Points for discussion

What would it have been like to live at the hospital?

How might patients' treatment differ today?

What might happen if patients lived like this today?

How do William and Eliza look in the photographs?

b. The Medical and Social Models of disability

The Medical and Social Models of disability are different ways of approaching how we think about and act towards disabled people. Most of us see disabled people as having medical problems that need to be cured if possible. The dominant idea is that disabled people's lives are restricted by their "impairment" and that medical professionals are important people in their lives. This way of thinking is named (in a critical way), as the "Medical Model of disability". The "Social Model of disability" created by disabled people themselves, is a challenge to this. It describes "disability" not as a medical issue but as one where disabled people face daily barriers in society, for example, in the way we design and build our towns and cities, the way we organise our social activities and in the attitudes that we perpetuate, which favour non-disabled people over disabled people.

The Medical Model of disability

People influenced by the Medical Model see disabled people as pitiful, tragic and needing medical treatment. If a cure is impossible, then they believe society ought to care for disabled people, generally in residential institutions and hospitals.

This way of thinking is criticised for disempowering disabled people. They are seen as "the problem", having problems and experts are seen as in the best position to determine whether they live or die, have treatment or not and how and where they spend their lives.

This ideology pervades most societies and is evident in the way we think about disabled people, behave toward them and how we fail to allow them access to education, leisure, work and relationships.

The Social Model of disability

People who are influenced by the Social Model believe disabled people face discrimination daily. Their skills and attributes are overlooked, their potential is limited by prejudice and they are excluded by society.

The Social Model identifies the barriers, behaviours and attitudes that cause problems for disabled people. Disabled people are empowered by the Social Model because it helps them to recognise and overcome the barriers of society.

Group work activity

Explain the two models of disability making sure the students understand the difference between them. Put the

students into small discussion groups and using Lesson 3, worksheet 2 ask them to consider the following questions.

Questions

How do people using the Medical Model see disabled people? What image in your mind does it create of a disabled person? Is this a positive image?

How do people using the Social Model see disabled people? What image in your mind does it create of a disabled person? Is this a positive image?

Think about yourself. Imagine you have an impairment. How would you like to be treated? How do you see disabled people being treated in school and in the community?

What kind of physical barriers do disabled people using wheelchairs face in your school? What barriers do people with hearing or visual impairments face in your classroom?

How could you remove the barriers in your school and classroom that cause discrimination? Are there other ways to include disabled people in all classroom activities?

c. "If only ..." (Part 1)

Reading/discussion

Lesson 3, worksheet 3

The story is about a girl who has a facial disfigurement and is treated badly.

(Please note, this story is a longer activity in two parts, Part 2 is in Lesson 4).

3. Plenary

Ask the students to think about the issues in the lesson. What have they learned?

4. Homework

Writing – individual activity

Ask the students to write a story about a disabled person who wants to be included at school, in their community or in a sporting activity. The story should show barriers of attitude and in the environment.

5. Alternative activities

a. Taking action

Students could organise an assembly at their school on the theme of "citizenship and disabled people".

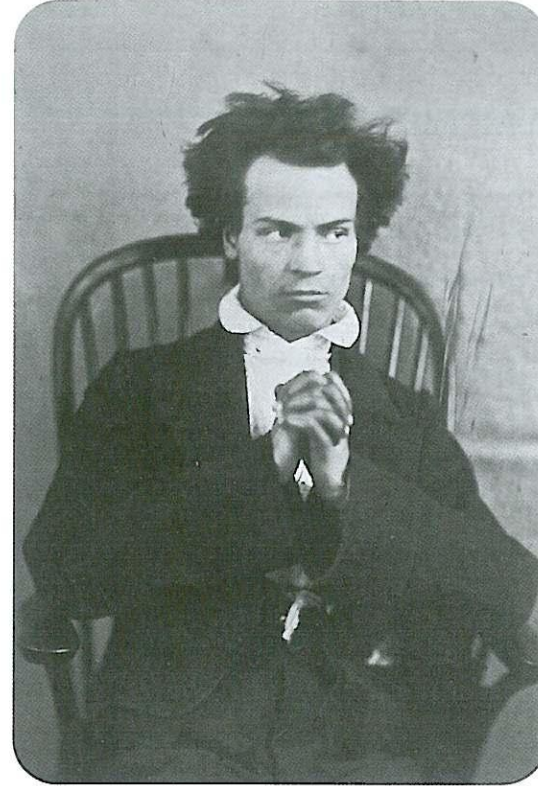
They could talk about what it means to be a disabled citizen, why citizenship is important, the idea of respect for themselves and others, and how the world could be a better place if everyone cared more for each other. The students could ask a disabled person to come and speak about what being a citizen means to him/her, or they could talk about the barriers disabled people face in school and society.

b. Literature – reading

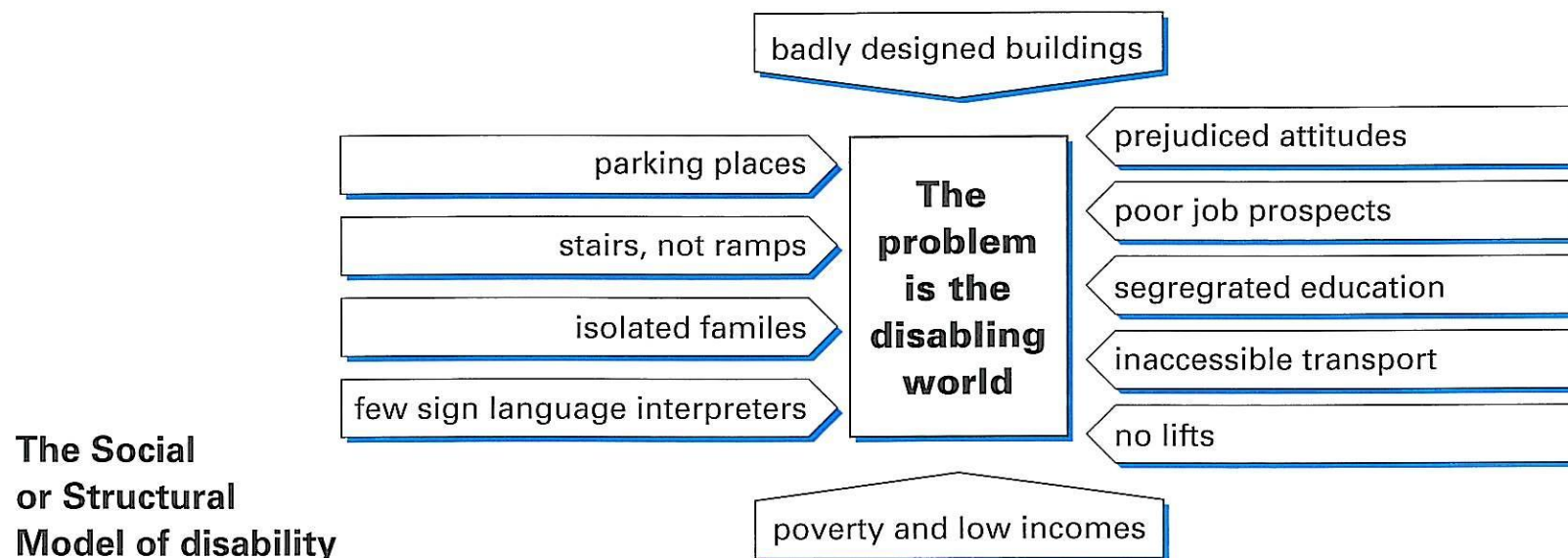
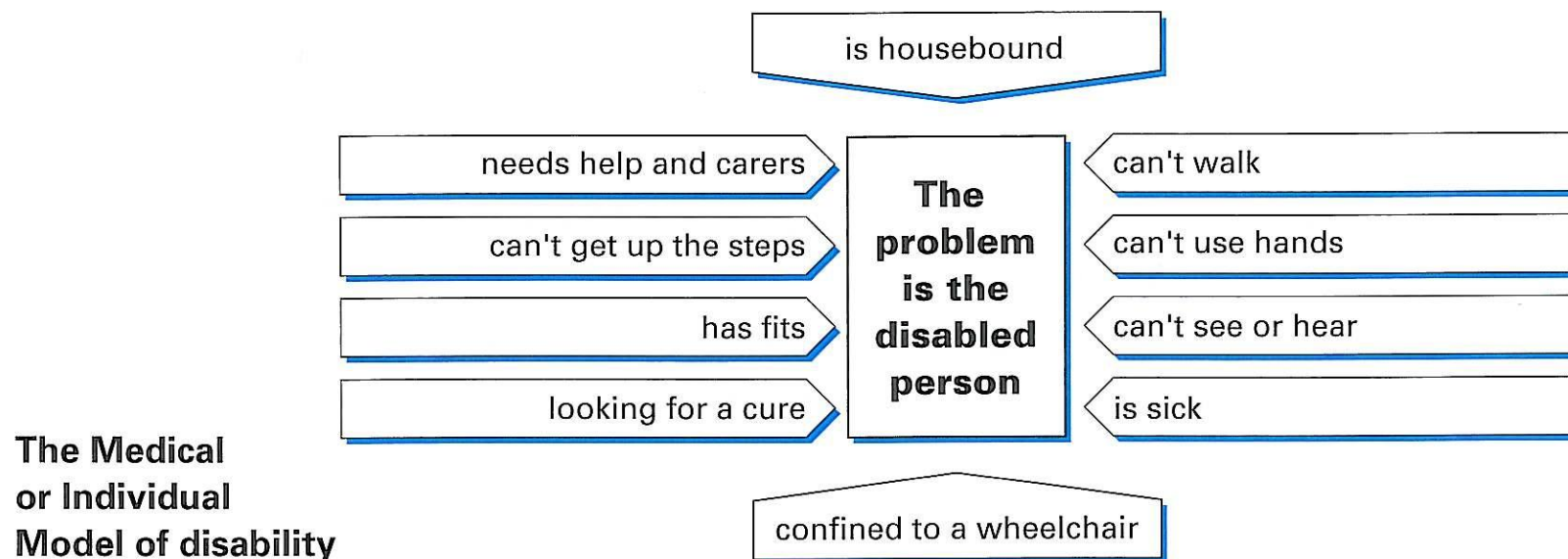
Extract from, "The Secret Garden" by Frances Hodgson Burnett.

