Count Us In!
teaching resource package

middle childhood **3**

creating welcoming communities

Contents

Creating Community

The Middle Childhood teaching materials
are part of the Count Us In! teaching resource package.
They are designed to support teachers in middle childhood classrooms
(typically Year 3 to Year 7) to address students' questions, beliefs and attitudes about
disability and to enable students to develop the skills for creating a welcoming community.

Key messages

People in our community share similar hopes and aspirations.

1. Everyone has a role in the community and has a right to be respected.
2. Differences are not better or worse, they just are.
3. Everyone is unique. Everyone has a right to be seen as an individual.
4. We encourage welcoming communities that ensure everyone has the opportunity to contribute and participate.

With an understanding of the feelings and experiences of people with disabilities, children may be able to play an important role at school and in the community as advocates for people with disabilities. They could share their understanding of disability with others, and combat discrimination through helping their families and peers develop empathy for people who may be different.

Unit concepts

The unit as a whole supports students in developing the following concepts:

- We all do the similar things but we may do them differently.
- Our differences enrich our community.
- Disability is part of the human experience.
- People have different abilities.
- People can participate in and contribute to the community in many ways.

- Technologies support people's participation and contribution.
- We can contribute to creating a welcoming community.

Curriculum framework

The materials are aligned to the Curriculum Framework for Kindergarten to Year 12 Education in Western Australia. Experiences facilitate different levels of achievement as described in the Curriculum Framework Progress Maps or Outcomes and Standards Framework and are supported by the Curriculum Framework Curriculum Guides.

Opportunities for the promotion of core-shared values from the Curriculum Framework are provided throughout the materials.

Context

The Middle Childhood teaching materials build on the Early Childhood package, but do not depend on students having completed them. Links to the Early Childhood information have been included in the text and might be adapted to enable students to achieve learning outcomes at higher levels of achievement.

Single learning experiences, a sequence of experiences or a selection of the experiences may be chosen in order to:

- increase students' understanding of the similarities between people, emphasising our shared humanity;

- address students' conceptions of ability and disability;
- increase student's critical thinking and critical literacy; and
- increase students' awareness of the social and environmental barriers to people's participation in activities and the community.

Sensitivities

Some of the activities in these units encourage students to volunteer information about their own or their family's experiences. Teachers need to emphasise a welcoming community in which all responses are accepted respectfully so that students contribute from their real experience.

Some of the experiences involve discussions with people with disabilities. It is important that people are treated respectfully. There are questions that are personal. Privacy should be respected. Please see the Teacher Information booklet for ideas about meeting people with disabilities.

Everyone has a role in the community and has a right to be respected.

Social relationships

A foundation of this package is the importance of social interactions and relationships in developing a welcoming community. Group experiences provide opportunities from students to interact with others and develop the values of a welcoming community.

Links with families

Many of the learning experiences provide opportunities for students to make connections between home and school. Students may share their school discussions with families, families may be interested in being involved in some aspects of the teaching and learning program or may wish to participate in student-run events.

We encourage welcoming communities that ensure everyone has the opportunity to contribute and participate.

Audio-visual support materials

Within each phase of schooling, a DVD has been developed to support the student learning experiences. Content detail is provided within the DVD case booklet.

Books

The reading of storybooks that contain and / or portray children or adults with disabilities can provide a valuable tool in opening up a new topic and providing opportunities for children to learn about, discuss, make sense of their experiences and explore their views of disability.

A list of storybooks is available in the Teacher Information booklet appendix.

Stimulus pictures

A photo library containing an extensive range of images to support student learning is available online at the Disability Services Commission website   www.countusin.com.au. The images cover a wide range of equipment, devices, supports and adaptations that may be used by people with disabilities.

All images can be downloaded and used as visual support materials for classroom and school use.

Use of internet

Throughout the materials, hyperlinks have been included to assist teachers access current and accurate information directly. Additional information is available through these sites to enhance the learning experience. Where possible, sites have been chosen for their download provision and Australian context.

> People in our community share similar hopes and aspirations.

A solution-focused approach

Having a disability does not mean a person cannot participate in activities. To complete some tasks a person may require:

- more time;
- alternative ways of communicating;
- adapted equipment or technical aids; or
- assistance from another person.

The process may be altered but in essence can have the same outcome for everyone.

Traditional simulation activities are discouraged because unless they have specific outcomes and are coordinated with a high level of expertise, they tend to highlight what a person cannot do and fail to capture the true experience of disability.

A solution-focused approach to disability is emphasised throughout all activities as students develop strategies that ensure everyone can participate.

> Differences are not better or worse, they just are.

Meeting people with disabilities

The 'Count Us In!' materials encourage the use of guest speakers who have disabilities.

For those students who have had little or no prior contact with people with disabilities, the effectiveness of personal contact with people with disabilities, the provision of accurate information about disability, and the highlighting of abilities and individuality is a critical factor in promoting positive attitudes towards people with disabilities.[1]

The nature of the contact and interaction is an important consideration. The atmosphere must be relaxed, mutually rewarding, conducive to learning and must be one in which the guest speaker can display strengths and abilities, as well as limitations and is able to discuss their disability openly. Ideally, contact with several people with disabilities over different sessions should occur in order to convey that, as with everyone in our community, each individual has their own strategies for living.[2]

Strategies for successful interaction between people with and without disabilities are provided in the appendix.

The "Count Us In!" guest speaker database is available online through the DSC website www.countusin.com.au.

> Everyone is unique. Everyone has a right to be seen as an individual.

Structure of the unit

Learning experiences use an inquiry process that involves:

- Focusing – appreciating differences
- Researching – finding out about disability
- Experiencing – exploring ways for everyone to participate
- Applying – ensuring that everyone can participate

It is recommended that teachers choose at least one experience for each step of the inquiry process to enable students to demonstrate learning outcomes. Specific learning area skills may need to be taught in order for outcomes to be achieved.

Framework

By engaging with the Creating Community Unit, students have
the opportunity to further their achievement of the Overarching Learning Outcomes from the
Curriculum Framework.

