

FIGHTING FOR OUR RIGHTS

FFR7

Disability in the Community

Subject/theme:

PSHE

Year Group:

Year 6

Learning Objectives:

To understand the barriers families with disability face in everyday life.

Resources:

- Audio Clips of oral history: <http://www.kingstonfightingforourrights.co.uk/sophie-ugle/>
- Extract from: <https://www.unicef.org/malaysia/1959-Declaration-of-the-Rights-of-the-Child.pdf>
- <http://www.cirp.org/library/ethics/UN-declaration/>
- Sugar paper
- Pens

NC Ref:

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Success Criteria:

- Understand disability
- Participate in classroom discussion

Strategies for pupils with specific learning difficulties and disabilities:

- More experience – Children may be more aware of disabilities surrounding them, and may find it easier to talk about it. (correct terminology and social norms)
- Less experience – Children might not be as aware of surrounding disabilities and may struggle to understand terminology.

Implications from previous learning:

Can be cross-referenced with FFR1 and FFR4.

Standards Related Professional Development Focus:

- Adapt teaching to respond to the strengths and needs of all pupils.
- Manage behaviour effectively to ensure a good and safe learning environment where misconceptions are addressed and a positive attitude is modelled.

Role of other adults:

TA to be able to support children, emotionally, and helping with key terminology and clarifying / giving support with less experienced children.

LESSON OUTLINE**TIME****Starter**

Images of different disabilities, ask the children key questions:

- How does being disabled affect everyday life?
- Do different types of disabilities have a different impact?

Children will be talking at tables, with a piece of sugar paper and a pen, coming up with key ideas that they have come across.

Class will then feedback (a few points from each table).

10 minutes**Main Activity**

- Introduce Sophie Ugle's life narrative and here background. Quote parts of her transcript that she has found difficult, such as:
- Ask children who looks after them when mum and dad are at work? And who picks them up from school?

Play audio clip one.

- Ask the children to discuss what they have learnt from hearing about The Malden Centre, and how difficult it was for Sophie to find child care for her child because of disability.

Play audio clip two.

- Ask the children how they think Sophie felt, when people finally listened to her concerns about child care and how her child was being deprived of what she required to access education?
- Ask the children how what they think is available for people who have a physical disability, and whether they would like to go to centre to meet other disabled people or whether they would prefer to meet other people and be part of 'normal' groups with a variety of people?

Play audio clip three.

- Ask the children to discuss what they have learnt by listening to the audio clips, and ask them to create a mind map of things they have learnt.
- Play audio clips to children, to allow them to gain a deeper understanding of a specific case, about dealing with disabilities. <http://www.kingstonfightingforourrights.co.uk/sophie-ugle/>
- Discuss the class's understanding of the terminology. Correct any misconceptions. Talk about social norms and acceptance. Discuss different types of disability and the implications in everyday life.

35 minutes**Plenary**

Collect all of the mind maps in and clarify understanding with the class, sharing what they have learnt throughout the lesson.

10 minutes**OPPORTUNITIES FOR AFL**

- Enables teacher to get an understanding of the children's knowledge, as it has already developed.
- Evaluate each audio clip to see what information the children have managed to pick out by themselves.
- Look at what the children have written on their mind maps, teacher will be able to assess the learning within the lesson, and evaluate the effectiveness.



Sophie and Rachel Ugle