Lesson 3, worksheet 4

Photographs from Bethlam Hospital



The Medical or Individual Model of disability / The Social or Structural Model of disability



If only ... Part 1

The boy looked at the girl as the teacher brought her into the classroom. Nice hair, he thought. Shiny and blond. He liked girls with blond hair. Karen, his ex-girlfriend had blond hair, but that was another story. He couldn't see the girl's face because of her hair. But he didn't care. He had gone off girls.

"This is Jenny Mills," said the teacher. "I hope you will all make her feel welcome." The teacher smiled and looked over at the boy who shifted uneasily in his seat.

"Alex, is new to the school as well, this term." The teacher gently nudged the girl over in the boy's direction. The desk beside him was empty. "Go and sit next to Alex dear," said the teacher. The boy stared sullenly down at his desk.

There was a gasp from a girl on the front row and he looked up. She was staring at the new girl with a mixture of shock and disgust on her face.

The boy eyed the new girl with a furtive look as she walked towards him and then quickly looked away. He felt the eyes of the whole class bearing down in his direction. He knew they weren't looking at him but

at the girl. The silence was horrendous. He felt his cheeks burn with rage. He felt so angry but not for himself, for the girl. It wasn't her fault she looked like that.

The first lesson was English. They had to share a book.

"Hi," said Alex, quietly, under his breath.

"Hi," said the girl.

She smiled at him. Only half of her face was showing. The side that wasn't burnt. Alex realised how pretty she was. Corn blue eyes, long eyelashes and smooth, lightly tanned skin.

"You're brown," he said shyly.

The girl nodded. "We went away for Christmas."

"Oh," said the boy. "Where?"

"Jamaica."

"Wow!" said the boy. "I'm impressed."

"My sister's much browner," said the girl. "I have to be careful." The girl brushed a hand over the other side of her face. "You know, my face."

Embarrassment flooded through Alex. "Oh yeah, sorry."

The girl smiled. "Too much sun is meant to be ageing anyway, isn't it?"

"Is it? Oh yeah, right," said Alex.



"Glad I don't look like that," said a short, stocky boy.

"No, you look much worse," said another boy.

Alex looked at them but said nothing. They were getting ready for games. He was dreading it. It was cold and he bet anything it was going to rain.

"Poor old new boy got stuck sitting next to her in English," said another boy.

"Shut up," said Alex.

"Oooh, do you fancy her then? Little miss freak show."

"You're so ignorant," said Alex.

"I can't believe they let her come to this school," said another boy. "I mean it puts you off. Having to look at all that red skin, it's revolting."

The teacher came into the changing room. "Hurry up you lot," he said. He smiled at Alex. "Ok?"

If only ... Part 1 – continued

Alex nodded.

"Have you seen the new girl, sir?" said the short, stocky boy.

"Jenny Mills? Yes, why?"

"Come on sir, have you seen her?"

"If you mean have I seen her burnt face, Wilson, yes I have. What's the big deal?"

"It's a bit off putting, isn't it, sir?"

"Looking at you is far more off-putting, Wilson."

"Oh, so you admit to it being a bit off putting, sir?"

The teacher frowned. "No, I don't. The girl has been in a car accident and burnt her face. She is lucky to be alive. She has all her faculties. She is a bright, clever girl, Wilson and that is more than I can say for you."

"Wilson's not a girl, sir," said another boy. Everybody laughed.

The teacher smiled. "True. Right you lot. Five minutes." And he left.



"Thanks mum," said Alex as his mother put a plate of egg and chips on the table in front of him.

"Good day at school?"

"Ok. There's a new girl. She's got a burnt face."

"Oh really. Poor girl. Is it bad?"

"The whole of the right side of her face. The games teacher said she had been in a car accident and was lucky to be alive."

"She has been lucky then."

His sister, sitting opposite him, looked up from her magazine.

"I would rather be dead."

"Shut up," said Alex.

"She's still got her life," said the mother. "But it's a shame she has to live with that for the rest of her life."

"Some life," said the sister. "You should see her mum, it's horrific."

"Shut up!" said Alex and slammed down his knife and fork.

"Touchy," said the sister.

"She's really pretty, mum," said Alex. "Or I mean she would have been."

"Oh, so you like her then?" said the sister smirking. "I always said you were a bit weird."

"Shut up, skinny cow!" hissed Alex.

"You should have stuck with that Karen," said the sister. "But perhaps she was too normal for you. Oh, but it was her that finished with you, wasn't it?"

"Stop it, Stephanie, stop it both of you," said the mother.

"I sat next to her in English, that's all," said Alex. "She seemed nice."

The sister got up. "All I was trying to say, you silly little boy, is that we girls have enough pressure on us to look good anyway, without having to cope with something like that. But you being a boy of course, wouldn't understand."

His sister left the room. Alex stared down at his egg and chips and realised he wasn't hungry any more.

Questions for "If only ..." Part 1

What is Jenny's impairment?

Why did Alex feel angry when Jenny came to sit next to him?

What embarrassed Alex?

How do you think Jenny felt when all the class were staring at her?

What were the attitudes of the boys in the changing room to Jenny?

How do you think the teacher handled the situation in the changing room? Would you have acted in the same way if you had been the teacher?

Why does Alex get angry with his sister?

Do you agree with Stephanie that girls are under pressure to "look good"?

Would the reaction have been different had Jenny been a boy?

What kind of discrimination is Jenny experiencing? What kind of barriers does she experience?

Extract from "The Secret Garden", by Frances Hodgson Burnett

"What is the matter with him?" asked Mary.

"Nobody knows for sure and certain." said Martha. "Mr. Craven went off his head like when he was born. Th' doctors thought he'd have to be put in a 'sylum. It was because Mrs. Craven died like I told you. He wouldn't set eyes on th' baby. He just raved and said it'd be another hunchback like him and it'd better die."

"Is Colin a hunchback?" Mary asked.
"He didn't look like one."

"He isn't pet," said Martha. "But he began all wrong. Mother said that there was enough trouble raging in th' house to set any child wrong. They was afraid his back was weak an' they've always been takin' care of it — keepin' him lyin' down and not lettin' him walk. Once they made him wear a brace, but he fretted so he was downright ill. Then a big doctor came to see him an' made them take it off. He talk'd to th' other doctor quite rough — in a polite way. He said there'd been too much medicine and too much lettin' him have his own way.

"I think he's a very spoiled boy," said Mary.

"He's th' worst young nowt as ever was!" said Martha. "I won't say as he hasn't been ill a good bit. He's had coughs an' colds that's nearly killed him two or three times. Once he had rheumatic fever an' once he had typhoid. Eh! Mrs Medlock did get a fright then. He'd been out of his head an' she was talkin' to th' nurse, thinkin' he didn't know nothin', an' she said: "He'll die this time sure enough, an' best thing for him an' for everybody." An' she looked at him, an' there he was with his big eyes open, starin' at her as sensible as she was herself. She didn't know what'd happen. But he just stared at her an' says: You give me some water an' stop talking."

Questions for "The Secret Garden"

What is Mr Craven's attitude to his son's impairment?

Why did the doctors think the baby might have to be put into an asylum?

Mr Craven called himself a hunchback. Are people called hunchbacks today? What could we say instead?

How did the doctors apart from the "big doctor" treat Colin?

Would you say the "big doctor" was thinking more from the Medical or Social Model of disability?

How would you describe the attitudes of Mary and Martha? Are they different?

Do you think they have prejudices about disabled people or not?

How do you think Colin would be treated today – in the same way or differently? In what ways?

Lesson 4 – Overcoming barriers

"To see what it's like from a different experience" Robert – Talk video

Aims of lesson

- To appreciate the barriers that disabled people face.
- To see that it is possible to overcome these barriers.

Learning outcomes

Students will

- understand the barriers facing disabled people today
- appreciate the difference between environmental barriers and those barriers created by people's attitudes
- see how it is possible to overcome those barriers.

Resources

"Talk" video supplied with pack

Worksheets

1. Introductory activity

"A different experience"

Talk video

Robert has a different experience, but not the one he expected. While he is trying to get to his job interview, he comes across several different barriers.

What is a barrier?

Ask students, what is a barrier?

Read out the dictionary definition of a barrier.

"Fence barring advance or preventing access; gate at railway station where tickets must be shown; obstacle; boundary, or agency that prevents communication, success".

The Oxford English Dictionary

Questions

What barriers/ obstacles do disabled people come across in everyday life?

What were the barriers for Robert in the video?

How could people's attitudes be seen as barriers?

2. Core activity

a. "A Life in the Day" by Kimberley Bailey

Reading activity

Lesson 4, worksheet 1

Name the types of barriers facing disabled people

Ask the class to think about what they want to achieve, exciting things, the kind of work and hobbies they want to do.

Ask them how they might go about achieving these and what might prevent them.

Is a disabled person likely to face the same obstacles as a non-disabled person?

Could there be other barriers for a disabled person?
What might they be?