1	Communication
3	Investigating and using information
4	Using technologies
5	Thinking critically
6	Exploring ideas, opportunities and solutions
7	Using scientific understandings
10	Engaging in creative activity
11	Valuing personal growth and wellbeing
12	Learning independently and collaboratively
13	Recognising rights and behaving responsibly

The units also provide opportunities for the promotion of core-shared values from the Curriculum Framework. In particular the values of:

1	A Pursuit of Knowledge and a Commitment to Achievement of Potential: Pursuit of excellence, Empowerment, Domains of human experience, World views.
2	Self-acceptance and Respect of Self: Individual uniqueness, Openness to learning, Ethical behaviour and responsibility, Initiative and enterprise.
3	Respect and Concern for Others and their Rights: Compassion and care, Equality, Respect, Individual differences, Open learning environment, Cooperation.
4	Social and Civic Responsibility: Participation and Citizenship, Authority, Community, Diversity, Contribution, Social Justice, Benefits of Research, Responsibility and Freedom.

Overview of middle childhood teaching resources

	Focusing	Researching	Experiencing	Applying
Similarities and differences	We all do similar things but we may do them differently.	What is a disability?	• Giving instructions • Listening • Remembering • Television • Everyday experiences	Access
Abilities	We all do similar things but we may do them differently. We can all be artistic. We all enjoy recreational activities.	Researching a particular disability	• Giving instructions • Listening • Remembering • Television • Everyday experiences	Access to work – in schools
Rights	Wants, needs and rights.	Frequently asked questions	• Giving instructions • Listening • Remembering • Television • Everyday experiences	Media images Advice column
Interacting with people	Words matter.	Effects of disability	• Giving instructions • Listening • Remembering • Television • Everyday experiences	Meeting people with disabilities Playing games
Creating a social community	We are all similar yet different.	Assistive technologies	• Giving instructions • Listening • Remembering • Television • Everyday experiences	Universal design Access to transport Access to houses Creating a social community Recreation for everyone Festival
Creating a learning community	We are all similar and different.	Researching a topic	• Giving instructions • Listening • Remembering • Television • Everyday experiences	Creating a learning community Is your classroom accessible? Web design

Linking the Count Us In! teaching resources

The Count Us In! teaching resources use a spiralling curriculum process that follows the phases of schooling. Concepts are introduced in early childhood and built upon in middle childhood, early adolescence and late adolescence. Teachers might select experiences from several phases of schooling, or refer to earlier phases of schooling in order to identify the ways concepts have been developed in the materials.

Concept	Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
People in our community use different ways of communicating, going places, interacting and learning. Disability is part of the human experience	Let's Communicate – finding out why and how we communicate. Let's Go – finding out why and how we go places. Let's Learn – finding out why and how we learn	Focusing – we do the same things but we may do them differently, we can all be artistic, we all enjoy recreational activities, we are all similar and different. Researching – what is a disability, researching a particular disability, frequently asked questions, effects of a disability, assistive technologies, researching a topic. Experiencing – a solution-focused approach, giving instructions, remembering, everyday experiences, listening, television	Visual Arts – investigating the experience of artists. Drama – investigating the experience of actors. Music – investigating the experience of musicians. Dance – investigating the experience of dancers. Portrayals of Disability Health and Physical Recreation – definitions of disability. Cultural Perspectives Equipment and Assistive Technologies	1A One in Five – definitions of disability. 1B Experiencing Disability – investigations of the experience of disability. 2A Attitudes – disability as a societal attitude. 2B Participation – assumptions, expectation and discrimination. 3A Choices – ability and choice. 3B Rights and Responsibilities – which rights?
We all have the right to participate in and contribute to the community	Let's Communicate (Going further) – everyone in our community communicates. Let's Go (Going further) – everyone in our community goes places. Let's Learn (Going further) – everyone in our community learns	Focusing – wants, needs and rights. Researching – frequently asked questions, advice column. Applying – media images, advice column	Disability Rights – what are human rights, disability rights, conducting an access audit, public transport standards, education, elements and processes of government and governance, workplace practices	2A Attitudes – implications of the WHO policy on disability. 3B Rights and Responsibilities – whose rights, what are human rights, what are human responsibilities, double discrimination, speaking out, media rights and responsibilities, having opinions on issues
Services should be accessible to everyone	Let's Go (Applying) – going places in the classroom, going places in the school, going places in the community	Applying – universal design, access, access to transport, access to houses, is your classroom accessible, web design	Visual Arts – investigating the accessibility of art galleries. Drama – investigating the accessibility of theatres. Music – investigating the accessibility of music venues. Dance – investigating the accessibility of dance venues. Media - investigating symbols employment-employer information. Disability Rights – access audit, public transport standards, workplace practice	1A – Information technologies used by people with disabilities. 1B – Engineering solutions for living at home. 2A Attitudes – disability as a societal attitude, attitudes to disability, disability as part of the human experience, accessible services and resources, engineering solutions for public access, accessible leisure and entertainment, camping with children. 2B Participation – access to information, participation in education, accessing employment, accessing financial support,

Theme	Activity	Experiencing / Applying	Learning Area	Outcomes
			Equipment and Assistive Technologies – what are assistive technologies, devising and producing equipment, designing and producing systems	participating in community life, participating in decision making, accessible web pages, engineering solutions for public transport, inclusive health promotion campaigns, small group recreational experiences 3A Choices – stories of people with disabilities, functional and aesthetic engineering solutions, facilitating health, planning challenging recreational activities 3B – information system for a community centre, joined up solutions, community fitness
We all communicate. We need to communicate respectfully	Let's Communicate	Experiencing – giving instructions, listening Applying – interacting with people with disabilities	Portrayals of disability accessible information	1A – personal communication 1B – mentoring 2A – promoting a welcoming community 2B – advocacy and self-advocacy 3A Choices – self-determination, support and advocacy groups 3B Rights and Responsibilities - speaking out, having opinions on issues
We all learn. We can ensure that everyone has opportunities to learn	Let's Learn	Experiencing – giving instructions, remembering, listening, television Applying – creating a learning classroom	Disability Rights - education	1A One in Five – experiences of people with a disability 2B Participation – participation in education
We can all go places. We can ensure that everyone can go places	Let's Go	Experiencing – everyday experiences	Drama – improvising, structuring drama Dance – improvising, structuring dance Disability Rights – public transport standards	1A One in Five – experiences of people with a disability 1B – engineering solutions for living at home 2A – engineering solutions for public access 2B – engineering solutions for public transport
Everyone can participate in leisure and recreational activities	Let's Communicate (Applying) – snakes and ladders Let's Go (Applying) – active games Let's Learn (Applying) - learning games	Applying – playing games, recreation for everyone	Health and Physical Recreation – investigating physical recreation, creating a team game	1A – recreational experiences 1B – walking the Bibbulmun track 2A – camping with children 2B – small group recreational experiences 3A – planning challenging recreational activities 3B – community fitness

Creating Community

These experiences lead students through explorations
of difference and diversity to create a welcoming community in which
everyone can participate and contribute.

