

FIGHTING FOR OUR RIGHTS

FFR I Understanding Disability

Subject/theme:

- Inclusion awareness

Year Group:

Year 5 and 6

Cross curricular links:

PSHE

Learning Objectives:

To understand different types of disabilities through experiential learning and create ways to include all disabilities.

Resources:

- Whiteboards and pens
- Helpsheet of images to visualise what a disability could look like
- Worksheets
- Pencils/pens
- Cups and jug of water
- Blindfolds
- Ear defenders
- Taboo cards
- Sling from the first aid box
- Access to:
<http://www.kingstonfightingforourrights.co.uk/jane-campbell/website> for transcript

NC Ref:

- Understanding risks and being able to make necessary and informed decisions
- Speaking and listening
- Comparing texts/audio transcript

Success Criteria:

All:

- Understand a small range of disabilities
- Make simple comparisons between the audio recording and their life

Most:

- Understand different disabilities and identify difficulties with everyday life
- Make comparisons focusing on school life between the audio book and the pupils' experience of school

Some:

- Define disabilities
- Understand disability can come in different forms including mental health
- Compare feeling portrayed about school life in the audio book and the pupils' own feelings towards school

Role of other adults:

TA to support any more able pupils - help them link ideas together and extend their thinking. TA to be stationed at one activity of the carousel to assist and control behaviour where required.

Strategies for pupils with specific learning difficulties and disabilities:

Starter:

- Create images to visualise what a disability could look like, cut them out and put them on the floor by the groups in case they need them
- Write 'disability' in different languages on the floor

Main activity:

- During the game of taboo, pictures can be used instead of words, pupils to describe the picture/use hand gestures or act out.

Standards Related Professional Development Focus

TS5 - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

LESSON OUTLINE	TIME
<p>Starter</p> <ul style="list-style-type: none">• Mind map for disability• Put the word "disability" in the middle of the classroom floor – teacher can add different languages if required to help pupils access the learning.• Offer etymology – dis- able-ity (state)• Offer accessible definitions to address misconceptions• In mixed ability groups the pupils can add speech bubbles for what they think disability is/ and how they feel about it. <p>Teacher can display prompting questions on a whiteboard or flipchart paper to help pupils focus their thoughts, for example:</p> <ul style="list-style-type: none">• What is a disability?• How do you feel about disability?• Is disability always physical?• How is it difficult in today's society/ world to have a disability? <ul style="list-style-type: none">• Teacher to pull class together and read out some speech bubbles they think link.• Teacher to then ask 'What do you think it was like to have a disability in the past?'• Allow talk time in partners or groups – teachers to take a few ideas	<p>15 minutes</p>
<p>Main Activity</p> <ul style="list-style-type: none">• Carousel of activities• Teacher to explain pupils will now listen to an audio recording of Jane Campbell (http://www.kingstonfightingforourrights.co.uk/jane-campbell) – asking pupils to make notes on what it was like to have a disability.• Teacher to pause recordings at key pieces of information (down to the teacher's discretion).	<p>40 minutes</p>

Teacher can ask key questions such as:

- Can you find any similarities or differences between our school and Jane's school?
- How would you feel?
- What would you do?

- After the audio recording teacher to allow talk time in partners or groups to discuss what they have just heard.
- Teacher to then ask what pupils think Jane might look like? Then display a picture of Jane (available on website) asking if this is what they imagined in their head?

Teacher to explain we will now experience what it is like to have a disability. Each table will have a different activity. After each activity, teacher to ask pupils to answer two questions on a piece of paper:

- What was difficult and why?
- What would've made it easier?

TABLE 1:

Disability – blindness

- Working in pairs, one person will be blindfolded and try to pour a glass of cold water; the other person will make notes on what was hard then give advice. The blindfolded person will try again. Repeat 3 times.
- Working in pairs, one person will be blindfolded and try to get from point A to point B. One person will give them directions. Switch roles.
- Sit back to back having one person describe something to draw, i.e. a house... "it has a square, then a triangle on top of the square". Switch roles.

TABLE 2:

Disability – loss of hearing

- Pupils to work in groups of 4/5.
- Play the game taboo with two people wearing ear defenders.
- Guessing game – give pupils a role play situation i.e. playing in the playground. Pupils to role play the situation without using their voices.

TABLE 3:

Disability - physical disability

- Attempt to write a letter to their friend using the 'wrong' hand, while the other arm is tied up.

Plenary

- Teacher to pull class back together and on a piece of flipchart write down any difficulties they had and are there any ideas to solve these problems.
- Allow discussion for pupils to pull ideas together. Teacher to then ask how we can include pupils in our school with any disabilities?
- Take ideas from pupils and discuss how we should be mindful of pupils with disabilities to help with everybody equal chances.

10 minutes

OPPORTUNITIES FOR AFL

- Answer questions using evidence from the transcript
- Ask to recall questions to check pupils are on task
- Peer assessment - observing each other during the activities
- Answer questions thinking of ideas to help people with disabilities
- Peers to look and try to read each other's letters in table 3 activity



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