Physical barriers – access to equipment, ways of communicating, attitudes

Ask the students to make a list of barriers and ways to overcome them. Encourage the students to think of a broad range of people with different impairments and the barriers they face, rather than concentrating on people who use wheelchairs.

Barriers caused by people's attitudes

Disabled people face barriers of attitude. It is often assumed that they cannot do things and need help, or are not intelligent or skilled. Strangers can be offensive or patronising. Often, non-disabled people are surprised by the skills and attributes of disabled people.

Ask the students to read the poem "See Me" by Madeleine Alston and then answer the questions.

Lesson 4, worksheet 3

Barriers caused by "red tape" and institutions

For example school policy, ways that students are examined, ways of teaching and learning. The rules that prevent disabled people from getting benefits and services.

Class/small group activity

Give out Lesson 4, worksheet 1 "A Life in the Day" by Kimberley Bailey. Ask the students to read the article, discuss and answer the questions.

b. Communication activity Showing how it is possible to overcome communication barriers.

Ask the students to use the Finger spelling cards in the pack to spell their names and/or make simple sentences.

Ask the students to think of famous disabled people and the barriers they have overcome, for example Stephen Hawking, President Roosevelt, Steve Redgrave, Tanni Grey-Thompson, Jack Ashley, Beethoven, Sue Townsend, Milton. Ask the students to think of other people who have overcome barriers of racism, homophobia, sexism or ageism.

c. "If only..." Part 2

Reading/discussion – Story with questions. The story is about a girl who faces disability discrimination.

Lesson 4, worksheet 2

3. Plenary

Ask the students to think about the issues in the lesson.
What have they learned?

4. Homework

Reading/writing

Ask each student to choose someone they admire who has overcome a discriminatory barrier. This could be a barrier of disablism, racism, sexism, homophobia, ageism or a combination. Ask the students to write a report of how their role model overcame these barriers, using information from literature and the internet.

5. Alternative activities

a. Drama activity Acting out scenes from the video to show the barriers Robert encountered.

The two women in the rain were trying to help him, but they seemed to lose interest. Why? Because Robert could not understand sign language? How are people treated who do not speak or write English?

When Robert is trying to get a taxi, five taxis drive past, even though they are not carrying passengers. Why? What barriers do disabled people face in using taxis, planes, buses and trains? Do other people face similar barriers in transport service and design?

Robert has difficulty getting into the building for his interview. The man in the lift says Robert is "very brave". Are disabled people spoken to in similar ways?

The woman at the reception desk seems surprised to see Robert and is not particularly welcoming. Do you think disabled people are treated this way at interviews?

The woman at the reception desk gives Robert details about the interview in Braille, which he cannot read. In what ways do we usually communicate that present barriers to disabled people?

The interview panel seem surprised to see Robert. Why? What attitudes do they show in words and expressions?

b. Taking action

Disability Access audit

Ask the students to audit their school to find out if the provisions are suitable for disabled pupils. They should look for the barriers that different disabled people face, not solely people using wheelchairs. Look for the barriers rather than simulate an impairment.

c. Going for an interview

Ask the students to name the barriers facing disabled people when going for a job interview. Think about travelling to the building, getting in, the interview procedure itself and the interviewers' attitudes.

"A Life in the Day" by Kimberly Bailey

Kimberly Bailey, 15, was born with multiple impairments. She has won 13 national gold medals for swimming.

"Mam wakes me up at about 7.30am and I get myself out of bed. I can't go anywhere until I have got my leg on, the leg I am used to – I've been wearing one since the real one was amputated when I was three. I've had loads of legs. The worst one involved a belt round my waist, and it was always falling off.

I never eat breakfast. I brush my teeth and my hair and then I am out of the door on my arm crutches. The mini bus is outside at five past eight. I always sit in the seat nearest the door so I can get off quickly. At school my friends Melissa, Michelle and Daniella are waiting for me. The day I got my new chair, everyone was fighting over who was going to push it – "Let me!" "No, let me!" And I went: "Actually, I'm going to push it."

After my leg was amputated, someone suggested swimming as a kind of physio. I started off with the Arun Dolphins, a disabled swimming club, then I moved to the Sussex Squids and began entering regional and national galas. I train at the Aqurena in Worthing four evenings a week. I feel completely free when I am in the water – more able and relaxed than I am on land. I used to feel self-conscious wearing a swimming costume but I don't care now. Everyone looks the same when they're in the water.

We have a late lunch at school and I try to keep a high-carbohydrate diet. I have one more lesson after lunch and it's home by 4pm. I'm doing six GCSEs and I have to go straight to my bedroom to get on with my homework. Sometimes I can still be working at 7pm, when I have to swallow some tea and leave for swimming.

I was picked for the England squad a year ago, and that was a fantastic moment. The international ability categories go from S1 to S14, 1 being the least able. My category is 5, but I have been reassessed as 7, which means I have to work even harder.

We get home at about 10pm and I potter around, watch telly in bed. It takes ages to get ready for bed – leg off, pyjamas on. I don't worry about the big things, like what my life will be like. I concentrate now on stuff like: how can I swim faster? How can I push my body further? Sometimes I ask: Why me? Why am I like this? But there isn't much point in all that, because I am like this. Okay, life can be a struggle, but it's also a gift – and it's up to me to make the best of it."

Questions for "A Life in the Day" by Kimberley Bailey

What was your reaction when you read the article?

How do you think Kimberley feels about herself?

When Kimberley talks about her friends all wanting to push her wheelchair, her reaction was, "Actually, I'm going to push it..." Why is this important?

Why do you think Kimberley used to feel self-conscious wearing a swimming costume?

Do you think Kimberley is right to concentrate on every day things in her life, like how she can get to swim faster, instead of the "big things" like what her life will be like in the future? If so, why?

Is your life as busy as Kimberley's? Are her impairments preventing her from living a full life?

How has Kimberley removed the barriers that she might face?

"If only..." Part 2

Alex watched her, hoping she wouldn't notice. He wanted to go up and speak to her but he daren't.

He hated this school, hated the fact they had had to move here in the first place. He hadn't made any friends. Not like his sister. Little Miss Popular.

He wondered if he was attracted to Jenny because she was different. But that made him feel guilty. Like that boy in his class in his old school, Michael Williams. He had cerebral palsy and was a great kid. It had just been sometimes when he had gone out with him and his movements had caused people to stare. Like that time in town and those kids from the other school had started calling Michael names. He should have shouted back, stuck up for him. But he hadn't. He'd just felt embarrassed. All those shoppers staring at them. Michael hadn't cared. He had shouted back. He had guts. More guts than he had. The girl had seen him.

Alex stared at the ground and purposely scuffed his shoes just as his mother had told him not to.

"Hi," she said.

"Hi," said Alex.

"Do you like it here?"

"It's Ok," he said. "What about you?"

"It's Ok. I liked my old school better".

He smiled. "So did I. Why did you have to leave?"

She grimaced. "My mum's job. She's a doctor".

"Oh".

"Does my face bother you?"

"What? No, no of course not".

The girl sighed. "You'd think they'd have got used to it by now".

"Who's they?"

"I don't know. Not all of them. Just some of them, I guess".

"If you mean Billy McClusky and –"

"No. They don't bother me. It's the girls...you know, Moira and her crowd".

"She's just a bully".

"She said I should wear make-up to cover it up".

"It's none of her business".

"I tried make-up, it itches".

"Ignore her".

"She said she hoped it wasn't catching".

"She's just trying to upset you. She likes upsetting people".

"I don't see why I should cover it up. I'm not hurting anybody am I?"

"Don't be silly," said Alex, scuffing his shoes again.

"Why are you doing that to your shoes?"

Alex smiled. "I don't know".

"We'd better go in. It's drama this afternoon, isn't it? What's the teacher like?"

"She's Ok".

"I was going to be an actress before this. I had already planned my acceptance speech at the Oscars".

"You still could be".

"Yeah right. And pigs might fly".

"Come on, let's go".

Alex wondered why Jenny hadn't been at school for the rest of the week. No one had said anything, but he bet that it had something to do with what had happened in drama.

That stupid drama teacher, thought Alex. She should have realised. How insensitive can you get?

"What are you staring at?"

"If only..." Part 2 – continued

Alex looked up from his book. It was Moira. She was picking on her current victim. A thin, small boy who had a very spotty face.

"Your face is disgusting Stephen Jacobs. All those disgusting spots. You're nearly as bad as that Jenny burns victim case that we are all meant to feel so sorry for".

"Cow!" said Alex.

Moira turned. "Did someone say something?"

"I said cow," said Alex.

"Pig!"

"It was your fault what happened to Jenny in drama".

"My fault! You think I'm going to touch that girl's disgusting face. I bet you wouldn't have".

"Yes, I would".

"Weirdo".

"I bet she'll sue the school," said a boy at the back of the class.

"I'll sue the school, you mean," said Moira. "I know my rights. I shouldn't have been put in that position. For a start, I shouldn't have been blindfolded. I could have fallen and broken my leg and I would definitely have

sued the school for that. And secondly, that girl shouldn't have been anywhere near me".

"If you hadn't been so crap at guessing who people were," said a dark haired girl. "Your turn would have been over long before you'd got to Jenny".

"That's not the point," said Alex.

"What is the point then?" hissed Moira.

Alex hesitated. Now he came to think of it, he wasn't sure. "It shouldn't have mattered about Jenny," he said. "She has a burnt face that's all. You weren't going to die by touching her".

"Don't remind me!" said Moira. "It gives me the creeps just thinking about it".



Jenny didn't return to the school. Alex waited for two weeks. They were told she had flu, but Alex didn't believe that. The drama teacher appeared to be very subdued in the next few drama lessons. She had said that they would be starting off the lessons over the next few weeks with the blindfold game of guessing who people were by feeling their faces so everybody would get a chance to have a go. But that didn't happen.