This unit will enable students to further their achievement of the Curriculum Framework Outcomes from the following Learning Areas:

- English – Speaking and Listening, Viewing, Reading, Writing;
- Society and Environment – Investigation, Communication and Participation, Active Citizenship, Place and Space, Natural and Social Systems, Resources;
- Health and Physical Education – Interpersonal Skills, Self-management Skills, Skills for Physical Activity, Knowledge and Understandings;
- Technology and Enterprise – Technology in Society, Technology Process, Technology Skills, Materials, Technological Systems, Information, Enterprise; and
- The Arts – Arts Ideas, Arts Skills, Techniques and Processes, Arts Responses.

Focusing

Focuses: We are all similar to and different from one another.
We all do similar things but we may do them differently.
Our differences enrich our community.

Learning experiences

We all do similar things but we may do them differently.

Everyone communicates, goes places, interacts and learns. People in our community use different ways of communicating, going places, interacting and learning.

In these experiences, students analyse all the activities they do in a week and prepare a class chart or display, noting the similarities. It is important that everyone's life experiences are validated.

After watching the middle childhood segments about the lives of other children (see Count Us In! DVD), the students include these children in their class activities chart, noting ways in which we may all do similar things, we may just do them differently.

The experiences begin with a whole group brainstorm and individual record keeping.

Groups of students work together to analyse the activities and develop categories. It is likely that different groups will have different categories.

Teacher talk: Everyone in our community participates in a range of activities each week. The activities may be within similar categories but people may do them differently.

Brainstorm the activities students do in a week, at home, school, after school and over the weekend (eg eat, sleep, play, go to school, watch TV, look after brothers, sisters/family, make food, chores at home, do homework, being creative, travel).

Individually, chart your week. Keep a record of everything you do for one week. What things do we need to add to the brainstorm list of activities?

Individually, write each activity on a card, one card for each activity. You might draw pictures of the activities as well.

With a small group of other students.

- Group the activities. What activities go together?
- What categories have you created (eg fun, school, family, quiet time, sports, chores, travel, being creative, recreation)?

- Compare your categories with those of other groups. Add or change any categories you think will help you to better describe what everyone in your group does in a week.

Watch the middle childhood segments of the children on the Count Us! In DVD. What activities do the children do? Which categories do they align with?

Add or change any of your activity categories to include the activities of these children.

Imagine that these children join your class. Create a display that shows the kinds of activities that all of the children in your class do each week. You might make:

- a mural;
- a graph;
- a pie chart; or
- some other visual record.

We all do similar things but we may do them differently.

In these experiences, students explore the movies, books, television shows, games they play etc, noting that while the specifics vary the broad category stays the same, that is, we all do similar things.

In the previous experience, groups of students named categories of activities. Staying in the same groups, and keeping the same categories, students identify activities that the students in their whole class do that can be placed in these categories, including the activities of the children (middle childhood segments on the Count Us In! DVD).

Teacher talk: We've looked broadly at how we all do the same/similar categories of activities, that we just do them differently. Let's look at the choices we make.

Choose one of the categories of activities undertaken by students in your group. Interview other students in your class about the activities they do in this category (eg 'things we do for fun': skateboard, swim, watch television, chores at home, play with my brother).

Which of these things could be described more specifically (eg 'playing with my brother': Lego, card games, cricket or watching television: specific programs)? Make a poster showing the different ways you do the same things. Include the specific activities of the children from the DVD segments.

We can all be artistic

In this series of activities and using the category of being creative, students create paintings in the style of a famous artist and think about their own 'style'. This is an exploration of difference and diversity.

Teacher talk: Everyone can be artistic (eg people of all ages) – but we are all artistic in different ways. How do you think you are creative/artistic?

A similarly detailed set of learning experiences could be devised for any of the above categories.

It is suspected that Michelangelo had Asperger's Syndrome[3], Jackson Pollock was born with learning and motor disabilities, Seurat had terrible migraines and Rembrandt had a strabismus. Monet produced some of his best work when he had vision impairment[4]. This does not mean that a disability is a pre-requisite for becoming a famous artist! Disability is simply part of the human experience. We can all be artistic!

- Read a book about art appreciation, such as Matthew's Dream by Leo Lionni.
- Find images of paintings from posters, art books, or web resources that reflect very different styles of art (eg Impressionism, Cubism, Realism, Pre-Raphaelite).
  http://www.artgallery.wa.gov.au
  http://www.tate.org.uk/
  http://www.nga.gov.au (National Gallery of Australia)
  http://www.artgallery.nsw.gov.au/collection/browse http://www.abcgallery.com/
- Talk about each painting (what you see, think, feel about them).
- Look at the art elements in each image.
  - Colour: red, blue, green.

- Line: A mark on a painting with length and direction. Types of lines include horizontal, vertical, wavy, curved, bent, straight.
- Shape: Forms such as circles, triangles, squares, rectangles, ovals.
- Texture: The "feel" of an artwork: rough, smooth, soft, hard, etc. Texture can be real (for example, an oil painting may be bumpy) or an artist may create the appearance of a texture.
- Value: The lightness or darkness of the colors used in a painting.

- Look at some of the artworks of artists with disabilities http://nadc.ucla.edu/gallery.cfm. Look at the art elements in each painting. What is each artist's style?

- Create art works in different styles:
  - In the style of Jackson Pollock place a large piece of paper on the floor. Using the paintbrushes, stand directly above the paper and drip paint onto the paper below. Move around the paper as you paint. Allow the paintings to dry.
  - In the style of Michelangelo tape a piece of paper to the underside of a low table. Lie underneath the table. Draw a picture lying on your back and reaching up to draw on the paper.
  - In the style of Rembrandt stand in front of a mirrors and look at yourself. Allow plenty of time. Paint a self-portrait noting your attributes (hair colour, eyes).
  - In the style of Seurat paint a picture using Q-tips®. Place dots of different colour close together to make the colour blend you need. Try pressing down lightly to make a small dot and applying more pressure to create a larger one.
  - In the style of Monet paint a picture of a vase of flowers. Place a vase of flowers on a table. Paint an outline of the flowers on the top half of the paper. Use light strokes of colour to fill in the flowers. Then create the vase below the flowers.
  - In the style of Picasso paint a picture. Cut it up and reposition the pieces.