They were given play scripts to read in groups instead. Everyone was bored. He decided to stay back after one drama class.

"Miss, can I ask you about Jenny?"

"What about her?"

"Do you know why she's not been at school for the last two weeks?"

"It's not for me to say, Alex".

"Why? It's to do with what happened in drama isn't it with Moira?"

The teacher looked upset. She sighed. "It was stupid of me. I didn't think. Especially with Moira".

"So Jenny hasn't come back because of that?"

The teacher hesitated. "I can't say. She was very upset, as you saw. She's been having a difficult time of it. A new school. Having to make new friends".

"That's nothing to do with it. It's because of her face she's been having a difficult time. The way she's been treated".

"Enough, Alex. You'd better go".

"But she is coming back?"

The teacher didn't answer.

"If only..." Part 2 – continued

"She is coming back, isn't she?" he said again, more insistently.

The teacher shook her head. "You'll be late for you next lesson, Alex, you'd better go".

He looked at her angrily.

"Yeah, right".

Alex walked towards the door and then turned.

"I can't believe you did that to her. Put her through that".

And he walked out of the room.



"I bet they'll sue," said Alex's sister, munching on a chocolate biscuit.

"The poor girl. No wonder she doesn't want to show her face again," said their father.

Alex grimaced. "Dad! Do you realise what you've just said?"

The father looked embarrassed. "Sorry".

"Perhaps it was just the final straw," said their mother. "You said Alex, that some of the girls hadn't been very nice to her".

Alex nodded.

"Why don't you go and see her?" said their mother.

"I don't know where she lives".

"I'll ring up the school if you like and try and find out".

"No! Don't!" said Alex.

The mother smiled. "I thought you liked her".

"No. Not really".

"Liar," said the sister. "I think you should go and see her. I bet she'd like it".

"No," said Alex. "Look forget it will you. I just sat next to her in English, that's all".

"I still think it was a stupid thing for that drama teacher to do," said the father.

"The other way to look at it though," said the mother, "is that it shouldn't have mattered to anyone that the girl had a burnt face. That's the real issue. Whether the drama teacher had thought about it or not, isn't really the point. The point is the Moira girl shouldn't have responded the way she did. It was her attitude that caused Jenny to be upset".

"Well said, mum," said the sister.

"You should go and see her dear," said the mother to Alex. "Show her that you aren't like Moira".

"Of course I'm not like Moira".

"Well then. Prove it. It might make all the difference. If only people were

willing to act on what they think instead of doing nothing".

"Ask her out," said the sister.

"Shut up," said Alex.

"I dare you!"

"Oh you mean because I would be embarrassed to be seen out with her?"

The sister looked genuinely surprised.

"No, Alex. Because you haven't been out with a girl since Karen finished with you".

"Oh," said Alex and felt guilty.

"All right. I will go and see her," he said. "But I'll ask at school mum. You don't have to".

That night in bed Alex thought about what his sister had said. It was partly true about Karen but it was also true that a bit of him would feel a little self-conscious if he did go out with Jenny. He knew he shouldn't feel that, but he did. So what did that make him? Was he as bad as Moira?

He sighed. He'd ask about Jenny at school anyway and he'd go and see her if he could. The thought of seeing her again made him smile and he turned over and went to sleep.

Questions for "If only ..." Part 2

Do you think Alex and Jenny have anything in common?

Why did Alex think Michael had more guts than he had?

Why do you think Moira reacts to Jenny in the way she does? What does this tell you about Moira?

What could the drama teacher have done to prevent what happened to Jenny but still include her in the blindfold game?

What could the pupils have done to prevent Jenny being treated badly?

Why is his sister surprised at Alex's response when she tells him he should ask Jenny out?

Imagine you were going out with someone or had a friend who had a badly burnt face. How would you feel?

Do you think Jenny should come back to the school? Could the school do anything to prevent something like that happening again?

"See Me" by Madeleine Alston

You look
But you don't see me.
You see a crutch.
A bald head.
A scar.
A disease.
An object of pity.
You don't see the person.
The determination.
The fear.
The vitality.
The passion for living.
The capacity for love.
Open your eyes
And look without prejudice.
Look beyond my leg.
Look beyond my illness.
Look into my world.
See the many pieces,
Not just one.
A complete person.
Open your eyes
And see me.

Questions

What does Madeleine mean when she says "You look but you don't see me"?

What are the things that people see when they look at Madeleine?

What would Madeleine like people to see when they look at her?

What does Madeleine mean when she says "look without prejudice"?

Lesson 5 – My rights and responsibilities

"Look at just what's walked in!" Talk video

Aims of lesson

For the students

- To examine their rights and responsibilities as citizens.
- To explore how these rights and responsibilities can affect their's and other people's lives.

Learning outcomes

Students will

- understand their rights and responsibilities as citizens
- have explored the idea that by acting as a responsible citizen, they can affect their lives and other people's for the better.

Resources

"Talk" video supplied with pack

Worksheets

Local newspapers

1. Introductory activity

"Look at just what's walked in!"

"Talk" video

Show the students the part of the video where Robert walks into the restaurant.

Questions

What was the head waiter's reaction when Robert arrived at the restaurant? How do you think this made Robert feel?

As Robert walks to the table, what is being said? Have you heard these comments before about disabled people?

What is Olivia's reaction when she sees Robert?

Olivia says, "Not that it matters. I mean I'm not prejudiced".

Do you think Olivia is being honest?

How are the customers' comments a barrier for Robert?

2. Core activity

a. Being a citizen and being a disabled citizen

Show the students Lesson 5, worksheets 1 and 2

Worksheet 1 – ask the students to identify the thoughts and actions of good citizens.

Worksheet 2 – ask the students to pick out positive attitudes about disabled citizens.

b. Media – newspaper articles Group work

What does being a good citizen mean? Does it mean accepting everything that you are told and never questioning anything that is happening in your community?

How do you decide when you should speak out and when you should accept something?

Look in your local newspaper. How many articles can you find about something that is happening in your community that people are speaking out about? It might be a local school closing down, a road being built, a factory causing a health hazard and so on.

Taking action – campaigning

Do you agree with the action? Is there anything you can do to support the campaign? What different ways are there to campaign against something?

How can you find out whether your campaign is legal?

What ways are there to campaign?

Letters to councillors, local MPs etc, media, marches.

What precautions could you take to make sure your campaign is safe?

How would you publicise your campaign?

and/or

Producing the news The idea of freedom of speech balanced with the right to privacy.

This section looks at people's rights and responsibilities as individuals and as group members.

The media are one group of people who give information to the public.

Discuss these questions

What rights and responsibilities should the media have?

Should newspapers be biased for or against particular issues or should they all be neutral?

Is being biased against something the same as being prejudiced?

How could a newspaper affect public opinion in the way it reports an event?

Activity For example, disabled people on a sit-down road strike. The students are split into three groups. Each group is given the same information about the sit-in and writes a newspaper article, a television news bulletin or radio bulletin. One group writes a neutral account of the event, the other groups are biased in some way.

3. Plenary

Students think about the issues in the lesson.

What have they learned?

4. Homework

A moral dilemma: ask the students to think of a situation where they or a character could react in two ways. For example, a friend asks them to steal something from a shop, or they see someone being bullied. They could act responsibly or irresponsibly. Ask the students to write about the situation or scene and then devise two endings.

5. Alternative activities

a. Confidence – self esteem, self respect, respect for others

Discuss with students

Part of respecting yourself relies on feeling confident in expressing your feelings.

If you feel confident about speaking out on an issue you feel strongly about, you are more likely to stand up for others.

How can you improve your self-confidence, ability to express yourself and communicate? You could find out about an issue so that you have knowledge to back up your ideas and arguments. Practise explaining how you feel to people you trust. Be honest with yourself – if you really believe something, you will find it easier to argue your point because you will speak from the heart.

Remind the students of Lesson 4 and the communication barriers that some disabled people face. How do you think this might affect their self-esteem?

b. Role-play activity – "I can't understand you"

Divide the class into small groups. Ask each group to make up a language that only they understand – this could be verbal or non-verbal. A student from each group visits the other groups. Each group plays out a scenario using their new language. It involves a person attending a job interview or joining a new school. Afterwards the visiting students are asked to talk about how it felt to try to understand what was going on in a language they do not understand. How did it make the visiting student feel? How did it affect their self-esteem? How did the other students feel about the visiting student who did not know their language? Encourage the class to understand that the language we generally use can be alien to people whose first language is not English, or who use British Sign Language (BSL) or Braille. By changing the way we communicate we can include people who usually face discrimination.

c. Words can hurt!

Lesson 5, worksheet 3

Ask the students to work in pairs. Ask them to fold over the sheet to cover list B. Looking at each word in turn on list A, ask if they think this is a good word to use. If not, why not? Can they think of a better word? Then ask them to look at the corresponding word on list B. Is this word better? If so, why is it preferable?

Can the students think of other words that upset people? Do they agree with the saying, "Sticks and stones may break my bones, but words can never hurt me." Can words hurt? By using the alternative words we try to avoid hurting people and prevent assumptions that some jobs are suitable only for men or women. Some words we use every day unintentionally reinforce discrimination.

d. Taking action

Voluntary organisations and charities – supporting disabled people.

Voluntary organisations and charities give extra support to many people. Many charities support disabled people, either those with a specific type of impairment or those who are trying to remove barriers. Disabled people run some organisations, others are managed by non-disabled people on behalf of disabled people. What difference might this make?

Ask the students to find out about local charities or voluntary organisations that support or are managed by disabled people. Perhaps they could organise a sponsored event at their school to raise money for a charity or they could offer their time in another way. They could also ask someone from the charity or organisation to come and talk about their work.