Teacher talk: Painters have produced art works in many different ways but they all have the same art elements and the works they have produced are all art. They have their own style, their own way of doing things

When we produce art we have our own style.

- Create an art work in your own style.
- What is your style?

We all enjoy recreational activities

In these experiences, students explore the things they are interested in doing in their recreation/leisure time, noting that while the specifics may vary, we all have interests, we all do recreational activities.

Teacher talk: Some of you have looked at the recreational activities we all do. Recreation and leisure play a valuable role in a person's life promoting health, well-being and social relationships.

What is recreational activity? What do we do for recreation?

Turn the classroom and outdoor play environment into spaces where some of the activities can happen. Decide which spaces will be created and how.

Work in small groups to plan one space (eg book corner, a place to play cards, a music centre). Ensure that everyone can participate. Set up your spaces and trial them. Are they accessible to everyone?

When investigating different types of recreational activities, you may also like to look at:

- Adaptive Adventures http://www.adaptiveadventures.org
- Adaptive Sports Programs http://www.sitski.com/index.htm
- Department of Sport and Recreation (WA) http://www.dsr.wa.gov.au
- Disability Sport – Project Connect http://www.ausport.gov.au/connect/index.as

Wants, needs and rights

In this experience students explore the concept of 'rights' and their corresponding responsibilities. Students create a charter of rights and ensure that it upholds the rights of all students.

- Brainstorm things you want, eg toys, clothes, sweets, computers. Make a list of the items.
- Which of these wants are needs? What other things do you need?
- Produce a class list of our needs.
- Which of these needs are shared by all humans and so should be fundamental rights or human rights. Which are essential for life, eg food, shelter? Which are essential for well-being, eg love, friendship.
- Create a charter of rights for children, eg the right to a home, to learn, to be safe, to choose their own friends to play with.
- Look at the charter of rights you have created and write appropriate responsibilities alongside each right, eg we have the right to a home - and the responsibility to help care for it; we have the right to learn - and the responsibility not to prevent others from learning; we have the right to feel safe - and the responsibility not to hurt others, either physically or emotionally.
- Look at a copy of the United Nations Convention on the Rights of the Child http://www.unicef.org/crc/ http://www.therightssite.org.uk/html/kyr.htm http://www.curriculumsupport.nsw.edu.au/hsie/croc/introduction.htm
- Compare your charter of rights with the UN version. Is there anything you would like to change in your charter?
- Produce a poster of your charter.
- Why do children need a special charter, such as the UN Convention on the Rights of the Child?
- The Convention applies to all children, regardless of who they are, what they look like, where they live and what their beliefs are. Would your charter be able to uphold the rights of children with a disability or children who live in countries where there is conflict?

Words matter

'People-first' language is part of creating a welcoming community. From this point on, students should become aware of words used in relation to disability and their meanings.

Teacher talk: There are lots of words that have been and are used to describe disability.

Brainstorm:

- What words do you know of?
- What does this word mean to you?
- What does it really mean? Look the word up in a dictionary. Do an Internet search.

Teacher talk: When we are speaking of people with a disability we use 'people-first' language. This is a way of speaking where we focus on the person rather than on their disability (see Appendix: Teacher Information).

Use the words that you have examined in sentences.

- Which words can be rephrased in people-first language?
- Which words refer to medical or scientific facts?
- Which words should not be used at all?

Prepare a glossary of words and meanings (eg see the glossary: Teacher Information).

As other words are found throughout the research process, add to the glossary.

You may like to look at:

www.accessibility.com.au/govt/etiquette.htm

www.unitedspinal.org/documents/DownLoad/DisabilityEtiquette.pdf

www.mcil.org/mcil/mcil/etiqu01.htm

We are all similar and different

Students think about the ways in which people are similar and different and the importance of focusing on the person and not their appearance and behaviours.

Look at one or more of the following.

Finding Nemo (G) 2003: "A film where every character has a disability, disabilities which not only shape the plot and form the basis of comedy, but which are also treated as part of everyday existence. Nemo's under-developed fin is called his 'lucky fin' by his father, who attempts to get his son to see his disability in a positive light. The father himself suffers from post-traumatic stress syndrome, having

seen the rest of his family slaughtered by a barracuda. On their adventures, they meet sharks who are trying to beat addiction, a flat fish with visual impairment, a dory who cannot form memories, squid with incontinence, turtles with poor parenting skills, a hero with facial disfigurement, an obsessive-compulsive shrimp who cannot stop cleaning, fish tank inmates showing institutionalised behaviour (one that shouts 'bubbles!' every time they emerge, and another who talks to her own reflection), a starfish who has to be holding onto something at all times, a blowfish with anger management issues, an alcoholic pelican and gulls with learning difficulties."[5]

Meecha Corbett, a 10-year old girl who uses a power wheelchair, encourages people to see this movie (see her review at http://www.disabilityworld.org/01-03_04/arts/nemo.shtml).

Shrek (G) 2002: This cartoon fairy tale is about an ogre who rescues a princess trapped in a far away castle. The real story is about people who look different, and how the world treats them. The moral of the story is to appreciate people for who they are, not what they look like.

Write the diary of one of the characters in one of the movies.

What did you learn about disability and the effect it may have on an individual's life?

Researching

Focuses: Disability is part of the human experience.
People have different abilities.
Technologies support people's participation and contribution.

Learning experiences

What is a disability?

In this experience, students explore definitions of 'disability'.

(Refer to: 'what is a disability?' in Teacher Information).

Brainstorm definitions of 'disability'.

How could we find out what is meant by 'disability' (eg read, search on the Internet, ask someone)?

- Decide on ways that information can be found and allocate students to each research method.
- Discuss 'good' information. What makes information 'good' (eg reliable, verifiable, comprehensive, and explicit)?

Groups that are reading:

- Where will you go to get reading information?
- What will you read?
- How will you know if the information is 'good' information?

Groups that are searching on the Internet:

- How will you know if the information is 'good' information?
- What sites will you access?
- What words will you search on?