Being a citizen



Disabled people can't do the same jobs as normal people, so they can't be expected to contribute to the economy of our country.

Disabled people can't help themselves, can they?

I have as much right to have my say as non-disabled people.

Disabled people can't contribute to their community.

I can do the same things as everybody else.

I want to be able to work like everybody else.

I wouldn't expect disabled people to want to take part in the sporting events that take part in our town — well they couldn't could they?

They don't have the same feelings as us.

Being a disabled citizen

I want to be able to help myself and be responsible for myself.

They can't do what we do because of their disability.

We shouldn't expect disabled people to understand the laws of this country.

I want the opportunity to be able to take part in sports activities in my community just like everybody else.

With extra help, disabled people can do the same things as everybody else.

If parents with children can have changing rooms for their babies, why can't I have ramps so I can get into buildings?

Words can hurt

List A

spastic

manning

retard

psycho

handicapped person

coloured (person)

wheelchair bound

mental handicap

headmaster

policeman

disabled toilet

wrinkley

cripple (crip)

List B

a person with cerebral palsy

staffing

someone with a learning disability

someone with a mental health issue

disabled person

black (person)

wheelchair user

disabled person

headteacher

police officer

accessible toilet

older person / elders

disabled person

Lesson 6 – Schools and disability

"Good for you mate! I think it's really nice that you've got friends who bring you out clubbing like this" Talk video

Aims of lesson

- To explain the concept of diversity.
- To explore inclusion in school.

Learning outcomes

The students will

- understand diversity in society
- understand inclusion in schools and how this affects disabled children.

Resources

"Talk" video supplied with pack

Worksheets

1. Introductory activity

"Good for you mate! I think it's really nice that you've got friends who bring you out clubbing like this"

"Talk" video

Ask the students these questions after watching this section of the video:

What does this statement say about the attitude of the young woman at the nightclub?

Is she trying to be friendly or trying to upset Robert?

What is she implying?

How do you think the comment makes Robert feel?

How would you feel if someone said it to you?

2. Core activity

a. Reading/discussion – class activity

Story "The Animal School" by George H. Reavis

Lesson 6, worksheet 1

Read the story to the class or ask the students take it in turns to read.

The story shows that people are different and should be valued for their differences.

b. Playing and working together

Photograph numbers 5, 6 and 7

Give out the photographs. What are the students' responses to the photographs?

**c. Inclusion – overcoming barriers in school:
disability equality in school**

Lesson 6, worksheet 2

Show the students the case studies of pupils who have been excluded from school or from a school activity. Ask them to work out how the pupil could be included and how the school could overcome difficulties in supporting the student.

Ask the students to think about the barriers that prevent the disabled children in the case studies from attending a mainstream school and how these barriers could be removed or overcome.

For example:

Physical barriers, school policy, lack of money, people's attitudes.

3. Plenary

Ask the students to think about the issues in the lesson.

What have they learned?

4. Homework – reading/writing

Individual activity

Lesson 6, worksheet 1

The animals in the story have different strengths and weaknesses.

Ask the students to imagine they are one of the animals. Ask them to write about how they felt about the school. Did they like having to do all the subjects? Were they better at some than others? Were they allowed to shine in their best subject? How would they change the school?

5. Alternative activities

a. Taking action

School charter Ask the students to write their own citizenship/disability charter.

Discuss these questions

What would make you proud of your school?

What would make it a safe, friendlier, inclusive school?

What would make your school more accessible to disabled children?

Your school employs a lot of people, teachers and other staff. What responsibilities do they have for their students?

What is appropriate behaviour for students?

What is unacceptable behaviour?
Disablism/racism/sexism/bullying?

What action can you take to make sure you have the school you want?

What information about your school would be useful?
For example, who are the governors? How it is funded?

Students find out about their school's policy on disability equality and inclusion

Ask the students how they could become involved in drawing up an equality or anti-bullying policy?

Whom would they consult and where could they find information?

How could they convene a meeting to discuss equality?

Whom would they invite and who would speak at a meeting?

In producing a policy how would they decide whose ideas were best and how could they produce a report that everyone could read?

b. Diary extract from a girl being bullied

Lesson 6, worksheet 3

Ask the students to read the diary extract and then answer the following questions:

Why do prejudice, disablism, bullying and harassment happen in schools?

Perhaps it is fear of the unknown, discrimination, misuse of power.

What form of discrimination is this girl experiencing?

For example, bullying, harassment, racism, discrimination, exclusion?

The girl is seen as being different and that being different is a bad thing. Why do some people fear and mistrust difference? Why do they think like this? What factors are involved? For example, upbringing, family, education, religious beliefs, geography.

The world is a more interesting place to live in if we are different. Wouldn't it be boring if everything were exactly the same? What if people all looked the same and thought and acted in the same way? Wouldn't we be like robots, not human beings?

c. Drama activity – "I want to be included"

Ask the students to work in groups. Ask them to devise a play around the theme of inclusion. The play has three scenes.

Scene 1 – a member of the group is being excluded from school or school life in some way. For example, disability discrimination or bullying.

Scene 2 – the problem/situation is confronted. For example the parents confront the head-teacher about their child's exclusion; the students or others confront the bullies.

Scene 3 – the situation is resolved. For example the head-teacher agrees to take action, the bullies are expelled or an anti-bullying scheme is started.

The aim is to let the students see how it feels to be left out and how they might prevent this in future.

d. A board game – Snakes and ladders

Ask the students to make their own board game based on snakes and ladders.

Object – for a disabled child to be able to attend the school they choose. The snakes are the barriers they face. The ladders are ways of removing the barriers.

The Animal School by George H. Reavis

Once upon a time, the animals decided they must do something heroic to meet the problems of a "New World," so they organised a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer, all animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made excellent grades in flying, but he was very poor in running. Since he was low in running he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because she had so much time to make up in swimming.

The squirrel was excellent in climbing until he developed frustrations in the flying class where the teacher made him start from the ground up instead

of from the tree-top down. He also developed charley horses from over-exertion and he got a C in climbing and a D in running.

The eagle was a problem child and had to be disciplined severely. In climbing class he beat all the others to the top of the tree, but insisted on using his own way of getting there.

At the end of the year, an abnormal eel that could swim exceedingly well and also could run, climb and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to the badger and later joined the groundhogs and gophers to start a successful private school.

charley-horses

stiffness or cramps in arm or leg

valedictorian

best student – American college system

gophers

American burrowing rodent

Questions for "The Animal School" by George H. Reavis

Why did the animals take the same subjects?

Did the animals benefit from taking the same subjects? Explain your answer.

Being average in all the subjects was accepted in the school. Did this suit the animals? Explain your answer.

Why do you think the squirrel wasn't allowed to fly down from the tree-top?

Why was the eagle seen as a problem child?

Why do you think the prairie dogs wanted digging and burrowing added to the curriculum?

Can you understand why the animals decided to not go to school? Explain your answer.

Why do you think the private school was a success? What subjects do you think were on the curriculum?

What point was the author trying to make in this story?

Case studies

Example

A pupil with cerebral palsy, who uses sticks, is on a trip with her class to an outward-bound centre. The teachers arrange to take the class on a two mile hike over difficult countryside, but, looking at the risks, they decide that the pupil who uses sticks cannot accompany her class, for health and safety reasons.

Example

An 11 year-old girl is admitted to a secondary school. The school wants her to have all her lessons in a separate room in case she frightens other children with her muscle spasms and "funny noises".

Example

A pupil with Tourette's Syndrome is banned from a school visit because he has used abusive language in class. The school has a policy of excluding pupils from trips and after-school activities if they swear or are abusive to staff.

Dear Diary

Read this extract from a diary written by a girl who is being bullied at school.

Ask the students either to write the next entry to her diary or imagine that this diary extract was sent to an Agony Aunt in a magazine and write a reply.

Dear Diary

I want to die. I HATE school. I HATE Jane Mathews and Sylvia Peterson. They did it again. It's every morning at break now. I'm waiting for it to happen and I feel sick.

They look at me in that way and I just know they're going to start. First, the name calling. If they knew how it hurt. But they don't care.

What gets me is no one says anything. They act as if they haven't heard. No one sticks up for me. I used to stick up for myself, but that just made it worse.

I've had enough. I know they say you're meant to tell a teacher but...it's difficult. I don't know what to do.

I used to like being me. I don't any more. They've killed that. They've killed me. I just want to die.

Lesson 7 – The local community & disability

"This disability act...let's talk about your findings" Talk video

Aims of lesson

- To introduce the students to laws.
- For students to consider why we need laws.
- To look at the role of the local community in removing the barriers that disabled people face.

Learning outcomes

The students will

- have thought about the role laws play in shaping society
- understand how community action can affect people's lives and how local government can help remove barriers facing disabled people.

Resources

"Talk" video supplied with pack

Worksheets

"What's stopping you?" postcards

1. Introductory activity

"This disability act... let's talk about your findings"

"Talk" video

The manager at the board meeting asks Robert to talk about what he has found out about the Disability Discrimination Act (DDA). Talking about something is not the same as doing something about it.

People might want to see changes in society and their local community, but unless laws are passed, things may not change.

What has your local community or council done to reduce the barriers facing disabled people in your area?

How might you find out? For example, local councillor, library, citizen's advice bureau, local disability access group.

Have circumstances improved in your community in the last few years? How? In what way?

2. Core activity

a. What is happening? – Citizenship and the local community

Photographs Pair/small group activity.

Photograph numbers 1, 2, 5, 6, 7, 8 and 9.