Groups that are asking someone:

- Who will you ask (eg someone from Disability Services Commission [eg local area coordinator], school-based learning support coordinator, visiting teachers, friends, family, and people in the community, advocacy and support groups)?
- Why is this person a 'good' person to ask?
- What questions will you ask? (See Teacher Information for appropriate language and meeting a person with a disability and Appendix for Meeting People with Disabilities. Ensure that the questions are appropriate and respectful of people's privacy.)
- How will you ask (eg in person, by email, by letter)?

Collect and collate definitions, ensuring that 'people-first' language is used.

Research a particular disability

In this experience, students learn about specific disabilities. Students might work individually, in pairs or in small groups and present their information to other students. There is information about specific disabilities in the Teacher Information booklet.

Research a particular disability. What is it? What causes it? How can it affect individual people's lives? How is it treated and managed? For example:

- Autism spectrum disorders
- Cerebral palsy
- Deafness/hearing loss
- Down syndrome
- Intellectual disability
- Pervasive developmental disorders (PDD)
- Severe and/or multiple disabilities
- Speech-language impairments
- Spina bifida
- Acquired brain injury
- Vision impairment
- Mental health
- Spinal cord injury
- Cystic fibrosis
- Epilepsy
- Muscular dystrophy
- Developmental delay
- Motor neurone disease
- Multiple sclerosis
- Fragile X syndrome

Prepare a presentation of the information you have collected to be shared with other students in your class. Think about:

- What information will be of interest to them?
- How can you present to them what you have learned?
- What format will you use?
- How will you know what they have learned?

Effects of disability

In this experience, students distinguish between a disability and the effect of a disability. They recognise that there is a diversity of experience within and between people in our community.

Teacher talk: We have looked at different disabilities but not everyone who has a disability experiences the same effects. That is, disability may affect different people in different ways.

Class discussion: How might a disability affect the way a person

- communicates;
- moves from place to place; or
- learns?

What other effects might there be?

Teacher talk: A lot of the effects we have spoken about are not really due to a disability. They are due to the ways in which information is communicated, the environment is built or systems are set up. For example, a person who uses a wheelchair might have difficulty getting into a building, but that is not really because of the disability, it may be because the doorways are not wide enough or there are steps when a ramp is required.

Make a table analysing the effects of a disability. Distinguish between the physical effect of disability (eg limited mobility), solutions to the physical disability (eg uses a wheelchair) and the social effect (eg limited access to buildings).

- Consider inviting a guest speaker to the class to talk of their experience. (See DSC guest speaker database online at www.countusin.com.au; Teacher Information for appropriate language and meeting a person with a disability and Appendix for Meeting people with disabilities. Ensure that the questions are appropriate and respectful of people's privacy.)

Investigate assistive technologies

In this experience students find out about the various technologies that are available to assist people in their daily lives. See the stimulus pictures in the photo library on the CD ROM.

- Aids for daily living – self-help aids for use in activities such as eating, bathing, cooking, dressing, toileting and home maintenance (eg grab bars and a shower chair for bathing).

- Augmentative communication – electronic and non-electronic devices that provide a means for expressive and receptive communication for persons with limited speech (eg using voice-output augmentative communication device for a person with limited speech ability to effectively communicate with teachers, classmates, and family members).
- Computer applications – input and output devices, alternative access aids, modified or alternative switches, special software, and other devices that enable people with disabilities to use a computer (eg voice activated system for computer, allows an individual with limited use of hands to write articles without the need for a keyboard).
- Environmental control systems – primarily electronic systems that enable someone with limited mobility or fine motor skills to control various devices such as appliances, electronic aids and security systems in his/her own room, home or other surroundings (eg equipping a home with electronic controls for the doors, lights, television and radio to allow greater independent functioning in the home).
- Environmental cues – tactile surfaces, Braille on the keypad of an ATM / lift.
- Home/worksite modifications – structural adaptations, fabrications in the home, worksite or other areas (ramps, lifts, bathroom changes) that remove or reduce physical barriers for an individual with a disability (eg stair glide installed in the home to have access to the first and second levels of the home for a person who has difficulty using stairs).
- Prosthetics and orthotics – replacements, substitutions or augmentation of missing or malfunctioning body parts with artificial limbs or other orthotic aids (eg splints, braces).
- Recreation – books, audiotapes, adapted games.
- Seating and positioning – accommodations to a wheelchair or other seating system to provide greater body stability, trunk /head support and an upright posture, and the reduction pressure on the skin surface (eg cushions, contour seats, lumbar supports, straps to prevent injury to lower body, to give greater upper body support and to secure chair when in motion).
- Vision aids – magnifiers, Braille and speech output devices, large print monitor (eg adapting the computer at work with a large print monitor for a person with a vision impairment).
- Sensory aids for people who have a hearing impairment – telephone amplifiers, hearing aids, assistive listening devices, text telephone, visual alerting systems (eg a person who is Deaf using a text telephone for business transactions and equipping an entrance with a signal light to indicate to them someone has entered. Amplifying sounds for a person who has a hearing impairment).
- Wheelchair/mobility aids – manual and electric wheelchairs, mobile bases for custom chairs, walkers, three-wheel scooters and other utility vehicles used for increasing personal mobility (eg upgrading from a manual wheelchair to a power wheel chair allowing for greater mobility and increased independence).
- Vehicle modifications – adapting driving aids, hand controls, wheelchairs and other lifts, modified vans and other motor vehicles used for personal transportation (eg driving a van with adaptive control and a lift to accommodate a person who uses a wheelchair).

Frequently asked questions
Researching a topic

In this experience, students work individually or in pairs to investigate specific questions about a disability. A selection of frequently asked questions and answers is available in the Appendix in the Teacher Information booklet.

Teacher talk: We have researched disabilities, talked about the effect the disability has on people's lives and researched technologies that assist people to participate and contribute to the community. Let's see if we know enough now to answer questions that other people may ask.

Collect questions from friends and families over the next week. Some questions might be added to the box.

For example:

- How are assistance dogs trained? (Assistance dogs are often called guide dogs or hearing dogs. They assist people in all kinds of ways, eg to open and close doors, turn on lights, help make a bed, pick up things that have fallen on the floor, press buttons at pedestrian crossings, get help if their owner is sick or in danger, navigate traffic and obstacles and respond to alerts.)
- What is it like to have a brother or sister who has a disability? There are some reports from siblings at http://www.thearc.org/siblingsupport/sibswords
- When is colour blindness a disability?
- When is a mental illness a disability?
- What is an invisible disability?
- What is a visible disability?
- How can cars be modified to enable people with a disability to get out and about?

Find the answer to a question.

- Decide on ways that information can be gathered.
- Review the idea of 'good' information. What makes information 'good' (eg reliable, verifiable, comprehensive, and explicit)?

To gather information by reading:

- Where will you go to get reading information?
- What will you read?
- How will you know if the information is 'good' information?

To gather information by searching on the Internet:

- How will you know if the information is 'good' information?
- What websites will you access?
- What words will you search on?

To gather information by asking someone:

- Who will you ask (eg local area coordinator from Disability Services Commission, school-based learning support coordinator, visiting teachers, friends, family, people in the community, advocacy and support groups)?
- Why is this person a 'good' person to ask?
- What questions will you ask? (See Appendix: Teacher Information for appropriate language and ways of interacting when meeting people with disabilities. Ensure that the questions are appropriate and respectful of people's privacy.)
- How will you ask (eg in person, by email, by letter)?

Collate your information.

How will you present your information?

Experiencing and finding solutions

Focuses: People can participate in and contribute to the community in many ways.

Learning experiences

A solution-focused approach

Having a disability does not mean the individual cannot participate. To complete some tasks the individual may require:

- more time;
- alternative ways of communicating;
- adapted equipment or technical aids; or
- extra assistance.

The process may be altered but in essence can have the same outcome for everyone.

Traditional simulation activities are discouraged because unless they have specific outcomes and are coordinated with a high level of expertise, they tend to highlight what an individual cannot do and fail to capture the true experience of disability.

A solution-focused approach to disability is emphasised throughout all activities as students develop strategies that ensure everyone can participate.

Teacher talk: People all communicate, go places, learn, remember things, listen, and have everyday experiences. People may do all these things but in different ways. Sometimes people need more time, some equipment, a different strategy to do certain activities or assistance from another person.

People feel more welcome when the community acknowledges that sometimes people need to do things differently. We are going to find solutions that ensure everyone can participate. We need to remember to ask people if they have a way they prefer to do things – to communicate, go places, learn, remember things and have everyday experiences (See Appendix: Offering Assistance).

Giving instructions

In this experience, students consider how information can be delivered in many ways so that everyone can learn or follow instructions.

Tell someone how to make a sandwich and have them follow your instructions.

How would you need to change your communication so that people could follow your instructions if they:

- use a wheelchair (eg have eye contact by standing in front of the person when speaking);
- experience difficulty walking (eg no adaptations required);
- have difficulty holding and/or manipulating objects (eg no adaptations required);
- have partial or complete loss of sight (eg use the person's name so they know you are speaking to them, use descriptive words rather than hand gestures (describing something rather than pointing to it), ask if they need more information;
- have partial or complete loss of hearing (eg write the instructions down, draw a diagram, demonstrate what is required, use finger spelling, use Auslan and/or hand gestures, let the person know when you are talking and when you have finished ; or
- have disabilities affecting communication and thought processes (eg use plain English, use pictorial representation, demonstrate in detail what is required)?

(See Teacher Information: Appendix: Meeting people with disabilities).

Remembering

In this experience, students consider strategies for remembering.

If you were going to the shop to buy 10 things; if you had to remember all the things you had to do at home before school, what could you do to help you remember everything?

How would you need to change the way you remembered if you:

- used a wheelchair (eg no adaptations);
- experienced difficulty walking (eg no adaptations);
- had difficulty holding and/or manipulating objects (eg no adaptations);
- have partial or complete loss of sight (eg you might write a list using Braille);
- had partial or complete loss of hearing (eg no adaptations);
- had disabilities affecting communication and thought processes (eg might write a list, draw pictures, use pictorial representations)?

Everyday experiences

In these experiences, students consider different ways of managing everyday tasks.

Set up experiences such as:

- making a hot drink,
- pouring a glass of something to drink;
- matching socks;
- spreading toppings on bread;
- wrapping sandwiches in plastic wrap;
- counting out $5.85; and
- brushing teeth.

What could you do to make these jobs easier if you:

- use a wheelchair (eg brushing teeth: trial ideas at home – sit on a chair in the bathroom to brush your teeth, would your bathroom need to be adapted? How?);

- experience difficulty walking;
- have difficulty holding and/or manipulating objects;
- have partial or complete loss of sight;
- have partial or complete loss of hearing; and
- have disabilities affecting communication and thought processes?

Listening

In this experience, students consider the purposes of signals that use sound alerts and find solutions for conveying information and warnings in different circumstances.

Collect "sounds of home" eg telephone, door bell, car horn, alarm clock, whistle, bell, music box, timer, kettle whistle, radio, TV.

- Listen to other people's sound collections.
- Can you identify the sounds you have all collected?
- Why do these things make sounds (eg to get our attention, to warn us, to entertain us)?
- What do we do when we hear these sounds?

Collect "sounds of school" eg school bell or siren, public address announcement signals, particular teachers' voices and sports whistle.

- Listen to other people's sound collections.
- Can you identify the sounds you have all collected?
- Why do these things make sounds (eg to get our attention, to teach us)?
- What do we do when we hear these sounds?

What changes would need to be made to enable these alerts to be known and acted on if you:

- use a wheelchair;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects;
- have partial or complete loss of sight;

- have partial or complete loss of hearing (eg signal that the telephone is ringing by having a light on a Telephone Text TTY); and
- have disabilities affecting communication and thought processes?

Television

In this experience, students watch television and investigate ways in which television is being made accessible to everyone.

Teacher talk: Television literally means 'vision at a distance'. So why does television have sound?

Watch 10 minutes of a DVD with the sound turned off. What was happening? Watch the same 10 minutes again. Which of your inferences was correct? What does this tell you about the role of sound in television?

Listen to five minutes of a DVD without the picture. What was happening? Watch the same five minutes. Which of your inferences was correct? What does this tell you about the role of vision in television?

Teacher talk: Can everyone watch television? Let's think about the differences in the experience of television watching for people who:

- use a wheelchair;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects (eg may require an adapted remote control);
- have partial or complete loss of sight (eg magnifying the screen, audio description);
- have partial or complete loss of hearing (eg may use captions); and
- have disabilities affecting communication and thought processes.