Give out the photographs. Ask the students what is happening in the pictures. Do the pictures have a positive or negative effect on the students? Why? In what way do the pictures show citizenship?

b. Get your act together!

Why do we need laws?

Lesson 7, worksheet 1

Discussion/worksheet Get your act together! Ask the students to match the laws with their descriptions.

Laws affect how we live our lives. Without them people would be able to do whatever they wanted regardless of how it affected others.

Laws are made so that people are treated fairly and to protect their rights as citizens.

Laws are made to keep order and ensure that society is safe.

Questions

Can you think of the name of any laws?

Are there any laws that you do not like?

Can people change laws they don't like by campaigning for change, protesting and lobbying MPs?

Why do you think we need laws that protect the rights of disabled people?

Are there any laws that affect you personally? For example, the ages you are allowed to drink, drive, marry and have sex.

c. Drama activity

Ask the students to work in groups. Each group devises a one act play. The play concerns a disabled person who is prevented from taking part in an activity with the rest of the group. The problem is the lack of access to or barrier to a concert, a school trip to a museum, an outward bound centre and so on. The students find a way to overcome the barrier by challenging the venue staff, changing their plans or telling the local community/press about the lack of access to the venue and its activities.

3. Plenary

Students reflect on the issues explored in the lesson.

What have they learnt from the lesson?

4. Homework – disability access

Taking action

Ask the students to find out about the accessibility of one of the following

- library
- cinema
- leisure centre
- swimming pool
- bus/train station
- favourite fast food restaurant
- supermarket
- shopping centre

or somewhere that they go to regularly.

What has been done to make them accessible for different disabled people?

If there is a major visitor attraction in the area, the students could look at the facilities. What is already there for disabled people visiting the centre? How could it be improved? Is it accessible for other groups, for example, parents with children, older people?

Students could find the information at their local tourist information centre, by contacting the centre by telephone or email, or looking up the information on the internet.

Extension activity Ask the students to list the steps that still need to be taken to improve the access for all.

5. Alternative activities

a. Jobs – what's stopping you?

How are we influenced when we think of the work we might do? Where do we get our ideas about potential employment?

Give out the two "What's stopping you?" postcards showing a boy ballet dancer and a woman footballer. What are the students' responses to the pictures? Are the boys' reactions different to the girls'? Can the students name any male ballet dancers? (Can they name any female ballet dancers?) Can they name any female footballers? (Can they name any male footballers?) What barriers might the two people in the pictures face in choosing their professions? How might they have overcome them?

Do you think of a man or woman for the following jobs? Why?

doctor	nurse
plumber	teacher
refuse collector	builder
actor	surgeon
shop assistant	cleaner

How might disabled people face prejudice when applying for jobs?

Think about the different types of barriers they might encounter, for example physical, social and attitudinal.

Might it be more difficult for a disabled woman to get a job than a disabled man?

Do disabled women have extra barriers to overcome?

How about black disabled men? What barriers might they face?

"Get your act together!" Match the acts with their description

The Special Educational Needs and Disability Act 2001

An Act that "ensures, so far as is reasonably practicable, the health, safety and welfare of all employees and any other people who may use their premises".

The Data Protection Act 1998

An Act that ensures that schools do not discriminate against disabled pupils and disabled prospective pupils.

The Human Rights Act 1998

An Act that makes it unlawful to discriminate against someone because of their race, colour, nationality (including citizenship) and ethnic or national origin.

The Race Relations Act 1976

An Act that makes it unlawful to treat disabled people unfairly in work, in education and in the provision of goods, facilities and services.

The Sex Discrimination Act 1975

An Act that ensures "Everyone's right to life shall be protected by law".

The Health and Safety at Work Act 1974

An Act that makes it unlawful to discriminate against someone because of their sex or marital status.

The Disability Discrimination Act 1995

An Act that gives people the right to find out what information is known about them.

Lesson 8 – The global community & disability

"Let's not talk about it" Talk video

Aims of lesson

For students to

- think about what it means to be a citizen in a global community
- look at disability globally
- look at the role of ICT for global communication
- explore the idea of global responsibility for the earth.

Learning outcomes

The students will

- understand what it means to be a citizen in the global community and how they can help make the world a better place in which to live
- have explored disablism in the world and the roles of international organisations
- understand the importance of communication in the world today
- understand global responsibility and the need to protect the earth for themselves and future generations.

Resources

"Talk" Video supplied with pack

Worksheets

1. Introductory activity

Whole class activity

The last frame of the "Talk" video shows Robert saying, "You know what? Let's not talk about it?"

Play this part of the video. Ask the class what Robert means.

Did he mean that he didn't want to talk about it because he didn't want to think about it, or did he mean that he didn't want to TALK about it because he wanted to DO something about it? What is the "it" he is referring to?

Ask the class why Robert now thinks this way. How has he been influenced by his experiences?

2. Core activity

a. "Alien report on Planet Earth"

Class activity

For the alien report see Lesson 8, worksheet 1.

Ask the students to read and discuss the report.

Ask the students if they think it is a fair report and to answer the questions.

b. Citizens of the world

Class activity

Discuss with the class

The alien talked about the world having no dividing lines. What did it mean? Although people are citizens of different countries, we still share the same world. If we all share the same world do we own the earth? The earth was here long before human beings. We live on the earth and we die on the earth. If this is our only home, how can we look after it?

Sustainable development is the idea that humankind can develop without using up the world's resources so that they safeguard future generations.

Discuss with the students

Sustainable development is....

"development which meets the needs of the present without compromising the ability of future generations to meet their own needs".
Brundtland Report.

Some people say human beings are just caretakers of the planet. What do you think this means?

Who could make the world a better place?

How could you as citizens, improve the world? What could you DO?

In what ways could human beings behave more responsibly?

What could be done to make us all behave more responsibly?

Ask the students to think of one thing that would improve the world. How could they help make it happen?

Divide the class into groups. Give each group an item from the list below. Ask them write down 5 things to improve the world situation.

pollution
prejudice
war
human rights
attitudes towards disabled people
animal rights
unfair trade
child labour

c. Mr Motivator – helping internationally

Lesson 8, worksheet 2

Read and discuss the article with the class.

Questions

What is Motivation? What does it do?

Could David Constantine be described as a citizen who is globally responsible? If so, why?

David says, "A lot of people lack the confidence to leave their home, or don't think that they are worth anything because society told them so". What is Motivation trying to do about this?

How many wheelchairs are needed worldwide? Are the students surprised about how many are needed? Who do they think should be providing the wheelchairs?

Education and the importance of educating people are mentioned a lot in the article. Why is this so?

Further activity – Ask the students to find out more about the work of "Motivation" by logging on to the "Motivation" website – www.motivation.org.uk

5. Plenary

Ask the students to think about the issues in the lesson.

What have they learned?

4. Homework – writing – Alien report on Planet Earth

Ask the students to write a response to the alien's report.

What would you say to the alien?

How could things be improved?

Draw a picture of an alien visiting Earth.

5 Alternative activities

a. "Is everything connected?"

Group activity

Ask the students to discuss the idea that everything is connected.

Personal, local community, global community.

For example, if you buy a carpet because it is cheap, this encourages local tradespeople to buy in more cheap carpets from that source. Perhaps a local company produces superior, more expensive carpets. The cheap carpets might be cheap because they come from a company that uses child labour. Your personal action has a global effect. You may not be helping local companies to stay in business and local people stay in work. You may be supporting child labour in the choices you make.

Ask the students to think of another example where their actions and choices might have an effect on the local community and global issues.

For example, "Fair Trade".

Ask the students to find out which shops sell Fair Trade goods.

They could visit their local shops and find out what kind of goods they sell that are Fair Trade. Who makes the goods? What makes the trade fair?

Ask the students to find out which shops sell Fair Trade goods, for example, The Body Shop, Tesco's, Co-op.

Find out about a consumer product, for example, chocolate.

Where does it come from?

Find out how consumers can help make trading chocolate more fair.

Find out about alternative trading companies, for example the co-operative movement, food boxes, Suma.

Students can find information on the internet at

www.fairtrade.net

www.maketheworldfair.com

b. Find out about international disability issues

What does the United Nations Charter on Disability say?

When is it European Year of Disabled People?

What is the Sevilla Charter?

Ask the students to find out about different countries' attitudes' towards disabled people.

Ask the students to find out how disabled people in that part of the world have been involved in changing attitudes and laws, use books, internet and media to look at government policy in those countries.

c. ICT and our knowledge of what is happening in the world

Issues for discussion

Is the world getting smaller?

Physically the world is not getting smaller. Why do people say, "the world is a small place" or "is getting smaller?" Ask the students to imagine they have family members in Australia. How would you have found out 100 years ago if a family member was ill? How long would it have taken? How would you find out about your family today? What is the quickest way of finding out? How long would it take?

Find out

How long would it have taken you to travel to Australia 100 years ago and the means of travel. How would you travel to Australia today? How long would it take?

News travels fast!

In the First World War, people had to wait weeks and sometimes months to find out what was happening on the Front.

How would this be different today?

On 11th September 2001 two aeroplanes hijacked by terrorists attacked the World Trade Centre. People who were watching television at the time saw it happen.

What effect do you think this had on the people watching? Do you think it is a good thing to be able to have instant news? Can you think of any reasons why it might not be a good idea?

A smaller world for business

Because we use ICT the business world seems smaller. Businesses can communicate instantly with others all over the world. Because of faster business links it has become easier to trade with the rest of the world.

Questions

How do you think world trade affects the citizens of other countries? Is it always positive?

Do you think some countries benefit from world trade more than others?

Does modern communication technology help some countries to trade more efficiently than others?

Are there any negative effects of world trade?

When there is a greater demand for a product, might this lead to workers being exploited?

What are the positive effects of world trade?

For example, economic growth, jobs

What are the negative effects of world trade?

For example, exploitation, greater divide between rich and poor countries, child labour, sweat-shops

How do we find out about people in other countries?

ICT, media, films

Travel

Emigration/ immigration

Word of mouth

d. A group debate

Divide the students into groups. Ask half of the groups to argue for the following statement, and the other groups to argue against giving evidence to support their arguments.

"All countries benefit from tourism"

e. Drama activity

The governments of the world have realised that unless they stop polluting the land and rivers and stop cutting down trees, it is highly likely that the world will not be able to support human life in a 500 years time.

Ask the students to imagine it is now 500 years from now. Ask them to devise a play showing what the world is like to live in now. There are two acts to the play, one showing how the world has been devastated and the other showing the actions that humans took to save the world.

Alien report on Planet Earth

This is a strange planet. There is life here. Creatures called people rule the planet. They call their planet Earth. I do not understand these people. They always seem to be in a hurry. They live in groups. They divide themselves into countries. Why, I do not know. There are no dividing lines on the planet. These countries fight with each other. They have weapons that could destroy Earth. I do not understand this.

This planet that these creatures call Earth is very beautiful. There are seas and rivers, trees and fields and mountains so high they appear to touch the sky. I have seen great creatures leap out of the sea, white doves fly up into the sky, a field of crimson red poppies and a spider's web glisten in the

morning dew. There are plants of all colours and scents that we on our planet could only dream about. There are other creatures too, beautiful creatures called animals. The



people are friendly with some of these animals but with others they are not.

Not all the people are the same. They are different colours, sizes and shapes. Depending on what colour and shape the people are seems to depend on how they are treated on this planet. Certain people of a particular colour and shape appear to do better than others. I have noticed some people seem to have difficulty in living on the planet. There are people who use wheels to move around on. They do not use their legs and yet some of the buildings do not let these people with wheels in. I do not understand this.

Some people appear to be happy but other people are angry. They fight and hurt other people and have no respect for themselves and others.

People kill other people. Can you imagine this? There is no respect for life. The animals are treated worse. They have no rights. They are treated cruelly.

In my opinion, this planet is dying. People are killing it. They take what they want and do not care. There is talk among some of the people of something called "pollution".

These people are worried about this pollution. It is poisoning their rivers and air, their land and their animals. And yet I find it is people themselves that are responsible for this pollution!

It is illogical. Do not these people see if they destroy their planet, they destroy themselves. They do not understand what is so obvious to us, that everything is connected. But these people have yet to learn it.

Is there hope for these people? I do not know. In my opinion they are not evil, only ignorant. Some of the people do appear to care. They make laws to help people. Some of the people want to save their planet from pollution. Other people want to stop the suffering of the animals. Many people have formed groups to try to protect their planet and to help the animals.

My recommendation is that this planet should be visited again in 500 years. At this present time, I would not advise colonisation.



Questions for "Alien report on Planet Earth"

Do you think the alien report is a fair description of Earth's activities?

What does the alien think of human beings?

What do you think of the way that it describes human beings?

What animals do you think the alien was talking about when it said, "the people are friendly with some of these animals but with others they are not"?

What do you think the alien meant when it said, "certain people of a particular colour and shape appear to do better than others"?

Which people did the alien mean when it said that, "some people seem to have difficulty living on the planet"?

Why did the alien not understand why people using wheelchairs could not get into some of the buildings?

Why does the alien think the planet is dying? Do you agree? Explain your answer.

Do you agree that if we destroy the planet, we will destroy ourselves? Could this happen?

What do you think the Earth will be like in 500 years? What could people do now to make the world a better place?

Mr Motivator

David Constantine runs a charity called "Motivation", which has helped supply 18,000 wheelchairs to developing countries worldwide.

He is a co-founder, and now executive officer, of the charity that celebrates its tenth anniversary this year. It was not meant to be this way. David trained as a farmer. But in between farm jobs in Australia, David broke his neck in a diving accident at the age of 21. He spent the next ten months in hospital. Gradually, the muscles began to recede.

David can move his arms, but does not return my grip when we shake hands. He can't.

After his accident, it was the simple things he missed rather than the obvious "he-man" stuff, he says.

"Farming, surfing and diving were not the things that were most difficult to give up. It was my independence. Going for a walk on my own. Getting up when I felt like it".

He could type and did a degree in computing and accountancy, returning to do a course in computer design at

the Royal College of Art. During his first year, he and fellow student, Simon Gue, won the annual Frye Memorial Award, which that year required students to design a wheelchair for developing countries.

The two of them went with another friend, Richard Frost, to build the chair in Bangladesh, and they were asked to return and build more of them. In 1991 they set up Motivation. David's work is not the result of an initial burning passion, but his attitude changed when he saw the plight of spinally injured people in Bangladesh.

"I've met people who have been in bed for five years," he says.

Motivation goes to developing countries and sets up workshops with local partners. They design wheelchairs to be made locally and train local staff before handing the project over to them. The project then becomes self sustaining. So far, Motivation has set up projects in 14 countries and its annual turnover is £1 million.

Motivation does not just build wheelchairs; it rehabilitates and educates disabled people.

"A lot of people lack the confidence to leave their home, or don't think that they are worth anything because society told them so," says David.

While families may be the only source of support, they too can have very negative attitudes about disability and hold their relatives back. Motivation tries to help change disabled people's attitudes.

"We try to encourage people to be confident enough to say that as a disabled person, they have the right to work and live like any able bodied person".

Of course there is a long way to go. 20 million wheelchairs are needed worldwide. To meet some of that demand, Motivation plans to supply 10,000 ready-to-construct wheelchairs a year.

Motivation 01275 464012

www.motivation.org.uk

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Appendices

Appendix 1

Schemes of work: Citizenship 085

Appendix 2

Attainment targets for citizenship 086

Appendix 3

Citizenship targets – learning journey – DfES and QCA 087

Appendix 4

Cross curriculum links table 090

Appendix 5

Further information 091

Appendix 1 – Schemes of work: Citizenship

This table shows how the activities in the Citizenship and Disability pack link with the criteria required in the **Units for Citizenship – Scheme of Work** for both Key Stage 3 and Key Stage 4.

Year	Unit no	Unit title	Citizenship and Disability pack
7	1	Introductory unit: Citizenship – What's it all about?	Lessons 1, 2, 3, 4, 5, 6, 7, 8
7-9	2	Crime	
7-9	3	Human rights	Lessons 1, 2, 3, 4, 5, 6, 7, 8
7-9	4	Britain – A diverse society?	Lessons 1, 2, 3, 4, 5, 6, 7, 8
7-9	5	How the law protects animals – A local-to-global study	
7-9	6	Government, elections and voting	Lessons 2, 7
7-9	7	Local democracy	Lesson 7
7-9	8	Leisure and sport in the local community	
7-9	9	The significance of the media in society	Lessons 5, 8
7-9	10	Citizenship and geography: Debating a global issue	Lesson 8
7-9	11	Citizenship and history: Why is it so difficult to keep peace in the world today?	
7-9	12	Citizenship and history: Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?	Lesson 2
7-9	13	Citizenship and RE: How do we deal with conflict?	Lesson 2
7-9	14	Developing skills of democratic participation	
7-9	15	Crime and safety awareness – A whole-school multi-agency approach	
7-9	16	Celebrating human rights – Citizenship activities for the whole school	
7-9	17	School linking	
7-9	18	Developing your school grounds	Lesson 6
10-11	1	Human rights	Lessons 1, 2, 3, 4, 5, 6, 7, 8
10-11	2	Crime – Young people and discrimination	
10-11	3	Challenging racism and discrimination	Lessons 1, 2, 3, 4, 5, 6, 7, 8
10-11	4	How and why are laws made?	Lessons 4, 7
10-11	5	How the economy functions	Lessons 7, 8
10-11	6	Business and enterprise	Lesson 8
10-11	7	Taking part – Planning a community event	Lessons 2, 5
10-11	8	Producing the news	Lesson 5
10-11	9	Consumer rights and responsibilities in the world of work	Lesson 8
10-11	10	Rights and responsibilities in the world of work	Lessons 1, 5, 6, 7
10-11	11	Europe – Who decides?	
10-11	12	Global issues, local action	Lesson 8

Appendix 2 – Attainment targets for citizenship

Taken from – Citizenship, The National Curriculum for England. Key Stages 3 – 4
DfES and QCA

End of Key Stage descriptions

The following descriptions show the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the Key Stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of Key Stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.

Key Stage 3

Pupils have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. They show how the public gets information and how opinion is formed and expressed, including through the media. They show understanding of how and why changes take place in society. Pupils take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

Key Stage 4

Pupils have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems. They obtain and use different kinds of information, including the media, to form and express an opinion. They evaluate the effectiveness of different ways of bringing about change at different levels of society. Pupils take part effectively in school and community based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.

Appendix 3 – Citizenship targets

Learning journey

DfES and QCA

Around age 14, most pupils will be able to

- understand the role of the media in informing the public and shaping public opinion
- show awareness and understanding of current affairs
- understand what makes society change
- get involved in the life of the school and the community
- behave responsibly towards themselves and others.

DfES Citizenship skill requirements that will be met by teaching the lessons

Key Stage 3

Knowledge and understanding about becoming informed citizens

Pupils should be taught about

- 1a The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to students.
Lessons 5, 7, 8
- 1b The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
Lessons 1, 2, 3, 4, 5, 6, 7, 8

1c Central and local government, the public services they offer and how they are financed, and the opportunities to contribute.

Lessons 5, 7

1d The key characteristics of parliamentary and other forms of government.