The Disability Discrimination Act requires businesses to be accessible to everyone and television is one of those businesses. Investigate how television is being made accessible to everyone.

Applying

Focuses: Changing the environment, expectations, equipment, experience or support provided ensures everyone has the opportunity to participate and contribute in home, school and community life.
Each of us has the right to be treated with dignity and respect.
Each of us has equal worth and basic rights regardless of our differences.
Everyone has a role in the community.
We encourage welcoming communities that ensure everyone has the opportunity to participate and contribute.

Learning experiences

Access

In this experience, students discuss 'accessibility'.

Teacher talk: We have looked at the effect of disability on people and we have found that sometimes the community is not accessible to everyone.

Class discussion:

• What does it mean 'to access something'?
• What does 'accessible' mean?

Teacher talk: Accessibility is the design incorporated into buildings, outdoor spaces,public transport, vehicles, toilets, ramps, bank ATMs with Braille, reduced height lift / – so everyone can use, regardless of physical constraints, eg a physical disability, sensory disability or the need to push a pram.

Examples of such design features include:

• ramps or lifts, either instead of steps or available as an alternative;
• fire alarms hooked up to the lighting system of a building, so that when the alarm sounds, the lights flash to alert people who are Deaf or hard of hearing to the situation;
• Braille or embossed lettering on signs

Easy access facilities are now required by legislation (see Disability Discrimination Act).

You may also like to look at:
http://www.dsc.wa.gov.au/1/86/48/Access_Un.pm

Universal design

This experience invites students to be aware of the accessibility of the built environment to everyone.

Where have you seen this sign?

What do you think it means?

Investigate access symbols at http://www.gag.org/resources/das.php

Keep a list of where you see this sign. Prepare a PowerPoint "treasure hunt" giving clues about where these signs might be found and photographs of their locations.

Teacher talk: This symbol has been adopted as the sign for accessibility.

• Does 'accessibility' describe the reason for the sign being in all the places where you found it?
• Are all the places where you found the sign 'accessible'?

Is your classroom accessible?

This experience broadens the idea of accessibility and enables students to critically view their daily learning environment in terms of its accessibility for everyone.

Teacher talk: An accessible building means that everyone can get into it and move around in it. An accessible building includes wide doors, sufficient clear floor space for wheelchairs, lower countertop segments, lever and loop type handles on hardware, seats at bathing fixtures, grab bars in bathrooms, knee spaces under sinks and counters, audible and visual signals, switches and controls in easily reached locations, entrances free of steps and stairs, and an accessible route throughout the building. Most accessible features are permanently fixed in place and noticeable.

Look at your classroom and identify aspects that make it accessible.

http://www.dsc.wa.gov.au/1/86/48/Access_Un.pm

Identify aspects that need to be modified to improve accessibility for people who:

- use a wheelchair;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects (eg may require an adapted remote control);
- have partial or complete loss of sight (eg magnifying the screen, audio description);
- have partial or complete loss of hearing (eg may use captions); and
- have disabilities affecting communication and thought processes.

Is the community accessible?

Look around your community and identify aspects that make it accessible for everyone. You might look at:

- shopping centres;
- recreation centres;
- parks;
- streets (including kerbs, pathways, traffic control); and
- businesses (eg banks).

Identify aspects that need to be modified to improve accessibility for people who:

- use a wheelchair;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects (eg may require an adapted remote control);
- have partial or complete loss of sight (eg magnifying the screen, audio description);
- have partial or complete loss of hearing (eg may use captions); and
- have disabilities affecting communication and thought processes.

Prepare a map, plan or chart of the community showing places that are accessible.

Who needs to know what you have found?

Access to transport

In this experience, students investigate ways in which transport is, or can be made to be, accessible to everyone in the community. Ideally, students would do a 'transport' inventory during an excursion to Perth or Fremantle which combines bus, train and ferry trips, or a visit to a Transperth or taxi depot. There is information about Perth as an accessible city through the City of Perth website http://www.cityofperth.wa.gov.au/html/ser05_.php and Fremantle at http://www.pco.com.au/axaa2005/fremantle%20mobility_map.pdf

Transperth has information through its website http://www.transperth.wa.gov.au/Default.aspx?tabid=46

To get about in the community many people use public transport. Investigate one form of public transport:

- bus
- train
- taxi
- ferry

In what ways are these modes of transport made accessible to everyone? In what ways could they be made accessible to everyone?

Examples: visual cues, signage, and ramp access.

Access to houses

In this experience, students examine the accessibility of their own homes.

Read the scenarios about accessing homes at http://www.concretechange.org/what.htm. Are the homes you visit accessible to people who:

- use a wheelchair;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects (eg may require an adapted remote control);
- have partial or complete loss of sight (eg magnifying the screen, audio description);
- have partial or complete loss of hearing (eg may use captions); and
- have disabilities affecting communication and thought processes.

Keep a journal of the places you visit (eg over a time period – a week / month). Make a note of accessibility and what you think could be done to make them more accessible.

To see some examples of how homes can be made more accessible look at http://www.easterseals.com/site/PageServer?pagename=ntlc_easyaccesshousing_tips

Creating a learning community

In this experience, students describe an inclusive learning community.

- Create a list of the reasons students go to school. Think about personal, emotional, social and academic reasons.
  - For each of the reasons students go to school, list things that we need to enable that to happen (eg students go to school to learn to read, so we need books and printed materials, spaces where people can go to read, teachers who help us learn to read and other students who will support us to read).
- Examine the classroom as a learning environment.
  - What is in the learning environment that ensures that students can achieve the purposes of going to school?
  - What do we need to do to enable everyone to participate?
- Examine the classroom as a social environment.
  - What is in the social environment of the classroom that ensures that students can achieve the purposes of going to school?
  - What do we need to do to enable everyone to participate?

Examples: be friendly, use 'people-first' language, work in groups with different people, get to know the person and not just focus on the disability, be respectful and let people play/join in.

Creating a social community at school

In this experience, students describe an inclusive social community. Each student contributes their ideas about the classroom community which are then anonymously gathered and collated to create a description of the classroom community. Students identify ways in which the classroom community can be made more inclusive.

Teacher talk: Groups, like individual people, can have their own personalities. Some groups are fun, others are serious, in some we feel warm and in others unwelcome.