Lessons 5, 7

1e The electoral system and the importance of voting.

Lessons 5, 7

1f The work of the community-based, national and international voluntary groups.

Lesson 5

1g The importance of the media in society.

Lessons 1, 5, 7

1h The significance of the media in society.

Lessons 1, 2, 5, 7

1i The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

Lessons 7, 8

Developing skills of enquiry and communication

Pupils should be taught to

- 2a Think about topical political, spiritual, moral and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
Lessons 1, 2, 3, 5, 7, 8
- 2b Justify orally and in writing a personal opinion about such issues, problems or events.
Lessons 1, 2, 3, 5, 7, 8
- 2c Contribute to group and exploratory class discussions, and take part in debates.
Lessons 1, 2, 3, 5, 7, 8

Developing skills of participation and responsible action

Pupils should be taught to

- 3a Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.
Lessons 1, 2, 3, 5, 8
- 3b Negotiate, decide and take part responsibly in both school and community-based activities.
Lessons 1, 2, 3, 4, 5, 6, 7, 8
- 3c Reflect on the process of participating.
Lessons 1, 2, 3, 5, 7, 8

Key Stage 4

Knowledge and understanding about becoming informed citizens

Pupils should be taught about

- 1a The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.
Lessons 5, 7, 8
- 1b The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
Lessons 1, 2, 3, 4, 5, 6, 7, 8
- 1c The work of parliament, the government and the courts in making and shaping the law.
Lessons 5, 7
- 1d The importance of playing an active part in democratic and electoral processes.
Lessons 5, 7
- 1e How the economy functions, including the role of business and financial services.
Lessons 7, 8

- 1f The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.

Lesson 5

- 1g The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.

Lessons 1, 5, 7

- 1h The rights and responsibilities of consumers, employers and employees.

Lessons 1, 2, 5, 7

- 1i The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations.

Lesson 8

- 1j The wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.

Lessons 7, 8

Developing skills of enquiry and communication

Pupils should be taught to

- 2a Research a topical, political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics.

Lessons 1, 2, 3, 5, 7, 8

- 2b Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.

Lessons 1, 2, 3, 5, 7, 8

- 2c Contribute to group and exploratory class discussions, and take part in formal debates.

Lessons 1, 2, 3, 5, 7, 8

Developing skills of participation and responsible action

Pupils should be taught to

- 3a Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.

Lessons 1, 2, 3, 5, 8

- 3b Negotiate, decide and take part responsibly in school and community-based activities.

Lessons 1, 2, 3, 4, 5, 6, 7, 8

- 3c Reflect on the process of participating.

Lessons 1, 2, 3, 5, 7, 8

Appendix 4 – Cross curriculum links table

English GCSE Lessons 1, 2, 3, 4, 5, 6, 7, 8

EN1 Speaking & Listening, EN 2 Reading, EN3 Writing.
Including
Group discussion and interaction, drama speaking, listening.
Understanding texts, printed and ICT based information.
Media and moving image texts, literature, non-fiction
and non-literary texts, composition, planning and
drafting, punctuation, spelling, language structure.
Breadth of study for all key skills.

History GCSE Lessons 1, 2, 3, 4, 5, 6, 7, 8

Particularly looking at disability within an historical
context, communications, protest/reform,
social/economic history, reaching judgements skills of
interpretation and enquiry, diversity.

Geography GCSE Lessons 2, 3, 6, 7, 8

Particularly interdependency, work, employment,
decision making - environment/resources, awareness
of values/attitudes, locational knowledge, impact of
work/business on environment.

Economics GCSE Lessons 2, 3, 4, 5, 6, 7, 8

Particularly behaviour of individuals/groups/trade
employment.

RE GCSE Lessons 1, 2, 3, 4, 5, 6, 7, 8

Charitable organisations, ethical issues/work our
obligations as human beings to one another
personal/social responsibility, ethical beliefs.

PSHE GCSE Lessons 1, 2, 3, 4, 5, 6, 7, 8

Developing confidence and responsibility and making
the most of their abilities.
Developing good relationships and respecting the
differences between people.

ICT GCSE Lessons 1, 2, 4, 6, 7, 8

Particularly information technology affecting the
community assessing reliability of information.

Maths GCSE Lessons 3, 4, 6, 7

Statistics, surveys, audits, graphical material.

Business Studies Lessons 2, 4, 5, 6, 7, 8

Relationship between business activity and the
environment, interdependent behaviour of individuals.

Science Lessons 2, 3, 4, 8

Impact of humans on the environment, benefits and
drawbacks of scientific and technological developments.

Appendix 5 – Further information

Teachers can use the information below as back-up material to the pack. There are brief descriptions of some of the important acts mentioned in the pack along with contact addresses for further information on Citizenship and Disability.

The Disability Rights Commission (DRC)

"The DRC is a non-departmental public body that seeks to ensure the development of comprehensive and enforceable civil rights for disabled people. The DRC provides strategic leadership in the disability field by working through and with others".

"The Disability Discrimination Act 1995 (DDA) gives the DRC a wide set of duties to

- a. work towards the elimination of discrimination against disabled people.
- b. promote equal opportunities for disabled people.
- c. encourage good practice.
- d. advise the government on the operation of the DDA and whether changes are needed".

Educating for Equality

The DRC is campaigning to improve choice and opportunity for disabled children and their parents in education.

Contact details

DRC Helpline

Postal

DRC Helpline
Freepost MID 02164
Stratford on Avon
CV37 9HY

Telephone

08457 622 633

Textphone

08457 622 644

Fax

08457 778 878

Email

enquiry@drc-gb.org

Website

www.drc-gb.org

Contact details for national disability groups and organisations

Commission for Racial Equality (CRE)

Postal Elliot House
10-12 Allington Street
London SW1E 5EH

Telephone 0207 828 7022
Fax 0207 630 7605
Email info@cre.gov.uk
Website www.cre.gov.uk

Equal Opportunities Commission (EOC)

Postal 3rd Floor
Arndale House
Arndale Centre
Manchester M4 3EQ

Telephone 0845 601 5901
Fax 0161 838 1733
Helpline 0845 601 5901
Email info@eoc.org.uk
Website www.eoc.org.uk

Guide Dogs for the Blind Association

Postal Hillfields
Burghfield Common
Reading RG7 3YG

Telephone 0118 983 5555
Fax 0118 983 5433
Website www.gdba.org.uk

Graeae Theatre Company

Postal Interchange Studios
Hampstead Town Hall Centre
213 Haverstock Hill
London NW3 4QP

Telephone 0207 681 4755
Minicom 0207 681 4757 or
Fax 020 7681 4756
Website www.graeae.org

Leonard Cheshire

Postal National Information Officer
30 Millbank
London SW1P 4QD

Telephone 020 7802 8231/ 8200
Fax 020 7802 8250
Website www.leonard-cheshire.org

Mencap

Postal 123 Golden Lane
London EC1Y 0RT

Telephone 020 7696 5503
Fax 020 7696 5540
Website www.mencap.org.uk

MIND

Postal 15-19 Broadway
London E15 4BQ

Telephone 0208-519-2122
Fax 0208-522-1725
Email contact@mind.org.uk
Website www.mind.org.uk

RADAR

Postal 12 City Forum
250 City Road
London EC1V 8AF

Contact Sandra Barrett or
Juliet Tunney

Telephone 020 7250 3222
Textphone 020 7250 4119
Fax 020 7250 0212
Email RADAR@radar.org.uk
Website www.radar.org.uk

Royal National Institute for the Blind (RNIB)

Postal 224 Great Portland Street
London W1N 6AA

Telephone 020 7388 1266
Fax 020 7388 2034
Helpline 0845 766 9999 (UK only)
Typetalk 0800 515152
(textphone users)

Website www.rnib.org.uk

Royal National Institute for Deaf People (RNID)

Postal 19 – 23 Featherstone Street
London EC1Y 8SL
Telephone 0207 296 8000
Fax 020 7296 8199
Helpline 0808 8080123
Textphone 0808 808 9000
Website www.rnid.org.uk

SCOPE

Postal Market Road
London N7 9PW
Telephone 020 7619 7100
Helpline 0800 800 3333
Fax 020 7619 7399
Website www.scope.org.uk

Shape

Postal LVS Resource Centre
356 Holloway Road
London N7 6PA
Telephone 020 7619 6169
Minicom 020 7619 6161
Website www.shapearts.org.uk

Other useful contacts

DfES orderline

Telephone 08000 96 66 26

OfSTED

Telephone 020 7421 6800
Website www.ofsted.gov.uk

Young people's issues and concerns

Website www.childrens-express.org

The "Talk" video

"Talk" was commissioned by the DRC and launched by the Prime Minister, The Right Honourable Tony Blair MP.

The film was broadcast on Channel 4 in May 2001 and was screened as a trailer in cinemas around the country.

It won Best Short Film at the Rushes Short Film Festival, Soho, London in 2001. David Putnam presented the award.

"Talk" has been screened at:

London Disability Film Festival

Chicester Film Festival

Palm Springs, International Short Film Festival, USA

Osnabruck, International Film Festival, Germany

Chicago Film Festival for the Deaf

Kino Film Festival, Manchester

Honolulu International Film Festival, Hawaii

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You can contact the DRC Helpline by voice, text, fax, post or email. You can speak to an operator at any time between 08:00 and 20:00, Monday to Friday.

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 **Telephone** 08457 622 633
 **Textphone** 08457 622 644
Fax 08457 778 878
Email enquiry@drc-gb.org

 **Post** DRC Helpline
FREEPOST
MID 02164
Stratford upon Avon
CV37 9BR

Website www.drc-gb.org



INVESTOR IN PEOPLE



Community
Legal Service