- Write three words that describe this classroom community on a card.
  - Compile a list and tally of all of the words.
  - Think about the words.
  - Do you think people wrote what they really thought? (Can we add 'safe' or 'unsafe' to the list?)
  - What words can be grouped together?
  - If there are words here that are uncomplimentary, how can we change the behaviours that they describe?

- Choose 10 words that describe the classroom community you would like this to be.
  - Compile and tally this list.
  - How can we create the classroom community we want?
  - How can we ensure that everyone in our classroom community experiences this kind of community?

Access to work – in schools

In this experience, students find ways for everyone in the school to be involved in the management and operation of the school.

There are many jobs that students could do in a school (eg raising the school flag, recording the message on the school answering machine message recorder, working in the school canteen / cafeteria, assisting in the kindergarten or pre-primary, ringing the siren). List as many of these jobs as possible. What would students need to know, understand or be able to do in order to undertake this job?

Create job descriptions and procedures that will enable all students to apply for the positions.

Examples: items in arm's reach of students who use wheelchairs, signage – design and use a whole school pictorial dictionary.

Web design

In this experience, students develop a web page using principles of universal design.

People who are providing goods and services over the Internet need to think about how to make their website accessible to everyone. The Australian Human Rights and Equal Opportunity Commission (HREOC) has prepared notes about how web designers and website owners can keep the richness and variety of communication offered by the Worldwide Web available to everyone. http://www.w3.org/TR/WAI-WEBCONTENT/

Guidelines:

1. Provide the same information in text, visual and auditory formats.
2. Ensure that text and graphics are understandable when viewed without colour.
3. Use a style sheet for formatting including font type and size, headers, indents and bullets so that the information transfers to other computers.
4. Use full names and words rather than acronyms and abbreviations.
5. Describe in words any information you put in a table.
6. Ensure the page is still readable when newer technologies are not supported or turned off.
7. Ensure that moving, blinking, scrolling, or auto-updating pages can be paused or stopped.
8. Ensure any embedded items (such as links) are accessible.

Make or edit a website about your school, so that the information is available to everyone.

Examples: People with vision impairment may require a larger font or colour contrast.

Playing games

In this experience, students investigate commercial games that are produced to enable everyone to participate. Students then create and produce their own game.

There are many commercial games available for people with limited vision. Explore some of the possibilities for:

• backgammon
• cards
• draughts
• snakes and ladders
• ludo
• solitaire

http://onlineshop.rnib.org.uk/browse.asp?n=11&c=50&sc=0&it=1&l=3

How are games made accessible?

Make a game of your own that will enable everyone to participate.

Physical recreation for everyone

In this experience, students investigate recreational activities that are inclusive.

Look at the accessibility checklists http://www.auscamps.asn.au/accessibility/docs/FullAccessibility_Checklist.pdf   for one recreational activity:

• athletics
• archery
• basketball
• camping
• canoeing
• ropes course
• bushwalking
• fishing
• rock climbing and abseiling
• swimming

Investigate how these sports can be adapted so that everyone can participate.

You may like to look at:

• Adaptive Adventures http://www.adaptiveadventures.org
• Adaptive Sports Programs http://www.sitski.com/index.htm

- Department of Sport and Recreation (WA)
  http://www.dsr.wa.gov.au
- Disability Sport – Project Connect
  http://www.ausprt.gov.au/connect/index.asp

Are you able to find a story of someone with a disability who does one of these activities? Share the stories you have found.

Invite a guest speaker to talk about recreation (see the DSC guest speaker database online at www.countusin.com.au).

Social recreation for everyone

In this experience students participate is a signing choir.

Teacher talk: There are lots of groups people belong to for social and community purposes. What groups are you a member of (eg music, chess club, swimming, craft, scrap booking, dance and soccer)?

How would you form a group in which everyone could participate in the same interest?

As part of our classroom/school community, look at how we could form a choir and work together to make it inclusive for everyone, including students who:

- use a wheelchair;
- experience difficulty walking;
- have difficulty holding and/or manipulating objects (eg may require an adapted remote control);
- have partial or complete loss of sight (eg magnifying the screen, audio description);
- have partial or complete loss of hearing (eg may use captions); and
- have disabilities affecting communication and thought processes.

Prepare an item for a performance (eg assembly, parents, senior citizens' group).

For ideas and information you may like to look at:

http://www.woodlands-junior.kent.sch.uk/music/instru/Choirs2.html

http://www.members.aol.com/SignChoir/

http://www.rgs.qld.edu.au/ec-primarysignchoirl.html

The school may like to invite a signing/vision choir to perform and/or work with your students such as the:

- Westminster Education Support Centre
  westm@nettrek.com.au
- South Ballajura Primary School
  http://www.sthballajura.wa.edu.au
- Mosman Park School for Deaf Children
  (08) 9384 2088

Other sources of information:

De Bie, Cecil, and Martijn Leenan. Rembrandt: Children's See and Do Book. Los Angeles: J. Paul Museum Publishers, 2001.

Flux, Paul. The Life and Work George Seurat. Oxford, UK: Heinemann Library, 2002.

Lionni, Leo. Matthew's Dream. New York: Knopf, 1995.

Mayhew, James. Katie Meets the Impressionists. Orchard Books, 1999.

Venezia, Mike. George Seurat: Getting to Know the World's Famous Artists. San Francisco: Children's Book Press, 2003.

Venezia, Mike. Jackson Pollack: Getting to Know the World's Famous Artists. San Francisco: Children's Book Press, 1994.

Venezia, Mike. Michaelangelo: Getting to Know the World's Famous Artists. San Francisco: Children's Book Press, 1992.

Venezia, Mike. Rembrandt: Getting to Know the World's Famous Artists. San Francisco: Children's Book Press, 1988.

National Gallery of Art: National Gallery of Art Kids http://www.nga.gov/kids/kids.htm

Endnotes

[1] Gething, L. et al (1994). Disability Awareness Package: Resource Manual, Community and Aging Program, University of Sydney.

[2] Gething, L. et al (1994). Disability Awareness Package: Resource Manual, Community and Aging Program, University of Sydney.

[3] Arshad, M. & Fitzgerald, M. 2004, Journal of Medical Biology

[4] VSA Arts http://www.vsarts.org/

[5] Heng, S. 2004, Community Care Issue 1547 p4-10